

Changes to the Adult Education Pipeline Dashboard

April 2021

This document describes changes to metric definitions and new metrics added as part of the 2020-2021 release of the Adult Education Pipeline Dashboard (AEP 4.0) and outlines the impact to values compared to last year's release AEP 3.0.

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New Metrics

NEW METRICS: TRANSITIONS

Two new metrics have been created that split Transition to Postsecondary into Transition to Career Technical Education (CTE) and to Non-Developmental Credit College Courses. These new metrics are meant to support programs working towards transitions specifically into one of these pathways.

NEW METRICS: TOP FIVE INSTITUTIONS CHARTS

New charts will be available in the Transition, Completion, and Employment sections in AEP 4.0 that will display the top five performing institutions at the statewide and regional level for the corresponding metrics. The metrics that will have a Top Five chart include:

- ESL, ABE and ASE Participants Who Transition to Postsecondary
- Participants Earning a Diploma, GED, or High School Equivalency
- Participants Who Completed a Postsecondary Credential
- Participants Earning a Postsecondary Noncredit CTE Certificate
- Employment Four Quarters After Exit
- Change in Earnings
- Annual Earnings Compared to the Living Wage

Key Metric Changes

REPORTABLE INDIVIDUALS OR ADULTS SERVED

1. Based on a decision by the Chancellor's Office during the Student Metrics Advisory Committee noncredit subgroup meeting in Fall 2020, Supervised Tutoring (493009) and Study Skills (493014) [Taxonomy of Program \(TOP\) codes](#) are excluded from the Chancellor's Office Management System (COMIS) calculations.
2. The Student Metrics Advisory Committee noncredit subgroup also flagged that as a result of the switch to online instruction in the Spring 2020 term, colleges did not consistently code noncredit courses using [SX05 Positive Attendance Hours](#). Therefore, for students enrolled in the Spring 2020 term, the Chancellor's Office has removed the previous 1 hour threshold for enrollment used to identify Reportable Individuals.
3. New data elements flagging students with disabilities were added for both CASAS TOPSpro Enterprise (TE) and Chancellor's Office Management System (COMIS) calculations. The new data elements are "VocationalRehabilitationServices" for CASAS TE and [SD01 Student-Primary-Disability](#) for COMIS.
4. All students who receive services are included in this build. In the previous build, only those students who received services were included if they had an enrollment.

Impact of the change: Removal of these two TOP codes may decrease counts for colleges reporting into COMIS. However, the addition of the new data elements and expansion of those who received services may increase counts. Statewide values are down by 5% in 2016-17 but up by 6% and 10% in 2017-18 and 2018-19 compared to prior build.

PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS

1. The Student Metrics Advisory Committee noncredit subgroup flagged that as a result of the switch to online instruction in the Spring 2020 term, colleges did not consistently code noncredit courses using [SX05 Positive Attendance Hours](#). Therefore, for students enrolled in the Spring 2020 term, the Chancellor's Office has removed the previous 12-hour threshold for enrollment used to identify Participants.
2. To better align with the TE calculation and to meet the intent of the metric, for the COMIS calculation, only enrollment or positive attendance hours in courses in any of the six major CAEP program areas are included in this build. In the prior build, any student who had 12 or more positive attendance hours in any noncredit courses were included.

Impact of the change: Limiting enrollment to only the six major CAEP program areas in COMIS calculations lowers counts for colleges, whereas the Spring 2020 treatment to remove the 12-hour threshold may increase counts. Statewide values are lower by 17% to 20% depending on the year. Most of this decrease comes from colleges reporting into COMIS, with 87% of colleges decreased on average in terms of the number of participants while K-12 institutions decreased only 2% on average.

PARTICIPANTS IN ENGLISH AS A SECOND LANGUAGE (ESL), ADULT BASIC EDUCATION (ABE), AND ADULT SECONDARY EDUCATION (ASE)

Changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS will affect the counts for this metric.

Impact of the change: Statewide counts for participants in ESL from 2016-17, 2017-18, and 2018-19 decreased only slightly. For participants in ABE the average decrease is 3%. For participants in ASE the average decrease is 2%.

PARTICIPANTS IN CAREER AND TECHNICAL EDUCATION (CTE)

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In the current build, enrollment in CTE and workforce preparation courses has been limited to noncredit only. In the prior build, students who enrolled in credit CTE and credit workforce preparation were included.

