



# Annual Data Report

## Fall 2022

Volume 1: November 2022

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## Foreward from the Program Director

In order to most effectively help our students and to provide them the best educational services possible, CCAEC member stakeholders painstakingly analyze significant enrollment, demographic, participation, persistence, and performance data through this Annual Data Review (ADR). The format of the ADR has evolved to its current state while the sources of the data contained in this most current year have solidified to only include data from TOPSpro Enterprise (TE) and Banner.

This document and its data drives almost everything the Citrus College Adult Education Consortium does. CCAEC board representatives look at enrollment (and soon performance measures) to make funding allocation decisions. CCAEC stakeholders analyze consortium demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for CTE, ESL, and ASE/ABE rely on stakeholder analysis of performance and enrollment data. CCAEC subcommittees use the data to drive efforts at improving consortium efficiencies and increasing leveraged resources. The ADR drives the Three Year Plan and the Annual Plan process. The document is analyzed at CCAEC professional development conferences and individual member institution PLCs to inform curriculum and instruction.

At first perusal, the document may appear overwhelming. So highlights from the data are outlined at the end of each section to capture important trends that inform consortium decision making. Those highlights are not comprehensive to date and need CCAEC stakeholder input, but they will help to make the document more manageable.

Enjoy.

John Russell  
CCAEC Program Director

## Community Profile: The Region We Serve

The Citrus College Adult Education Consortium(CCAEC) serves a footprint that stretches across the San Gabriel Valley from Pasadena to Pomona. CCAEC member schools serve residents from many San Gabriel Valley communities and the city of Los Angeles.

### Total CCAEC Enrollment by City of Any Student Receiving Services

CCAEC stakeholders begin analysis of the region we serve by determining the primary cities where our students live.

Tables 1 – 17 below depict the population of total students by city who registered and received some services at each CCAEC member institution over the three previous program years. This number represents every student who walked into a CCAEC member institutions and registered for any non-credit program. In doing so, these students received some type of counseling, assessment, or transitional services from each member institution.

Table 1 – Azusa 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	610	43.3%
Covina	262	18.6%
Glendora	189	13.4%
San Dimas	68	3.0%
La Verne	42	4.8%
West Covina	39	2.8%
Misc. Other	199	14.1%
<b>TOTAL</b>	<b>1,409</b>	<b>100.0%</b>

Table 2 – Azusa 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	448	43.0%
Covina	192	18.4%
Glendora	169	16.2%
San Dimas	51	2.6%
La Verne	27	4.9%
West Covina	28	2.7%
Misc. Other	128	12.3%
<b>TOTAL</b>	<b>1,043</b>	<b>100.0%</b>

Table 3 – Azusa 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	266	52.3%
Covina	72	14.1%
Glendora	51	10.0%
San Dimas	25	4.9%
La Verne	8	1.6%
West Covina	13	2.6%
Misc. Other	74	14.5%
<b>TOTAL</b>	<b>509</b>	<b>100%</b>

Table 4 – Azusa 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	418	59.6%
Covina	94	13.4%
Glendora	64	9.1%
San Dimas	24	3.4%
La Verne	13	1.9%
West Covina	15	2.1%
Misc. Other	73	10.4%
<b>TOTAL</b>	<b>701</b>	<b>100.0%</b>

Table 5 – Citrus College 2018-19 Total Student Enrollment by City: Total & % of Total\*

City	Student Population	% of Total
<b>Azusa</b>	673	35%
<b>Monrovia</b>	391	20%
<b>Claremont</b>	164	9%
<b>Glendora</b>	143	7%
<b>Covina</b>	92	5%
<b>Pomona</b>	77	4%
<b>Duarte</b>	63	3%
<b>Misc. Other</b>	312	16%
<b>TOTAL</b>	<b>1,915</b>	<b>100.0%</b>

Table 6 – Citrus College 2019-20 Total Student Enrollment by City: Total & % of Total\*

City	Student Population	% of Total
<b>Azusa</b>	738	39%
<b>Monrovia</b>	390	21%
<b>Claremont</b>	182	10%
<b>Glendora</b>	132	7%
<b>Covina</b>	86	5%
<b>Pomona</b>	59	3%
<b>Duarte</b>	36	2%
<b>Misc. Other</b>	250	13%
<b>TOTAL</b>	<b>1,873</b>	<b>100.0%</b>

Table 7 – Citrus College 2020-21 Total Student Enrollment by City: Total & % of Total\*

City	Student Population	% of Total
<b>Azusa</b>	836	49.7%
<b>Monrovia</b>	240	14.3%
<b>Claremont</b>	162	9.6%
<b>Glendora</b>	73	4.3%
<b>Pomona</b>	71	4.2%
<b>Covina</b>	68	4.0%
<b>Misc. Other</b>	231	13.7%
<b>TOTAL</b>	<b>1,681</b>	<b>100%</b>

Table 8 – Citrus College 2021-22 Total Student Enrollment by City: Total & % of Total\*

City	Student Population	% of Total
<b>Azusa</b>		
<b>Monrovia</b>		
<b>Claremont</b>		
<b>Glendora</b>		
<b>Pomona</b>		
<b>Covina</b>		
<b>Misc. Other</b>		
<b>TOTAL</b>		

\*Citrus College total noncredit enrollment includes its summer high school programs for regional K-12 school districts. While these students are not CAEP program area enrollees, this ADR includes these students in total enrollment for the purpose of determining the major cities served by CCAEC institutions. The actual number of Citrus College CAEP program area enrollment can be found in Tables 37-39 on pages 22-24.



Table 9 – Claremont 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Pomona	337	29.2%
Claremont	266	23.0%
Montclair	181	15.7%
Upland	114	9.9%
La Verne	56	4.8%
Ontario	53	4.6%
Misc. Other	173	12.9%
<b>TOTAL</b>	<b>1,156</b>	<b>100.0%</b>

Table 10 – Claremont 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Pomona	220	28.1%
Claremont	177	22.6%
Montclair	123	15.7%
Upland	86	11.0%
La Verne	35	4.5%
Ontario	44	5.6%
Misc. Other	99	12.6%
<b>TOTAL</b>	<b>784</b>	<b>100.0%</b>

Table 11 – Claremont 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Claremont	107	20.9%
Pomona	101	19.8%
Montclair	75	14.8%
Upland	45	8.8%
Ontario	29	5.8%
La Verne	28	5.5%
Rancho Cuc.	26	5.1%
Misc. Other	100	19.6%
<b>TOTAL</b>	<b>511</b>	<b>100%</b>

Table 12 – Claremont 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Pomona	139	32.4%
Claremont	82	19.1%
Montclair	55	12.8%
Upland	37	8.6%
La Verne	30	7.0%
Rancho Cuc.	28	6.5%
Ontario	15	3.5%
Misc. Other	43	10.0%
<b>TOTAL</b>	<b>429</b>	<b>100%</b>

Table 13 – Duarte 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Duarte	68	100%
<b>TOTAL</b>	<b>68</b>	<b>100.0%</b>

Table 14 – Duarte 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Duarte	17	68%
Other Cities	8	32%
<b>TOTAL</b>	<b>25</b>	

Table 15 – Duarte 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Duarte	34	46.6%
No City Listed	30	41.1%
Other Cities	9	12.3%
<b>TOTAL</b>	<b>73</b>	<b>100%</b>

Table 16 – Glendora 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Glendora	69	47.3%
San Dimas	16	11.0%
Azusa	10	6.8%
Covina	9	6.2%
Misc. Other	42	28.8%
<b>TOTAL</b>	<b>146</b>	<b>100.0%</b>

Table 17 – Glendora 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Glendora	72	57.6%
San Dimas	7	5.6%
Azusa	7	5.6%
Covina	3	2.4%
Misc. Other	36	28.8%
<b>TOTAL</b>	<b>125</b>	<b>100.0%</b>

Table 18 – Glendora 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Glendora</b>	32	57.1%
<b>San Dimas</b>	2	3.6%
<b>Azusa</b>	2	3.6%
<b>Covina</b>	4	7.1%
<b>Misc. Other</b>	16	28.5%
<b>TOTAL</b>	<b>56</b>	<b>100%</b>

