**Changes to the Adult Education Pipeline Dashboard**

April 2023

This document describes changes to metric definitions and new metrics added as part of the 2022-2023 release of the Adult Education Pipeline Dashboard (AEP 6.0) and outlines the impact to values compared to last year’s release of AEP 5.0.

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# New Features and Metrics

## Program Type Drilldown Added to More Metrics

The program type drilldown feature has been added to the following metrics:

* Top Five Institutions for Earning a Diploma, GED, or High School Equivalency (AE 517)

## New Metrics

No new metrics were added to AEP 6.0.

## New Locales

The following K12 adult education institutions were added to AEP 6.0:

* Bellflower Unified School District
* Calistoga Joint Unified School District
* Fort Sage Unified School District
* Lassen Union High School District
* Lincoln Unified School
* Modoc County Office of Education
* Modoc Joint Unified School District
* Monterey County Office of Education – JAIL
* Morongo Unified School District
* Parlier Adult School
* Shaffer Elementary School District
* St. Helena Unified School District
* Surprise Valley Joint Unified School District
* Val Verde Unified School District
* Westwood Unified School District

Note that K12 adult education institutions added in AEP 6.0 that reported data for 2020-21 will increase statewide counts for the 2020-21 year compared to AEP 5.0.

No new community college institutions were added to AEP 6.0.

# Key Metric Changes

## Enrollment Metrics Alignment

The following metrics were updated to ensure that students are counted at *any institution* they earned at least one hour that contributed to the respective metric’s hour threshold. In AEP 5.0 this logic was only being applied to the COMIS calculation, whereas the TOPSpro calculation required the entire hour threshold to be met at a single institution.

* Students with 12+ Instructional Contact Hours (Participants) (AE 202)
* Students with 1 to 11 Instructional Contact Hours (AE 210)

***Impact:*** The impact of this alignment varies by institution. In general, K12 adult education institutions that have more students co-enrolled at other institutions should expect increases in values for Students with 12+ Instructional Contact Hours (Participants) (AE 202) and decreases in values for Students with 1 to 11 Instructional Contact Hours (AE 210). This is because the alignment ensures students’ hour thresholds are calculated *across* institutions rather than at a single institution, thereby moving students from the 1 to 11-hour threshold to the 12+ hour threshold bucket.

## Success Metrics Alignment

The following metrics were updated to ensure that students are counted at any institution they are a Participant (AE 202) if they meet the respective success metric’s criteria at any institution in the system. In AEP 5.0 this logic was only being applied to the COMIS calculation, whereas the TOPSpro calculation required the outcome criteria to be met at the institution where the student was a Participant (AE 202).

* Participants who Earned a Diploma, GED, or High School Equivalency (AE 633)
* Participants who Completed a Postsecondary Credential (AE 625)
* Participants who Earned a Postsecondary Noncredit CTE Certificate (AE 604)
* Participants who Earned an Associate Degree (AE 631)
* Participants who Completed Chancellor’s Office Vision for Success Definition (AE 619)

***Impact:*** The impact of this alignment varies by institution. In general, K12 adult education institutions that have more students that are co-enrolled and earning awards at other institutions should expect increases in values for these metrics. Additionally, due to AE 625’s metric definition that allows students to meet the outcome in the selected or *any subsequent year*, statewide values increased by between 6% and 41% across years compared to the prior build.

## Participants who Earned a Diploma, GED, or High School Equivalency (AE 633)

1. This metric was updated to include SP02 = U (“Noncredit Adult Education High School Diploma”).
2. This metric was updated to include AA02 = H1 (“Noncredit High School Equivalency Exam”).
3. See “Success Metric Alignment” above for additional updates.

***Impact:*** Statewide values increased by approximately 6% or less across 2016-17 through 2019-20 and approximately 18% in 2020-21 compared to the prior build. This is due to a combination of 1) the “Success Metrics Alignment” listed above, which ensures students can meet the metric outcome at any institution and be counted where they are enrolled as a Participant (AE 202); 2) information being reported for new data elements; and 3) the addition of new adult school institutions that contained data for the 2020-21 year.

## Participants who Completed an Educational Functioning Level Gain (EFL and CB21 Course Progression) (AE 400)

1. The metric was updated to include educational functioning level advancement through AA02.

***Impact:*** Statewide values increased by less than 1% in 2020-21 compared to the prior build.

# Other Metric Changes

## English Language Learner Reportable Individuals (AE 305)

1. The code was updated to include a check for students who have ever been flagged as an English Language Learner under Employment Barriers in TOPSpro. Previously, the TOPSpro component of the calculation only checked prior ESL enrollment.

***Impact:*** Statewide values increased by less than 8% across years compared to the prior build.

## Low Income Reportable Individuals (AE 310)

1. The code was updated to include a check for students who have ever been flagged as SG14 = 2, 3, 4, 5, 6, or 7 in COMIS. Previously, the COMIS component of the calculation only checked for SG14 = 1.

***Impact:*** Statewide values increased by less than 3% across years compared to the prior build.

## Participants in ESL, ABE, and ASE who Transitioned to a Non-developmental Credit College Course (AE 637)

1. The code was updated to remove the check for EDUC\_CREDIT\_NTRAN in the TOPSpro calculation. Previously, the calculation included students who were flagged as EDUC\_CREDIT\_NTRAN, which is defined in the CASAS CAEP Dictionary as “Transitioned from one non-credit community college course to another non-credit course in a different program.”

***Impact:*** Statewide values decreased by approximately 2% or less across years compared to the prior build.

# Additional Information

## Coding Exception

Due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement for specific metrics is not enforced for noncredit community college students during Spring 2020 and all terms in 2020-21 and 2021-22. During that timeframe, an enrollment record (SX) in an adult education program is used as a proxy for hour thresholds in the following metrics:

* Reportable Individuals (AE 200)
* Students with 12+ Instructional Contact Hours (Participants) (AE 202)
* Students with 1 to 11 Instructional Contact Hours (AE 210)
* Students with an Enrollment in an Adult Education Program who Received Services (AE 201)
* Students with Noncredit Enrollment Only in Non-Adult Education Program Courses who Received Noncredit Services (AE 206)

***Impact:***Participants figures for noncredit community college institutions are impacted differently based on their reporting practices. K-12 Adult School institutions are not impacted by the coding exception.