Impact of the change: Statewide values from 2016-17, 2017-18, and 2018-19 decreased on average by 25%. Among the three CTE Subgroups (workforce preparation, pre-apprenticeship, and short-term CTE), almost all the decrease in Participants in CTE can be attributed to short-term CTE.

COMPLETED ONE OR MORE EDUCATIONAL FUNCTIONING LEVELS (EFL)

1. In the prior build, [SA07 Student Educational Function Level](#) was sparsely populated for a few colleges. For this build, SA07 has been added to the already existing method using course taking patterns with [CB21 Course Prior To College Level](#) to measure when students have attained an Educational Functioning Level gain.

2. Based on continued alignment conversations with CASAS, an additional criterion was added to the CASAS TE calculations to align with what is reported for the Workforce Innovation and Opportunity Act (WIOA) outcomes on the CASAS National Reporting System (NRS) tables. Students reported in the NRS tables for EFL gains must meet federal demographic and testing requirements which is captured in the “IsInLiteracySection” data element provided in the LaunchBoard data export from TE by CASAS.
3. As part of this build, the calculation was updated so that EFL gains are counted within the selected institution, and individual gains are counted within the same data set, meaning a student cannot start in a K12 adult school and achieve a gain in a community college. The EFL gain is attributed to the institution that enrolls and tests for the gain within the program year.

Impact of the change: Statewide values from 2016-17, 2017-18, and 2018-19 decreased on average by 5%.

TRANSITION TO ADULT SECONDARY EDUCATION (ASE)

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. As part of this build, the requirement that first-time enrollment in Adult Secondary Education (ASE) must happen in the term or year after Adult Basic Education (ABE) or English as a Second Language (ESL) enrollment was eliminated. First-time enrollment in ASE in the same year as an ABE/ESL enrollment will be counted as a transition.
3. In the prior build for the COMIS calculations, students were included as first-time in ASE without determining if that student had been an ABE or ESL student previously. This coding issue has been updated in the current build.

Impact of the change: Statewide, percentages are lower by 4%. While values and percentages for K-12 institutions are higher by about 8-9% on average for the two years.

TRANSITION TO POSTSECONDARY

1. Changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS will affect the counts for this metric.
2. In this build, the COMIS calculation was updated to include [SXD2 Enrollment-Credit-Status](#) along with [CB21 Course Prior To College Level](#) to identify non-basic skills credit courses for measuring transition.
3. First-time transition is now captured in both the CASAS TE and COMIS data sets to correct for a coding error in the prior build.
4. In this build, the requirement that first-time enrollment in CTE or non-basic skills credit college courses must happen in the term or year after ABE or ESL enrollment or ASE has been eliminated. Now, first-time enrollment in CTE/credit college courses in the same year as an ABE/ESL/ASE enrollment will be counted as a transition.

Impact of the change: Statewide values from 2016-17 and 2017-18 increased on average by 114% with most institutions higher as well.

COMPLETED A POSTSECONDARY CREDENTIAL

1. The denominator for this metric has been expanded to include all participants in a California Adult Education Program from only participants in ASE.
2. An additional Chancellor's Office award has been added to the list of postsecondary credentials included. [SP02 Student-Program-Award](#) = O, other credit award - under 6 semester units, has been added.
3. To better align with CASAS TE reporting, the CASAS TE outcomes calculation was updated to include more data elements.
4. Clarified that students who earned an award are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: The percentage of students who earned an award increased by 2% in 2017-18 and 4% in 2018-29.

Other Metric Changes

GENDER

A new Non-Binary data value is now displayed, effective as of summer term 2019.

Impact of the change: Fewer students will be shown as Unknown.

AGE GROUPS

Age groupings have been adjusted slightly break up 40-54 into 40-44 and 45-54. 55 and older has been broken into 55-59 and 60 and older.

Impact of the change: Counts for all updated age groups are affected.

STUDENTS WITH 1 TO 11 INSTRUCTIONAL CONTACT HOURS

See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric. This change aligns age categories to WIOA II reporting categories.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 47%.