Table 19 – Glendora 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Glendora</b>	28	47.5%
<b>Azusa</b>	2	3.4%
<b>Covina</b>	4	6.8%
<b>No City Listed</b>	14	23.7%
<b>Misc. Other</b>	11	18.6%
<b>TOTAL</b>	<b>59</b>	<b>100%</b>

Table 20 – Monrovia 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	503	26.8%
<b>Arcadia</b>	329	17.5%
<b>Duarte</b>	277	14.8%
<b>Pas./Alt./SM</b>	140	7.5%
<b>Los Angeles</b>	58	3.1%
<b>Temple City</b>	41	2.2%
<b>Misc. Other</b>	529	28.2%
<b>TOTAL</b>	<b>1,877</b>	<b>100.0%</b>

Table 21 – Monrovia 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	442	26.1%
<b>Arcadia</b>	281	16.6%
<b>Duarte</b>	186	11.0%
<b>Pas./Alt./SM</b>	125	7.4%
<b>Los Angeles</b>	128	7.6%
<b>Temple City</b>	44	2.6%
<b>Misc. Other</b>	488	28.8%
<b>TOTAL</b>	<b>1,694</b>	<b>100.0%</b>

Table 22 – Monrovia 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	225	22.0%
<b>Arcadia</b>	126	12.3%
<b>Duarte</b>	103	10.1%
<b>Pas./Alt./SM</b>	93	9.1%
<b>Los Angeles</b>	121	11.8%
<b>Temple City</b>	22	2.1%
<b>Misc. Other</b>	334	32.6%
<b>TOTAL</b>	<b>1,024</b>	<b>100%</b>

Table 23 – Monrovia 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	387	33.4%
<b>Arcadia</b>	158	13.6%
<b>Duarte</b>	128	11.0%
<b>Pas./Alt./SM</b>	88	7.6%
<b>Los Angeles</b>	67	5.8%
<b>Azusa</b>	23	2.0%
<b>Misc. Other</b>	308	26.6%
<b>TOTAL</b>	<b>1,159</b>	<b>100.0%</b>

Tables 24-27 below depict the total students by city who registered and received some services aggregated for the entire CCAEC consortium over the last four program years.

Table 27 does not include Citrus College 2021-22 enrollment at the time of the first volume.

Table 24 – CCAEC Aggregated 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Azusa</b>	1,334	20.5%
<b>Monrovia</b>	894	13.7%
<b>Claremont</b>	430	6.6%
<b>Pomona</b>	414	6.4%
<b>Glendora</b>	401	6.2%
<b>Covina</b>	363	5.6%
<b>Duarte</b>	340	5.2%
<b>Arcadia</b>	329	5.1%
<b>Montclair</b>	181	2.8%
<b>Pasadena, et al</b>	140	2.2%
<b>Upland</b>	114	1.8%
<b>La Verne</b>	98	1.5%
<b>San Dimas</b>	84	1.3%
<b>Los Angeles</b>	58	0.9%
<b>Ontario</b>	53	0.8%
<b>West Covina</b>	39	0.6%
<b>Misc. Other Municipalities</b>	1,231	18.9%
<b>TOTAL</b>	<b>6,503</b>	<b>100%</b>

Table 25 – CCAEC Aggregated 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Azusa</b>	1,193	21.6%
<b>Monrovia</b>	832	15.1%
<b>Glendora</b>	373	6.8%
<b>Claremont</b>	359	6.5%
<b>Arcadia</b>	281	5.1%
<b>Covina</b>	281	5.1%
<b>Pomona</b>	279	5.1%
<b>Duarte</b>	222	4.0%
<b>Los Angeles</b>	128	2.3%
<b>Pasadena, et al</b>	125	2.3%
<b>Montclair</b>	123	2.2%
<b>Upland</b>	86	1.6%
<b>La Verne</b>	63	1.1%
<b>San Dimas</b>	58	1.1%
<b>Ontario</b>	44	0.8%
<b>West Covina</b>	28	0.5%
<b>Misc. Other Municipalities</b>	1,045	18.9%
<b>TOTAL</b>	<b>5,519</b>	<b>100%</b>

Table 26 – CCAEC Aggregated 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Azusa</b>	1,104	30.3%
<b>Monrovia</b>	465	12.8%
<b>Claremont</b>	240	6.6%
<b>Pomona</b>	240	6.6%
<b>Covina</b>	144	3.9%
<b>Los Angeles</b>	121	3.3%
<b>Duarte</b>	101	2.8%
<b>Pasadena, et al</b>	93	2.6%
<b>Arcadia</b>	93	2.6%
<b>Glendora</b>	78	2.1%
<b>Montclair</b>	75	2.1%
<b>Upland</b>	45	1.2%
<b>Ontario</b>	45	1.2%
<b>La Verne</b>	26	0.7%
<b>West Covina</b>	13	0.4%
<b>Misc. Other Municipalities</b>	763	20.9%
<b>TOTAL</b>	<b>3,646</b>	<b>100%</b>

Table 27 – CCAEC Aggregated 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Azusa</b>		
<b>Monrovia</b>		
<b>Glendora</b>		
<b>Claremont</b>		
<b>Arcadia</b>		
<b>Covina</b>		
<b>Pomona</b>		
<b>Duarte</b>		
<b>Los Angeles</b>		
<b>Pasadena, et al</b>		
<b>Montclair</b>		
<b>Upland</b>		
<b>La Verne</b>		
<b>San Dimas</b>		
<b>Ontario</b>		
<b>West Covina</b>		
<b>Misc. Other Municipalities</b>		
<b>TOTAL</b>		<b>100%</b>

### Highlights of Total Enrollment by City

- In 2018-19, 2019-20, and 2020-21 about 80% of students served by CCAEC school live in the 16 cities noted above
- In 2018-19, 2019-20, and 2020-21, nearly 70% of students served by CCAEC school live in 8 cities: Azusa, Monrovia, Claremont, Pomona, Glendora, Covina, Duarte, and Arcadia
- In 2020-21 over 40% of all students served by the CCAEC are from Azusa and Monrovia
- Total enrollment for services dramatically declined 15.1% due to the COVID-19 pandemic
- Enrollment for students from Los Angeles in total and as a percentage have tripled from 2018-19 to 2020-21 reflecting successful efforts in marketing and delivery of services to students living in that city

### Demographics and Economic Characteristics of Primary Cities Served by CCAEC Members

As noted in Table 2, of the 16 major cities served by the consortium, 8 of these cities are what CCAEC stakeholders consider “primary” cities served by the members of the consortium. Percentages of total enrollment for these 8 cities have changed from 2019-20 to 2020-21 due to the pandemic. However, for the purpose of this ADR, a “primary” city is one for which students served is greater than 4% of the total in 2019-20. In that program year, nearly 70% of students served by CCAEC member schools live in these 8 primary cities: Azusa, Monrovia, Claremont, Pomona, Glendora, Covina, Duarte, and Arcadia.

Annually, CCAEC faculty and stakeholders analyze the population characteristics of these major cities to identify regional gaps and better understand the communities we serve. Since our schools provide ESL, HSD/HSE, Citizenship, and short-term CTE programs, stakeholders analyze those characteristics in the regional population our member institutions serve. Tables 28 – 30 below depict demographic data, as well Educational Attainment, Language Spoken at Home, and Naturalization data. Table 31 notes regional Poverty and Unemployment data.

