Using Regulatory Changes to Advance Noncredit Mobility

- **Emily Dow**, Assistant Secretary, Academic Affairs, Maryland Higher Education Commission
- **Dina Advani**, Director of Planning and Research, New Mexico Higher Education Department

Moderator

- **Lily Cuellarsola**, Senior Policy Analyst, SHEEO




Maryland
MARYLAND HIGHER EDUCATION COMMISSION



Academic Program Review

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Maryland
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An institution may award:

CURRENT

A professional certificate for successful completion of the number of courses required by the appropriate national professional association.

PROPOSED

A professional certificate for the successful completion of the required course(s) and experiences that prepare individuals for

(a) initial certification or license by a state, federal, or national organization or

(b) for gainful employment as skilled or semiskilled workers or technicians in recognized occupations or in new and emerging occupations.



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USING REGULATORY CHANGES TO ADVANCE NONCREDIT MOBILITY

SHEEO Communities of Practice

October 7, 2026 | 10:30–11:15 AM
Panel Discussion

Dina Advani • New Mexico Higher Education Department

NEW MEXICO HIGHER EDUCATION DEPARTMENT

WHY NEW MEXICO IS AT THIS POINT

Workforce GRO gave the state a platform to think beyond access and enrollment.

$60 MILLION

three-year Workforce GRO appropriation

FY25

6,200+ students

FY25

94% completion

FY26

~95% funding utilized

THE SHIFT

From launching programs → to building a statewide noncredit ecosystem with accountability.

WHY MOBILITY NOW

Workforce Pell, credit recognition, credential portability, and better longitudinal data are creating the next set of policy questions.

NEW MEXICO'S POLICY APPROACH

Not one policy lever—an evolving set of state, institutional, and cross-agency connections.

STATE INVESTMENT	Use public dollars to expand access to high-demand, industry-recognized workforce education.
ACCOUNTABILITY	Require implementation plans, participation, completion, credential, demographic, expenditure, and workforce outcome reporting.
CROSS-AGENCY ALIGNMENT	Coordinate higher education and workforce policy so training is connected to labor-market demand.
INSTITUTIONAL INNOVATION	Learn from models developed by institutions and scale what works across very different regional economies.

THE GOAL: STATEWIDE CONSISTENCY WITHOUT LOSING REGIONAL FLEXIBILITY

WHERE MOBILITY ENTERS THE PICTURE

The learner should not have to start over when moving between workforce education and higher education.

NONCREDIT

Workforce training
Industry credential

RECOGNITION

What does the credential represent?

CREDIT

Credit for prior learning
Articulation

PATHWAY

Certificate • Degree
Further education

THE POLICY QUESTION

How do we make these connections clear, consistent, and portable—rather than dependent on an individual program or institution?

CREDENTIAL RECOGNITION

CREDIT FOR PRIOR LEARNING

TRANSFER + PORTABILITY

THE QUESTIONS NEW MEXICO IS WORKING THROUGH

Workforce GRO has surfaced practical policy and infrastructure challenges.

DATA

Many noncredit programs sit outside the primary student information system. How do we track learners longitudinally?

OUTCOMES

How do we connect education records to employment and wage outcomes over time?

FUNDING

How should Workforce Pell and Workforce GRO work together when eligibility rules differ?

MOBILITY

How do we expand noncredit-to-credit pathways and recognition across institutions?

THE COMMON THREAD: POLICY, DATA, AND PROGRAM DESIGN HAVE TO MOVE TOGETHER.

THREE LESSONS WE WOULD SHARE

New Mexico's experience is still evolving—but several lessons are emerging.

1 **BUILD THE INFRASTRUCTURE EARLY**

Accountability is much easier when student, program, credential, and outcome data are designed into the initiative from the start.

2 **MAKE MOBILITY A POLICY QUESTION**

Completion is important, but the next question is whether learning can be recognized, reused, and connected to additional education or employment.

3 **USE REGULATION TO CREATE CLARITY**

State policy can establish expectations and common definitions while leaving institutions room to respond to regional workforce needs.

THE END GOAL: A LEARNER CAN MOVE FORWARD WITHOUT LOSING THE VALUE OF WHAT THEY HAVE ALREADY EARNED.

A FORMAL STATEWIDE OUTCOMES PROCESS

Workforce GRO is creating a consistent process for longitudinal workforce outcomes.

01

INSTITUTIONS

Submit participant + program data

02

NMHED

Coordinates secure wage matching

03

DWS

Provides quarterly wage records

04

NMHED + INSTITUTIONS

Analyze and independently validate results

WHY THIS MATTERS

Consistent data collection, secure matching, and independent validation give the state a foundation for understanding what happens after noncredit training.

FROM PROGRAM REPORTING → TO STATEWIDE NONCREDIT OUTCOMES INFRASTRUCTURE