STUDENTS WITH AN ENROLLMENT IN AN ADULT EDUCATION PROGRAM WHO RECEIVED SERVICES

See changes identified for REPORTABLE INDIVIDUALS and PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect values for this metric.

Impact of the change: Limiting TOP codes in the COMIS calculations will lower counts for colleges reporting into COMIS. Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 9%. Additionally, 2019-20 data with the special Spring 2020 term treatment may over count participants and may not be useful to establish trends.

PARTICIPANTS IN PROGRAMS FOR ADULTS WITH DISABILITIES

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. Added an additional flag to better capture students with disabilities. In the prior build this was captured by looking at students who were enrolled in a course that was designed to meet the needs of adults with disabilities. In this build, [SD01 Student-Primary-Disability](#) has been added as an additional criterion used to identify students with disabilities.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 slightly decreased on average by just 1%.

ADULT PARTICIPANTS TRAINING TO SUPPORT CHILD SCHOOL SUCCESS

See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 slightly decreased on average by just 1%.

PARTICIPANTS ENROLLED IN COURSES AT ADULT SCHOOLS OR NONCREDIT COURSES AT COMMUNITY COLLEGES AND CREDIT COURSES IN THE SAME PROGRAM YEAR

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. A coding issue was corrected for how participants were counted to meet this metric.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 increased on average by 927%.

PARTICIPANTS TAKING COURSES IN MORE THAN ONE PROGRAM AREA

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. A coding issue was corrected for how program areas were summed up in the Chancellor's Office Management System (COMIS) data set.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 increased on average by 73%.

PARTICIPANTS WHO TOOK COURSES AT MORE THAN ONE ADULT SCHOOL OR COMMUNITY COLLEGE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. A coding issue was corrected for how participants were counted to meet this metric.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 increased on average by 14%.

BARRIERS TO EMPLOYMENT METRICS

1. See changes identified for REPORTABLE INDIVIDUALS that will affect values for these metrics.
2. Students are now identified as having a barrier to employment if they were flagged in either the CASAS TOPSpro Enterprise (TE) and Chancellor's Office Management System (COMIS).

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 increased on average by 6% for Cultural Barriers, 1% for Displaced Homemaker, 7% for English Language Learners, 20% for Ex-Offenders, 99% for Foster Youth, 8% for Homeless, 11% for Low Income, 8% for Low Literacy, 17% for Migrant Farmworkers, 3% for Seasonal Farmworkers, and 6% for Single Parents.

BARRIERS TO EMPLOYMENT – EXHAUSTING TANF WITHIN TWO YEARS

Due to an incomplete file transfer from the Chancellor's Office Management System (COMIS), the barrier 'Exhausting TANF within Two Years' is not fully populated as part of this release of the dashboard. When the new COMIS file is integrated, then the metric will be updated on the dashboard.

BARRIERS TO EMPLOYMENT – LONG TERM UNEMPLOYED

1. See changes identified for REPORTABLE INDIVIDUALS that will affect values for these metrics.
2. Clarified that a student should be identified as having a barrier to employment if they were flagged in either the CASAS TOPSpro Enterprise (TE) and Chancellor's Office Management System (COMIS).
 - a. For this metric, this means that CASAS TE students that do not have a Social Security Number (SSN) in that data set but do have it in another data set are found and checked against the Employment Development Department (EDD) Unemployment Insurance (UI) file to confirm unemployment.

Impact of the change: K12 adult school institutions will see an increase in counts, while community colleges will see a decrease due to the changes implemented for Reportable Individuals. Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 26%.

ATTAINED A WORKFORCE PREPARATION MILESTONE

1. Clarified how students who met this outcome should be counted. Students who met the outcome in either the CASAS TE or the COMIS data set will be counted where they were flagged as a participant in the selected year.
2. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 73%. For the percent of students achieving this outcome there was an average 16 percentage point decrease.

COMPLETED AN OCCUPATIONAL SKILLS GAIN

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. To better capture student outcomes, students will be counted if the outcome is achieved in either the CASAS TE or the COMIS data sets.
3. In this build, the table used to flag CTE TOP codes has been updated to the agreed upon source for all dashboards.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 45%. For the percent of students achieving this outcome there was an average 3- 4 percentage point decrease for each of the three years.