Table 28 – Total Number Ethnicity/Race for Primary Cities Served by CCAEC

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
<b>Arcadia</b>	7,401	9,968	36,608	868	53	40	1,504	239	56,681
<b>Azusa</b>	32,020	7,751	7,187	1,589	65	113	1,041	234	50,000
<b>Claremont</b>	9,416	17,628	5,809	1,783	49	90	2,066	272	37,266
<b>Covina</b>	30,108	10,051	7,571	1,748	87	156	1,279	268	51,268
<b>Duarte</b>	10,436	4,892	4,507	1,126	15	59	591	101	21,727
<b>Glendora</b>	19,017	23,384	6,656	1,021	24	120	2,062	274	52,558
<b>Monrovia</b>	14,987	12,903	6,210	1,955	30	66	1,553	227	37,931
<b>Pomona</b>	108,044	15,669	15,853	8,116	235	386	2,713	697	151,713
<b>TOTAL</b>	231,429	102,246	90,401	18,206	558	1,030	12,962	2,312	459,144

Source – 2020 Decennial Census



Table 29 – Percentage of Total Ethnicity/Race for Primary Cities Served by CCAEC

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
<b>Arcadia</b>	13.1%	17.6%	64.6%	1.5%	0.1%	0.1%	2.7%	0.4%	100.0%
<b>Azusa</b>	64.0%	15.5%	14.4%	3.2%	0.1%	0.2%	2.1%	0.5%	100.0%
<b>Claremont</b>	25.3%	47.3%	15.6%	4.8%	0.1%	0.2%	6.0%	0.7%	100.0%
<b>Covina</b>	58.7%	19.6%	14.8%	3.4%	0.2%	0.3%	2.5%	0.5%	100.0%
<b>Duarte</b>	48.0%	22.5%	20.7%	5.2%	0.1%	0.3%	2.7%	0.5%	100.0%
<b>Glendora</b>	36.2%	44.5%	12.7%	1.9%	0.0%	0.2%	3.9%	0.5%	100.0%
<b>Monrovia</b>	39.5%	34.0%	16.4%	5.2%	0.1%	0.2%	4.1%	0.6%	100.0%
<b>Pomona</b>	71.2%	10.3%	10.4%	5.3%	0.2%	0.3%	1.8%	0.5%	100.0%
<b>TOTAL</b>	50.4%	22.3%	19.7%	4.0%	0.1%	0.2%	2.8%	0.5%	100.0%

Source – 2020 Decennial Census

Table 30 – English Learners and High School Dropouts for Primary Cities Served by CCAEC

City	5 Years & Older Speaks English < “Very Well”	As % of 5 Years & Older	Residents over 25 & No HSD or HSE	As % of Population Over 25	Number of Foreign Born, Not a Citizen	Foreign Born, Not a Citizen % of Total Pop.	Total Population
<b>Arcadia</b>	16,926	30.5%	3,396	6.0%	9,850	17.4%	56,681
<b>Azusa</b>	8,576	18.4%	5,725	19.7%	6,642	13.3%	50,000
<b>Claremont</b>	2,588	7.5%	1,371	5.8%	2,292	6.2%	37,266
<b>Covina</b>	6,056	13.4%	4,657	14.3%	4,026	7.9%	51,268
<b>Duarte</b>	4,566	22.2%	2,573	16.2%	2,815	13.0%	21,727
<b>Glendora</b>	5,004	10.3%	3,129	8.6%	3,721	7.1%	52,558
<b>Monrovia</b>	5,128	14.6%	2,693	10.3%	4,578	12.1%	37,931
<b>Pomona</b>	32,198	22.7%	27,197	28.0%	24,957	16.5%	151,713
<b>TOTAL</b>	<b>81,042</b>		<b>50,741</b>		<b>58,881</b>	<b>12.8%</b>	<b>459,144</b>

Source – 2020 Decennial Census

Table 31 – Unemployment and Poverty of Primary Cities Served by CCAEC

City	Unemployment Rate as of Jan. 2022	Number Under Poverty Line	As % of Eligible Population	Total Population
<b>Arcadia</b>	4.2%	5,572	9.8%	56,681
<b>Azusa</b>	5.5%	7,100	14.2%	50,000
<b>Claremont</b>	4.2%	2,448	6.6%	37,266
<b>Covina</b>	6.5%	4,588	9.0%	51,268
<b>Duarte</b>	7.1%	2,217	10.2%	21,727
<b>Glendora</b>	5.4%	4,336	8.3%	52,558
<b>Monrovia</b>	5.5%	2,959	7.8%	37,931
<b>Pomona</b>	7.7%	27,157	17.9%	151,713
<b>TOTAL</b>		<b>56,377</b>	<b>12.3%</b>	<b>459,144</b>

Source for unemployment rates – EDD <https://www.labormarketinfo.edd.ca.gov/file/1fmonth/lasub.xls>

Source for poverty rates – datausa.io

## Highlights of Demographic Data – CCAEC Regional Gaps

The above localized and aggregated data demonstrates the region has large gaps that need to be addressed by CCAEC adult education institutions.

- The population of the primary cities served by the CCAEC is 459,144
- 81,042 of the regional resident over the age of 5 Speak English Less Than “Very Well”
- 50,741 of regional residents over the age of 25 do not have a high school diploma or equivalent
- 12.8% of regional residents are foreign born and not naturalized
- Unemployment rates for cities in the region are relatively low
  - Duarte and Pomona are the only two cities over 7.0%
  - This demonstrates the realities of a current tight labor market
- 12.3% of the region is living under the poverty line
  - That is higher than the state average of 11.8%
  - However, if Pomona is removed from the other cities, the poverty rate is 9.5%
  - Only Pomona and Azusa have higher poverty rates than the state average of 11.8%

## Student Demographic and Program Enrollment Data: The Students We Serve

CCAEC stakeholders analyze student demographic data and program enrollment data to better clarify our understanding of the students we serve. Due to the pandemic, CCAEC stakeholders are only reviewing demographic and program data over two years: 2020-21 and 2021-22 in this Fall 2022 Annual Data Review. (2021-22 Totals coming as soon as Citrus provides data.)

### CCAEC Student Demographic Data

Table 32 and 33 below show student racial/ethnic composition for all CCAEC members for the past two years in total and as a percentage of member total.

Table 34 aggregates individual CCAEC member ethnic/racial data over two years.

Finally, Tables 35 and 36 shows aggregated CCAEC gender and age data over two years.

Table 32 – CCAEC Racial/Ethnic Composition of Individual Member Students over Two Years – Total

Race	2020-21						2021-22					
	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD
Hispanic	385	974	276	13	20	426						
Non-Hispanic White	51	130	77	3	19	134						
Asian	39	146	109	9	3	190						
Black	17	40	27	0	0	168						
Filipino	6	0	1	0	0	2						
Hawaiian / Pac. Islander	3	3	11	0	0	5						
Indian / Alaskan	2	3	5	0	9	14						
2 or more races	6	36	5	0	2	11						
Did not state	0	349	0	0	1	74						
<b>Total Unduplicated Enrollment</b>	<b>509</b>	<b>1,681</b>	<b>511</b>	<b>25</b>	<b>56</b>	<b>1,024</b>						

Table 33 – CCAEC Racial/Ethnic Composition of Individual Member Students over Two Years – as % of Member Institution Total

Race	2020-21						2021-22					
	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD
Hispanic	75.6%	57.9%	54.0%	52.0%	37.0%	41.6%						
Non-Hispanic White	10.0%	7.7%	15.1%	12.0%	35.2%	13.1%						
Asian	7.7%	8.7%	21.3%	36.0%	5.6%	18.6%						
Black	3.3%	2.4%	5.3%	0.0%	0.0%	16.4%						
Filipino	1.2%	0.0%	0.2%	0.0%	0.0%	0.2%						
Hawaiian / Pac. Islander	0.6%	0.2%	2.2%	0.0%	0.0%	0.5%						
Indian / Alaskan	0.4%	0.2%	1.0%	0.0%	16.7%	1.4%						
2 or more races	1.2%	2.1%	1.0%	0.0%	3.7%	1.1%						
Did not state	0.0%	20.8%	0.0%	0.0%	1.9%	7.2%						
<b>Total Unduplicated Enrollment</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>						

Table 34 – CCAEC Racial/Ethnic Composition of All Students over Three Years

Race	2020-21		2021-22	
	No	%	No	%
Hispanic	2,094	55.0%		
Non-Hispanic White	414	10.9%		
Asian	496	13.0%		
Black	252	6.6%		
Hawaiian / Pac. Islander	22	0.6%		
Filipino	9	0.2%		
Indian / Alaskan	33	0.9%		
N/A	424	11.1%		
<b>Total Unduplicated Enrollment</b>	<b>3,804</b>	<b>100%</b>		

Table 35 – CCAEC Unduplicated Enrollment by Gender over Previous Three Years

Gender	2020-21		2021-22	
	No	%	No	%
Male	1,451	38.1%		
Female	2,258	59.4%		
Non-binary	0	0.0%		
N/A	95	2.5%		
<b>Total Unduplicated</b>	<b>3,804</b>	<b>100%</b>		



Table 36 – CCAEC Unduplicated Enrollment by Age over Two Years

Age	2020-21		2021-22	
	No	%	No	%
17 & Below	996	26.2%		
18-21	553	14.5%		
22-24	167	4.4%		
25-29	276	7.3%		
30-34	314	8.3%		
35-39	275	7.2%		
40-44	277	7.3%		
45-49	247	6.5%		
50-54	218	5.7%		
55-59	160	4.2%		
60-64	97	2.5%		
65-69	62	1.6%		
70+	71	1.9%		
Unspecified	91	2.4%		
<b>Total Unduplicated</b>	<b>3804</b>	<b>100.0%</b>		

## Highlights of CCAEC Demographic Data

Following are highlights from the demographic data:

- The consortium serves significantly more females than males: roughly 66.7% to 33.3% and this gap has increased slightly from 2018-19
- The largest ethnicity served by the CCAEC is Hispanic, who comprise 51% of CCAEC students
- Asians are the second largest population representing 19% of student enrollment
- The percentage of Black students served increased in number and percentage from 2017-2019 which is reflective of consortium efforts to serve this population with CTE programs
- Over 50% of students served are 25-49
- Students 60 and older comprise over 13% enrollment, an increase from 2017-19, demonstrating there is strong demand of CAEP services for older adults

## CCAEC Total Program Enrollment Data

CCAEC stakeholders analyze additional institutional enrollment data to better understand the region and start the process of identifying gaps. Stakeholders analyze total enrollment data by program so that we clearly know the programs in which our students want to enroll.

Tables 37 – 38 on the following pages depict the total CCAEC duplicated enrollment by CAEP and non-CAEP program area. This data is culled from TE CAEP Summary Table data and is aggregated for the entire consortium. (Table 37 will not be complete until Citrus data is added.)

Table 37 – CCAEC Aggregated 2021-22 Duplicated Student Enrollment by CAEP Program Area: Total & % of Total

CAEP Program Area	CCAEC Member												Consortium Totals	
	Azusa		Citrus		Claremont		Duarte		Glendora		Monrovia			
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
English Language Learner (ESL)	421				177		0		0		386			
ABE / HSD / HSE	305				119		21		31		143			
Career and Technical Education	296				0		0		0		197			
Workforce Preparation	410				1		0		0		401			
Pre-Apprenticeship	0				0		0		0		0			
Adults supporting K12 student success	0				0		52		28		0			
Adults w/Disabilities	0				0		0		0		0			
Non-CAEP Program	2				145		0		0		221			
<b>Total Duplicated</b>	<b>1,434</b>	<b>100%</b>			<b>442</b>	<b>100%</b>	<b>73</b>	<b>100%</b>	<b>59</b>		<b>1,348</b>	<b>100%</b>		
<b>Enrolled in 2 or more programs</b>	<b>543</b>				<b>13</b>		<b>0</b>		<b>0</b>		<b>156</b>			
<b>Total Unduplicated</b>	<b>701</b>				<b>429</b>		<b>73</b>		<b>59</b>		<b>1,159</b>			

Table 38 – CCAEC Aggregated 2020-21 Duplicated Enrollment by CAEP Program Area: Total & % of Total

CAEP Program Area	CCAEC Member												Consortium Totals	
	Azusa		Citrus		Claremont		Duarte		Glendora		Monrovia			
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
English Language Learner (ESL)	184	18.7%	685	40.7%	194	36.6%	0	0.0%	0	0.0%	224	17.2%	1,287	28.1%
ABE / HSD / HSE	269	27.3%	996	59.3%	245	46.2%	0	0.0%	33	58.9%	151	11.6%	1,694	37.0%
Career and Technical Education	167	17.0%	0	0.0%	73	13.8%	0	0.0%	0	0.0%	251	19.2	491	10.7%
Workforce Preparation	365	37.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	513	39.3%	878	19.2%
Pre-Apprenticeship	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Adults supporting K12 student success	0	0.0%	0	0.0%	0	0.0%	25	100%	23	41.1%	0	0.0%	48	1.0%
Adults w/Disabilities	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Non-CAEP Program	0	0.0%	0	0.0%	18	3.4%	0	0.0%	0	0.0%	167	12.8%	185	4.0%
<b>Total Duplicated</b>	<b>985</b>	<b>100%</b>	<b>1,681</b>		<b>530</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>56</b>		<b>1,306</b>	<b>100%</b>	<b>4,5384</b>	<b>100%</b>
<b>Enrolled in 2 or more programs</b>	<b>403</b>		<b>0</b>		<b>19</b>		<b>0</b>		<b>0</b>		<b>263</b>		<b>685</b>	
<b>Total Unduplicated</b>	<b>509</b>		<b>1,681</b>		<b>511</b>		<b>25</b>		<b>56</b>		<b>1,024</b>		<b>3,804</b>	

### Highlights of Total Enrollment by Program Area

- As noted previously, total enrollment dramatically declined 42.5% from 2019-20 to 2020-21 due to the COVID-19 pandemic
- ESL students as a percentage of students served decreased from 61.4% of the total consortium program students to 51.5%, a 10% decrease
- ABE/ASE increased as a percentage of total program students from 24.8% to 29.7%, a 5% gain

### CCAEC Comparative Enrollment of Major Reporting Sections in the CAEP Summary Table

The last enrollment data analysis CCAEC stakeholders complete is a comparative analysis of the three major reporting sections that are identified on the CAEP Summary Table for members using TOPSpro Enterprise. These CAEP Summary Tables are submitted to the state and are the outcomes by which the state measures consortium effectiveness. All TE Tables used for this ADR are in the Appendix section of the report. The three major reporting sections on the CAEP Summary Tables are: Services, CAEP Outcomes, and Literacy Gains.

The **Services** section measures enrollment and outcomes using least strict definitions:

1. Student not Pre-tested
2. 1-11 hours of instruction

This section basically measures how many students walked through the door and received some level of services.

The **CAEP Outcomes** section measures enrollment and outcomes using less strict student definitions:

1. Student not Pre- and post-tested
2. Over 12 hours of instruction

This section measures all students who registered, enrolled in a class, and then received more than 12 hours of instruction. CCAEC stakeholders consider this section the most representative of program enrollment. CAEP Outcomes are described at length as to what the state measures on pg. 36. Many of the CAEP Outcomes are self-reported by each institution.

The **Literacy Gains (or NRS)** section measures enrollment and outcomes using the strictest student definition by federal National Reporting System (NRS) guidelines:

1. Student Demographics attained
2. Student Pre-tested
3. Over 12 hours instruction

This strict definition of a student is most-often used for Workforce Innovation and Opportunity Act Title II reporting. Both the federal and state governments officially measure Performance and Persistence using this table.

CCAEC stakeholders analyze this data to identify levels of persistence and engagement by comparing the number of students that register (and receive some services), those that engage (enroll in a program and complete more than 12 hours), and those that persist (complete instruction with a pre- and post-test).

This comparative enrollment data helps foster conversations about student retention and bridging gaps as well allowing stakeholders to better understand the region.

Tables 39 – 40 on the following pages depict the CCAEC member enrollment by major reporting area as identified on the CAEP Summary Tables. Table 41 compares each major reporting area by member institution.

Table 39 – 2021-22 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Citrus			Claremont			Duarte			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	283	297	421				92	102	177	0	0	0	0	0	0	299	321	386
ABE/ASE	212	214	305				51	59	119	0	9	21	2	11	31	107	113	143
Career and Technical Education (CTE)	190	240	296				0	0	0	0	0	0	0	0	0	17	185	197
Workforce Preparation	219	293	410				0	1	1	0	0	0	0	0	0	27	164	401
Pre-Apprenticeship	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0				0	0	0	0	7	52	0	28	28	0	0	0
Programs for Adults with Disabilities	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	0				0	0	145	0	0	0	0	0	0	0	0	221
<b>Total Duplicated</b>	<b>904</b>	<b>1,044</b>	<b>1,434</b>				<b>143</b>	<b>162</b>	<b>442</b>	<b>0</b>	<b>16</b>	<b>73</b>	<b>2</b>	<b>39</b>	<b>59</b>	<b>450</b>	<b>783</b>	<b>1,348</b>
<b>Students in two or more programs</b>	<b>338</b>	<b>393</b>	<b>543</b>				<b>11</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>146</b>	<b>156</b>
<b>Total unduplicated students</b>	<b>405</b>	<b>489</b>	<b>701</b>				<b>132</b>	<b>150</b>	<b>429</b>	<b>0</b>	<b>16</b>	<b>73</b>	<b>2</b>	<b>39</b>	<b>59</b>	<b>394</b>	<b>605</b>	<b>1,159</b>