SUBSEQUENTLY TOOK A TRANSFER-LEVEL ENGLISH OR MATH COURSE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. For alignment with the Student Success Metrics (SSM), the calculation was updated to use [SXD2 Enrollment Credit Status](#) IN (T) to denote transferability instead of [CB21 Course Prior To College Level](#) IN (Y). Additionally, the list of qualifying TOP codes was updated for transfer-level English courses.
3. For alignment with the Student Success Metrics (SSM), new data elements have been added to the calculation for attaining the metric outcome by successfully completing courses that fulfill general education requirements for English composition and for math or quantitative reasoning in the context of transfer, degree, and certificate programs that are not flagged as support courses using: [CB25 Course General Education Status](#) and [CB26 Course Support Course Status](#) on any TOP code.
4. In the AEP 4.0 build, students are now counted as meeting the outcome where they are flagged as a participant in the selected year.

Impact of the change: These additions to the calculation greatly increased values for these two metrics. Values for nearly all institutions are higher for all years.

COMPLETED AN IMMIGRATION INTEGRATION MILESTONE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In the prior version of the dashboard, this metric was known as Participants Who Completed an ESL Milestone and now also measures the number of participants who completed an EL Civics course or COAPSS milestone in the selected year.
3. For the CASAS TE calculation this metric no longer captures enrollment in EL Civics, but instead Immigrant Integration Indicators (I3) outcomes relating to EL Civics COAAPs which is a new data element starting in 2019-20.
4. The denominator of this metric was changed from ESL Participants to All Participants to better match how CASAS TE calculates this metric.

Impact of the change: K12 adult schools reporting into CASAS TE will only have data showing for 2019-20 with the introduction of the I3 data element, and community colleges

are showing large decreases in counts for 2016-17, 2017-18, and 2018-19 with a similar spike in 2019-20.

PARTICIPANT PERSISTENCE - PROGRAM YEAR TO PROGRAM YEAR

See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.

Impact of the change: Statewide counts for 2016-17 and 2017-18 decreased by 42% with most of the decrease attributed to community colleges and decrease in Adult Ed Participants.

PARTICIPANTS ENROLLED IN ADULT ED AFTER TAKING COLLEGE CREDIT COURSE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In the AEP 4.0 build, the calculation has been simplified calculation to capture participants in the selected year who had credit enrollments in the previous year. In the prior version, the dashboard tracked those who had transitioned to postsecondary and then returned to adult education. This new method will eliminate the time lag needed for the previous calculation.

Impact of the change: Values are higher statewide and for nearly all colleges and K-12 institutions.

PARTICIPANTS WHO COMPLETED 6+ COLLEGE CREDIT UNITS FOR THE FIRST TIME

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. The universe of students or denominator has been updated to the new metric, Participants who Transition to Non-Developmental Credit College Coursework, to better capture the intent of the metric.
3. In this build, students who met this outcome are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: Statewide counts for 2016-17 and 2017-18 decreased on average by 88%.

PARTICIPANTS WITH A COMMUNITY COLLEGE GPA 2.0 OR HIGHER

See changes identified for PARTICIPANTS WHO COMPLETED 6+ COLLEGE CREDIT UNITS FOR THE FIRST TIME that will impact this metric.

Impact of the change: Statewide counts for 2016-17 and 2017-18 show an average increase of 118%.

EARNED A DIPLOMA, GED, OR HIGH SCHOOL EQUIVALENCY

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.

2. To align better with CASAS TE reporting, the student universe was expanded from Adult Secondary Education participants to all participants in a California Adult Education Program.

Impact of the change: Increasing the number of students eligible to meet this outcome should increase counts for this metric compared to AEP 3.0. Statewide counts for 2016-17, 2017-18, and 2018-19 increased on average by 15%.

EARNED A POSTSECONDARY NONCREDIT CTE CERTIFICATE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. The CASAS TE calculation was refined to better fit the intent of the metric by including more targeted learner results in the calculations.
3. Removed an award type from the list of awards counted towards this outcome. [SP02 Student-Program-Award](#) = L, certificate requiring 18 to fewer than 30 semester units, was excluded because it is not a noncredit certificate.
4. To better align with the intent of the metric, community college enrollment in a noncredit workforce preparation or a noncredit career technical education (CTE) course is no longer being counted as possible outcomes for this metric. Only successful completion of a noncredit CTE Chancellor's Office award will be counted.
5. In this build, students who earned an award are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: The stricter requirements to meet this outcome decreased counts for this metric compared to AEP 3.0. Statewide counts for 2016-17, 2017-18, and 2018-19 decrease on average by 11%.