Table 40 – 2020-21 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Citrus			Claremont			Duarte			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	125	144	184		685		122	146	194	0	0	0	0	0	0	168	186	224
ABE/ASE	192	224	269		996		39	108	245	0	0	0	0	7	33	91	102	151
Career and Technical Education (CTE)	70	136	167		0		3	57	73	0	0	0	0	0	0	4	188	513
Workforce Preparation	186	301	365		0		0	0	0	0	0	0	0	0	0	16	223	251
Pre-Apprenticeship	0	0	0		0		0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0		0		0	0	0	10	12	25	0	22	23	0	0	0
Programs for Adults with Disabilities	0	0	0		0		0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	0		0		0	0	0	0	0	0	0	0	0	0	0	167
<b>Total Duplicated</b>	<b>573</b>	<b>805</b>	<b>965</b>		<b>1,681</b>		<b>164</b>	<b>311</b>	<b>530</b>	<b>10</b>	<b>12</b>	<b>25</b>	<b>0</b>	<b>29</b>	<b>56</b>	<b>279</b>	<b>699</b>	<b>1,306</b>
<b>Students in two or more programs</b>	<b>235</b>	<b>334</b>	<b>403</b>		<b>0</b>		<b>9</b>	<b>16</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>205</b>	<b>263</b>
<b>Total unduplicated students</b>	<b>281</b>	<b>408</b>	<b>509</b>		<b>1,681</b>		<b>155</b>	<b>295</b>	<b>511</b>	<b>10</b>	<b>12</b>	<b>25</b>	<b>0</b>	<b>29</b>	<b>56</b>	<b>252</b>	<b>476</b>	<b>1,024</b>

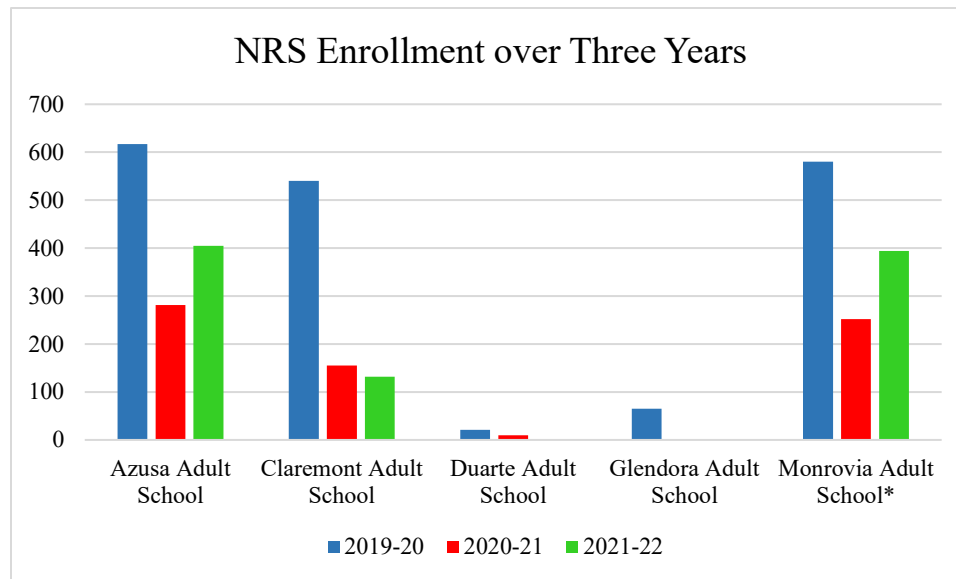
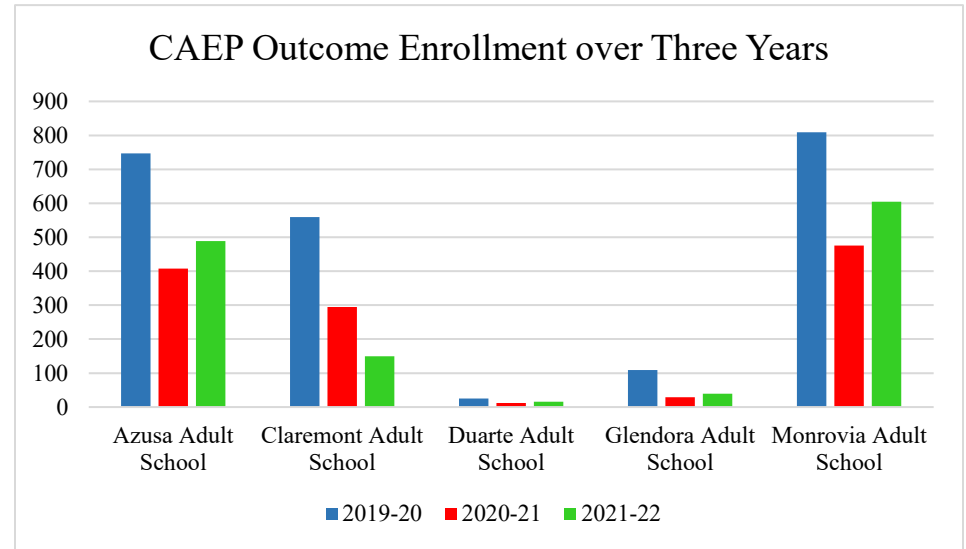
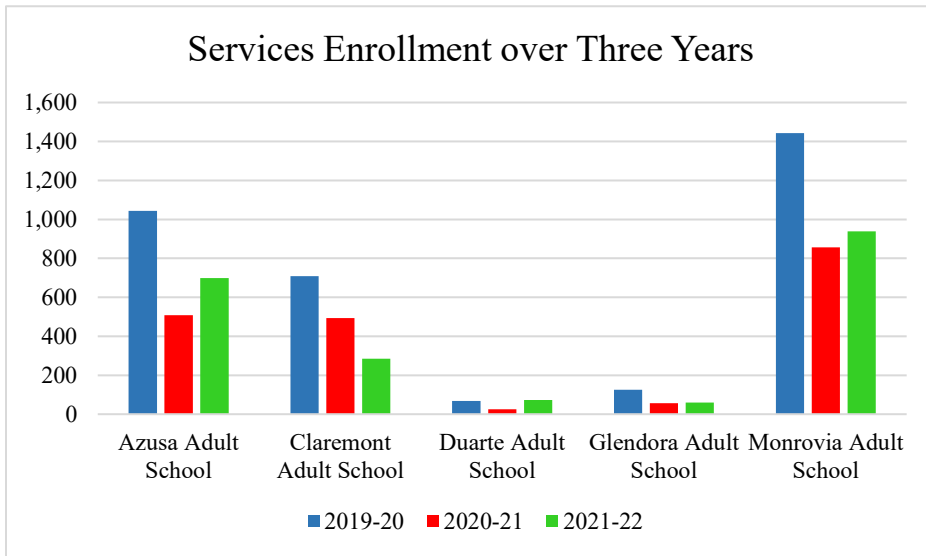


Table 41 – CCAEC Comparative Enrollment by Member Institution by CAEP Summary Table Category over Three Years

School	Literacy			CAEP			Total Services - Unduplicated		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
<b>Azusa Adult School*</b>	617	281	405	747	408	489	1,043	509	699
<b>Claremont Adult School*</b>	540	155	132	559	295	150	735	493	284
<b>Duarte Adult School</b>	21	10	0	25	12	16	68	25	73
<b>Glendora Adult School</b>	65	0	2	109	29	39	125	56	59
<b>Monrovia Adult School*</b>	580	252	394	809	476	605	1,443	857	938
<b>Total</b>	<b>1,784</b>	<b>698</b>	<b>933</b>	<b>2,249</b>	<b>1,220</b>	<b>1,299</b>	<b>3,414</b>	<b>1,940</b>	<b>2,053</b>

\* All institutions' Total Services enrollment is adjusted to remove non-CAEP program enrollment  
Citrus totals not included.

Charts 1, 2, & 3 – Consortium Services, CAEP and NRS Enrollment over Three Years



### Highlights of Comparative Enrollment by Major Reporting Area

- CCAEC has seen a 13% decline over 3 years in student persistence as measured by NRS as a % of Services
- NRS as a % of CAEP has decreased 17% over 3 years
- While COVID could explain some of this decline, the trend was actually as bad or worse from 2017-18 to the following two years
- As noted previously, total enrollment for services dramatically declined 15.1% due to the COVID-19 pandemic
- ESL students as a percentage of students served increased from 43% to 57%
- Some data needs to be further explored as there appears to be integrity issues
  - CTE data for Monrovia (and thus, the entire consortium) seems incorrect and needs to be reviewed

## CCAEC Participation Gaps

In analyzing enrollment by Services, CAEP Outcomes, and NRS (Literacy Gains), CCAECC stakeholders analyze gaps in Participation Rates. In analyzing Participation Rate gaps, stakeholders compare the number of students who received Services to the number of students who persisted to attain more than 12 hours of instruction and, thus, became accounted for in CAEP Outcomes as a “Participant.”

Analyzing this number is useful because members can quantify the number of students who entered our doors and registered and then how many of those students actually stayed for 12 hours of instruction. This is an immediate area of focus for CCAEC members in order for all schools to improve student outcomes.

Tables 42 – 46 depict the Participation Rates over two years for each CCAEC member by CAEP Program Area. Data for schools has been adjusted by removing non-CAEP student enrollment. Table 47 aggregates Participation Rates for the entire CCAEC consortium.

Table 42 – Azusa Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22 (Adjusted)		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services
English Language Learner (ESL/ELL)	144	184	78.3%	297	421	70.5%
ABE/ASE	224	269	83.3%	214	305	70.2%
Career and Technical Education (CTE)	136	167	81.4%	240	296	81.1%
Workforce Preparation	301	365	82.5%	293	410	71.5%
Adults K-12 Success	0	0	N/A	0	0	N/A
<b>Unduplicated Total</b>	<b>408</b>	<b>509</b>	<b>80.2%</b>	<b>489</b>	<b>701</b>	<b>69.8%</b>

Table 43 – Claremont Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services
English Language Learner (ESL/ELL)	146	194	75.3%	102	177	57.6%
ABE/ASE	108	245	44.1%	59	119	49.8%
Career and Technical Education (CTE)	57	73	78.1%	0	0	N/A
Workforce Preparation	0	0	N/A	1	1	100%
Adults K-12 Success	0	0	N/A	0	0	N/A
<b>Unduplicated Total</b>	<b>295</b>	<b>493</b>	<b>59.8%</b>	<b>150</b>	<b>284</b>	<b>52.8%</b>

Table 44 – Duarte Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services
English Language Learner (ESL/ELL)	0	0	N/A	0	0	N/A
ABE/ASE	0	0	N/A	9	21	42.9%
Career and Technical Education (CTE)	0	0	N/A	0	0	N/A
Workforce Preparation	0	0	N/A	0	0	N/A
Adults K-12 Success	12	25	48%	7	52	13.5%
<b>Unduplicated Total</b>	<b>12</b>	<b>25</b>	<b>48%</b>	<b>16</b>	<b>73</b>	<b>21.9%</b>

Table 45 – Glendora Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services
English Language Learner (ESL/ELL)	0	0	N/A	0	0	N/A
ABE/ASE	7	33	21.2%	11	31	35.5%
Career and Technical Education (CTE)	0	0	N/A	0	0	N/A
Workforce Preparation	0	0	N/A	0	0	N/A
Adults K-12 Success	22	23	95.7%	28	28	100.0%
<b>Unduplicated Total</b>	<b>29</b>	<b>56</b>	<b>51.8%</b>	<b>39</b>	<b>59</b>	<b>66.1%</b>

Table 46 – Monrovia Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services
English Language Learner (ESL/ELL)	186	224		321	386	83.2%
ABE/ASE	102	151		113	143	79.0%
Career and Technical Education (CTE)	188	251		185	197	93.9%
Workforce Preparation	223	513		164	401	40.9%
Adults K-12 Success	0	0		0	0	N/A
<b>Unduplicated Total</b>		857		605	938	64.5%

Table 47 – CCAEC Member Comparative Participation Rates over Two Years

Program Areas* (A)	2020-21			2021-22		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services (Adjusted)
Azusa						
Claremont						
Duarte						
Glendora						
Monrovia						
<b>CCAEC Unduplicated Total</b>						

### Highlights of Participation Gaps

- Approximately 4 in 10 CCAEC students register and then do not persist to complete 12 hours of instruction
- The trend has worsened, but the 4% increase is very likely due to the COVID pandemic
- Enrollment systems need to be analyzed to find ways to maximize student retention
- Some data requires a deeper analysis
  - Most CCAEC schools have a career center for job search and related services
  - A significant amount of the Services enrollment could be those students who require only those short-term services
  - Stakeholders need to determine what percent of those students are in that 42.5%

### CCAEC Enrollment for CFAD Funding Allocation

**FILL IN WITH TEXT**



Table 48 – CCAEC Comparative Enrollment by Member Institution per CAEP Summary Tables over Three Years

School	Literacy				CAEP				Total Services - Unduplicated			
	2018-19	2019-20	2020-21	% of Total	2018-19	2019-20	2020-21	% of Total	2018-19	2019-20	2020-21	% of Total
<b>Azusa</b>	659	578	281	32.5%	967	705	408	33.9%	1,409	1,043	509	28.4%
<b>Citrus College</b>	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
<b>Claremont</b>	639	540	155	28.6%	668	559	295	24.8%	1,157	784	511	23.5%
<b>Duarte</b>	0	21	10	0.7%	0	25	12	0.6%	0	68	25	0.9%
<b>Glendora</b>	67	65	0	2.8%	128	109	29	4.3%	146	125	56	3.1%
<b>Monrovia</b>	823	580	252	35.4%	965	788	476	36.3%	1,877	1,694	1,024	44.1%
	2,188	1,784	698	100.0%	2,728	2,186	1,220	100.0%	4,589	3,714	2,125	100.0%
<b>Total</b>			<b>4,670</b>				<b>6,134</b>				<b>10,428</b>	

Table 49 – Final 2022-23 CFAD Allocation Based on Enrollment

	% of Total x Total Original 2021-22 Funds	2021-22 COLA Revise Act # 21-19	2021-22 Total Allocation	Consortium Services / Overhead	Final 2021-22 CFAD Amount ACT # 21-27
<b>Azusa Adult School</b>	\$1,511,824	\$0	\$1,511,824	\$107,557	\$1,404,267
<b>Citrus College</b>	\$0	\$0	\$0	\$0	\$0
<b>Claremont Adult School</b>	\$1,187,285	\$42,455	\$1,229,741	\$95,849	\$1,133,980
<b>Duarte Adult School</b>	\$20,606	\$0	\$20,606	\$1,085	\$19,521
<b>Glendora Adult School</b>	\$192,394	\$0	\$192,394	\$19,493	\$172,901
<b>Monrovia Adult School</b>	\$1,567,369	\$70,000	\$1,637,369	\$224,716	\$1,412,653
	<b>\$4,479,478</b>	<b>\$112,544</b>		<b>\$448,700</b>	<b>\$4,592,022</b>

\*Includes \$369,000 for Overhead expenses.

**CCAEC Funding Analysis – CAEP Dollars per Instructional Hour and by Student**

CCAEC stakeholders measure consortium efficiency by analyzing CAEP funding per instructional hour delivered and CAEP student served. The state Legislature has required all CAEP consortia to complete Program Reporting metrics since 2017-18. Program Reporting asks all consortia members to report amount of instructional hours provided to all students by program area and the amount of funds schools leverage from other sources to help in delivery of educational services.

CCAEC stakeholders look at this ratio because they know the state is analyzing this data.