EARNED A LOW-UNIT CREDIT CERTIFICATE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. The student universe has been expanded from Participants Who Transitioned to Postsecondary to all participants in a California Adult Education Program.
3. In this build, students who earned an award are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: Increasing the number of students eligible to meet this outcome increased counts for this metric compared to AEP 3.0. Statewide counts for 2016-17 and 2017-18 increased on average by 224%.

EARNED A HIGH-UNIT CREDIT CERTIFICATE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. The student universe or denominator has been expanded from Participants Who Transitioned to Postsecondary to all participants in a California Adult Education Program.
3. In this build, students who earned an award are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: Increasing the number of students eligible to meet this outcome increased counts for this metric compared to AEP 3.0. Statewide counts for 2016-17 increased by 285%.

EARNED AN ASSOCIATE DEGREE

2016-17 is when K12 adult school data became available from CASAS TE. Starting with this build of AEP 4.0, earlier academic years are no longer displayed. Therefore, this metric will not display in this build because the definition allows for 5 academic years for participants to achieve this outcome, but only 4 years of data will be available on the dashboard with this change in years of data included.

COMPLETED CHANCELLOR'S OFFICE VISION FOR SUCCESS DEFINITION

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In this build, students who earned an award are counted where they are enrolled as an Adult Education Participant in the selected year.

Impact of the change: Statewide counts for 2016-17, 2017-18, and 2018-19 decreased on average by 70%.

EMPLOYMENT TWO QUARTERS AFTER EXIT

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In this build, additional work was done to find Social Security Numbers (SSNs) for students without SSNs.
3. In this build, coding issues were identified and corrected for the exiting participant definition used as the student universe or denominator for this metric.

Impact of the change: Values for 2016-17 and 2017-18 increased on average by very large percentages for K-12 Adult Ed institutions and lower percentages for the community colleges. Statewide counts increased on average by 100%.

EMPLOYMENT FOUR QUARTERS AFTER EXIT

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In this build, additional work was done to find Social Security Numbers (SSNs) for students without SSNs.
3. In this build, coding issues were identified and corrected for the exiting participant definition used as the student universe or denominator for this metric.

Impact of the change: Values for 2016-17 and 2017-18 increased on average by very large percentages for K-12 Adult Ed institutions and lower percentages for the community colleges. Statewide counts increased on average by 101%.

CHANGE IN EARNINGS

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.

2. In this build, additional work was done to find Social Security Numbers (SSNs) for students without SSNs.
3. In this build, coding issues were identified and corrected for the exiting participant definition used as the student universe or denominator for this metric.
4. In this build to align with Student Success Metrics and other dashboards, only students employed two quarters after exit who have a pre-wage two quarters before entry are included. In the prior version, students were included in the denominator who did not have a pre-wage.

Impact of the change: Statewide, the percentage change in earnings went down by 10 percentage points in 2016-17 and 8 percentage points in 2017-18 which represents on average a 32% decrease.

MEDIAN ANNUAL EARNINGS

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In this build, additional work was done to find Social Security Numbers (SSNs) for students without SSNs.
3. In this build, coding issues were identified and corrected for the exiting participant definition used as the student universe or denominator for this metric.

Impact of the change: Statewide for 2016-17 and 2017-18 earnings decreased on average by 4%.

ANNUAL EARNINGS COMPARED TO THE LIVING WAGE

1. See changes identified for PARTICIPANTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS that will affect this metric.
2. In this build, additional work was done to find Social Security Numbers (SSNs) for students without SSNs.
3. In this build, coding issues were identified and corrected for the exiting participant definition used as the student universe or denominator for this metric.
4. Based on a Chancellor's Office decision impacting all dashboards, the living wages used for comparison have been updated from 2018 to 2020 living wages.

Impact of the change: Statewide, the percentage of students who earned a living wage decreased by 8 percentage points in 2016-17 and 6 percentage points in 2017-18. However, the number of students who attained a living wage increased on average by 41% with the average increase of the denominator by 71%.