**Table 50 – 2021-22 CAEP Funds per Instructional Hour and Student by Member**

<b>Member</b>	<b>CAEP Program Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,404,267	20,204	408	\$69.50	\$3,441.83
Citrus	\$0	0	0	N/A	N/A
Claremont	\$1,133,980	47,673	295	\$23.79	\$3,844.00
Duarte	\$19,521	344	12	\$56.75	\$1,626.75
Glendora	\$172,901	3,047	29	\$56.74	\$5,962.10
Monrovia	\$1,412,653	95,614	476	\$14.77	\$2,967.76
Overhead	\$448,700	0	0		
<b>Total</b>	<b>\$4,592,022</b>	<b>166,882</b>	<b>1,220</b>	<b>\$27.52</b>	<b>\$3,763.95</b>

**Table 51 – 2020-21 CAEP Funds per Instructional Hour and Student by Member**

<b>Member</b>	<b>CAEP Program Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,404,267	20,204	408	\$69.50	\$3,441.83
Citrus	\$0	0	0	N/A	N/A
Claremont	\$1,133,980	47,673	295	\$23.79	\$3,844.00
Duarte	\$19,521	344	12	\$56.75	\$1,626.75
Glendora	\$172,901	3,047	29	\$56.74	\$5,962.10
Monrovia	\$1,412,653	95,614	476	\$14.77	\$2,967.76
Overhead	\$448,700	0	0		
<b>Total</b>	<b>\$4,592,022</b>	<b>166,882</b>	<b>1,220</b>	<b>\$27.52</b>	<b>\$3,763.95</b>

Table 52 – 2019-20 CAEP Funds per Instructional Hour and Student by Member

<b>Member</b>	<b>CAEP Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,697,822	138,136	705	\$12.29	\$2,408.26
Citrus	\$0	0	0	N/A	N/A
Claremont	\$898,125	105,173	559	\$8.54	\$1,606.66
Duarte	\$18,413	684	25	\$26.92	\$736.52
Glendora	\$236,626	14,485	109	\$16.34	\$2,170.88
Monrovia	\$1,405,096	119,976	788	\$11.71	\$1,783.12
Overhead	\$157,200				
<b>Total</b>	<b>\$4,413,282</b>	<b>378,454</b>	<b>2,186</b>	<b>\$11.66</b>	<b>\$2,018.88</b>

## Student Performance Data

### AEP Six Major Areas of Data Outcomes

The state has decided on six major areas of data outcomes that each AEP consortium should measure: Literacy Gains, High School Diploma/High School Equivalency, Post-Secondary Success, Enter Employment, Increase Wages, and Transitions. Below is more bulleted information as to what constitutes data from each of the AEP Outcomes that the state is measuring:

#### Literacy Gains

- ABE/ESL/ASE pre/post Test EFL Completion
- HS credits / Carnegie Units
- Occupational Skills gain
- ABE/ESL/ASE - course progression (colleges only)
- Workforce Readiness/ Training Milestone

#### HSE/HS Diploma

- High School Diploma
- High School Equivalency – GED, HiSET, TASC

#### Post-Secondary

- Certificate from ETPL
- Certificates that meet the threshold for Perkins
- Certificates that meet threshold for Title IV federal aid
- Completion of any degree – AA, AS, BA, BS

#### Enter Employment

- Get a Job
- Retain a Job
- Enter Military

#### Increase Wages

- Increase Wages
- Get a Better Job

#### Transition

- Transition to ASE
- Transition to Post-Secondary / CTE
- Transition to Post-Secondary / College

## Performance and Persistence Goals for the Consortium

The CCAEC Three Year Plan has multiples goals and metrics to increase Participation, Persistence, and Performance for all CCAEC Students.

In order for CCAEC members to focus on attaining short- and long-term progress on these goals, CCAEC members compare current performance to State Goals in performance and persistence.

## Measurable Skills Gains by Entry Level – Performance Outcomes

CCAEC stakeholders analyze Measurable Skills by Entry Level compared to California averages. Measurable Skills data is culled from TOPSpro Enterprise data and includes students who achieved a gain in an Educational Functioning Level (EFL) or completed a HSD / HSE.

Tables 53 and 54 on the following pages demonstrate where members need to focus efforts on improving outcomes. These Tables demonstrate percentage of Measurable Skills gained as a total of ESL and ABE students enrolled in each CASAS Level. These totals are then compared against California results. Where members were below the average is in **red**, and where they were better than the average is **black**.

Table 53 – 2021-22 Measurable Skills by Entry Level & Results Compared to the State Average and State Goal

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Goal 2021-22	61.0%	62.0%	60.0%	49.0%	49.0%	27.0%	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	
CA Avg. 2020-21	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	
Azusa USD	100.0%	37.5%	36.2%	75.0%	85.5%	77.3%	0.0%	20.0%	46.7%	45.2%	52.4%	48.2%	
Enrollment	1	8	58	68	62	75	2	5	15	42	42	27	405
Claremont USD	0.0%	100.0%	83.3%	72.7%	37.1%	20.0%	0.0%	0.0%	0.0%	46.2%	36.4%	50.0%	
Enrollment	1	1	6	11	35	35	0	0	2	26	11	4	132
Duarte USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0
Glendora USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0
Monrovia USD	48.5%	55.2%	35.6%	50.0%	35.9%	34.9%	0.0%	100.0%	50.0%	26.9%	55.9%	52.0%	
Enrollment	33	29	45	64	53	66	1	1	2	41	34	25	394
<b>Comp. to Avg.</b>													931
Azusa USD	70.3%	7.6%	2.0%	44.8%	54.9%	55.9%	-40.3%	-21.6%	9.2%	4.9%	17.7%	12.1%	
Claremont USD	-29.7%	70.1%	49.1%	42.5%	6.5%	-1.4%	-40.3%	-41.6%	-37.5%	5.9%	1.7%	13.9%	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	18.8%	25.3%	1.4%	19.8%	5.3%	13.5%	n/a	n/a	n/a	-13.4%	21.2%	15.9%	
<b>Comp. to Goal</b>													
Azusa USD	39.0%	-24.5%	-23.8%	26.0%	36.5%	50.3%	-53.0%	-34.0%	-2.3%	5.2%	10.4%	8.2%	
Claremont USD	-61.0%	38.0%	23.3%	23.7%	-11.9%	-7.0%	-53.0%	-54.0%	-49.0%	6.2%	-5.6%	10.0%	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	-12.5%	-6.8%	-24.4%	1.0%	-13.1%	7.9%	-53.0%	46.0%	1.0%	-13.1%	13.9%	12.0%	

Table 54 – 2020-21 Measurable Skills by Entry Level & Results Compared to the State Average and State Goal

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Goal 2021-22	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	
CA Avg. 2020-21	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	
Azusa USD	25.0%	50.0%	33.3%	25.9%	68.0%	57.6%	50.0%	55.6%	15.8%	25.0%	28.9%	29.0%	
Enrollment	4	4	15	27	25	33	2	9	19	60	52	31	281
Claremont USD	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	19.1%	50.0%	0.0%	
Enrollment	0	45	4	29	10	33	0	4	4	21	2	3	155
Duarte USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	
Enrollment	0	0	0	0	0	0	0	0	0	3	3	4	10
Glendora USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0
Monrovia USD	20.0%	62.5%	55.0%	37.1%	35.9%	23.2%	0.0%	0.0%	0.0%	24.3%	45.7%	76.2%	
Enrollment	5	8	20	33	39	58	0	0	0	35	35	21	254
<b>Comp. to Avg.</b>													700
Azusa USD	-4.7%	20.1%	-0.9%	-4.3%	37.4%	36.2%		14.0%	-21.7%	-15.3%	-5.8%	-7.1%	
Claremont USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-21.2%	15.3%	-36.1%	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	-9.7%	32.6%	20.8%	6.9%	5.3%	1.8%	n/a	n/a	n/a	-16.0%	11.0%	40.1%	
<b>Comp. to Goal</b>													
Azusa USD	-36.0%	-12.0%	-26.7%	-23.1%	19.0%	29.6%	-3.0%	1.6%	-33.2%	-15.0%	-13.1%	-11.0%	
Claremont USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8.0%	-40.0%	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	-41.0%	0.5%	-5.0%	-11.9%	-13.1%	-4.8%				-15.7%	3.7%	36.2%	

Table 55 – 2019-20 Measurable Skills by Entry Level & Results Compared to the State Average and State Goal

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Goal 2020-21	61.0%	62.0%	60.0%	49.0%	49.0%	27.0%	53.0%	54.0%	49.0%	39.0%	41.0%	39.0%	
CA Avg. 2019-20	46.7%	50.9%	49.9%	40.9%	41.9%	21.9%	33.4%	35.6%	35.2%	37.3%	36.2%	40.6%	
Azusa USD	50.0%	50.0%	49.2%	31.6%	39.8%	16.7%	0.0%	14.3%	34.4%	35.3%	32.0%	33.3%	
Enrollment	14	18	59	76	83	96	0	14	32	51	25	51	519
Claremont USD	60.0%	35.9%	41.7%	34.7%	32.8%	13.9%	25.0%	33.3%	42.1%	29.9%	41.7%	29.4%	
Enrollment	10	39	72	95	116	115	4	9	19	67	12	17	575
Glendora USD	60.0%	80.0%	87.5%	66.7%	25.0%	0.0%	0.0%	0.0%	0.0%	16.7%	25.0%	42.9%	
Enrollment	5	5	8	9	8	9	0	0	2	6	8	7	67
Monrovia USD	14.3%	39.0%	48.6%	38.9%	40.8%	17.3%	0.0%	0.0%	0.0%	43.3%	41.9%	50.0%	
Enrollment	28	41	72	95	130	139	0	1	3	30	43	26	608
<b>Comp. to Avg.</b>													1769
Azusa USD	3.3%	-0.9%	-0.7%	-9.3%	-2.1%	-5.2%		-21.3%	-0.8%	-2.0%	-4.2%	-7.3%	
Claremont USD	13.3%	-15.0%	-8.2%	-6.2%	-9.1%	-8.0%	-8.4%	-2.3%	6.9%	-7.4%	5.5%	-11.2%	
Glendora USD	13.3%	29.1%	37.6%	25.8%	-16.9%	-21.9%				-20.6%	-11.2%	2.3%	
Monrovia USD	-32.4%	-11.9%	-1.3%	-2.0%	-1.1%	-4.6%				6.0%	5.7%	9.4%	
<b>Comp. to Goal</b>													
Azusa USD	-11.0%	-12.0%	-10.8%	-17.4%	-9.2%	-10.3%	-53.0%	-39.7%	-14.6%	-3.7%	-9.0%	-5.7%	
Claremont USD	-1.0%	-26.1%	-18.3%	-14.3%	-16.2%	-13.1%	-28.0%	-20.7%	-6.9%	-9.1%	0.7%	-9.6%	
Glendora USD	-1.0%	18.0%	27.5%	17.7%	-24.0%	-27.0%	-53.0%	-54.0%	-49.0%	-22.3%	-16.0%	3.9%	
Monrovia USD	-46.7%	-23.0%	-11.4%	-10.1%	-8.2%	-9.7%				4.3%	0.9%	11.0%	



## Literacy Gains and HSE/HSD Gains by Member

The following tables provide student performance as measured by achieving a gain in an Educational Functioning Level or completing a HSD / HSE.

Tables 58 through 67 show measurable gains (EFL) by total enrollment and by the actual number of students who were pre- and post-tested for each CCAEC member.

Table 58 – Azusa Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	450	159	35.3%	340	118	34.7%	108	51	47.2%	133	62	46.6%
ABE	209	54	25.8%	277	57	20.6%	173	48	27.8%	272	187	68.8%
<b>Total</b>	659	213	32.3%	617	175	28.4%	281	99	35.2%	405	249	61.2%

\* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

Table 59 – Azusa Measurable Gains by Pre- and Post-tested Participants over Three Years

Program	2018-19			2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	271	157	57.9%	225	115	51.1%	66	24	48.0%
ABE	49	21	42.9%	54	30	55.6%	50	24	36.7%
<b>Total</b>	320	87	55.6%	279	145	52.0%	116	48	41.4%

Table 60 – Claremont Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	493	226	45.9%	458	137	29.9%	121	1	0.8%
ABE	151	61	40.4%	128	41	32.0%	34	5	14.7%

<b>Total</b>	644	287	44.6%	586	178	30.4%	155	6	3.9%
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\* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

Table 61 – Claremont Measurable Gains by Pre- and Post-tested Participants over Three Years

Program	2018-19			2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Enrolled	No. w/ Gain*	Percent
<b>ESL</b>	364	225	61.8%	251	136	54.2%	0	0	0
<b>ABE</b>	70	42	60.0%	39	23	59.0%	4	3	75%
<b>Total</b>	434	267	61.5%	290	159	54.4%	4	3	75.0%

Table 62 – Glendora Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	54	26	48.2%	44	22	50.0%	0	0	0%
ABE	13	11	84.6%	23	6	23.1%	0	0	0%
<b>Total</b>	67	37	55.2%	67	28	41.8%	0	0	0%

\* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

Table 63 – Glendora Measurable Gains by Pre- and Post-tested Participants over Three Years

Program	2018-19			2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	42	26	61.9%	33	22	66.7%	0	0	0%
ABE	4	3	75%	1	1	100%	0	0	0%
<b>Total</b>	46	29	63.0%	34	23	67.7%	0	0	0%

Table 64 – Monrovia Measurable Gains by Total Enrollment over Three Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	594	250	42.1%	504	168	33.3%	163	57	40.0%	290	122	42.1%
ABE	229	70	30.6%	102	41	40.2%	89	40	44.9%	104	45	43.3%
<b>Total</b>	823	320	38.9%	606	209	34.5%	252	97	38.5%	394	167	42.4%

\* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

Table 65 – Monrovia Measurable Gains by Pre- and Post-tested Participants over Three Years

Program	2018-19			2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	407	248	60.9%	301	168	55.8%	115	57	49.6%
ABE	81	26	32.1%	27	16	59.3%	19	10	52.6%
<b>Total</b>	488	274	56.2%	328	184	56.1%	134	67	50.0%

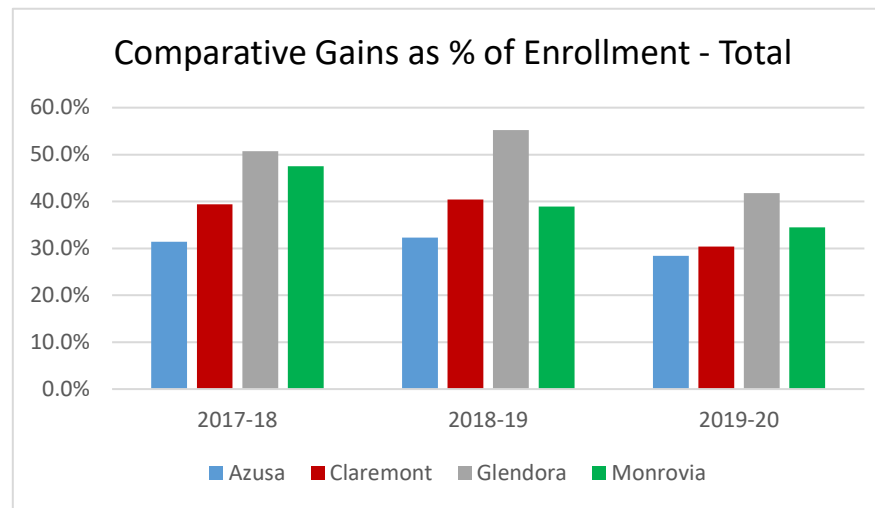
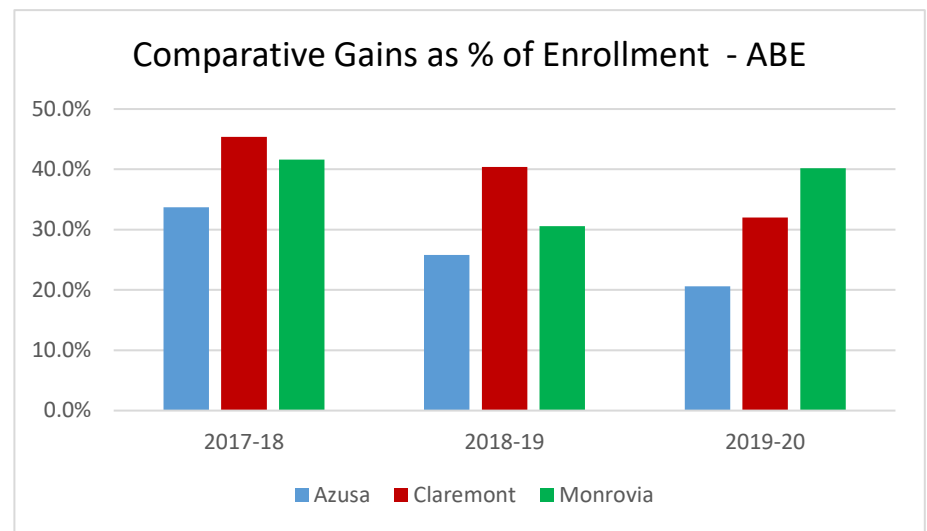
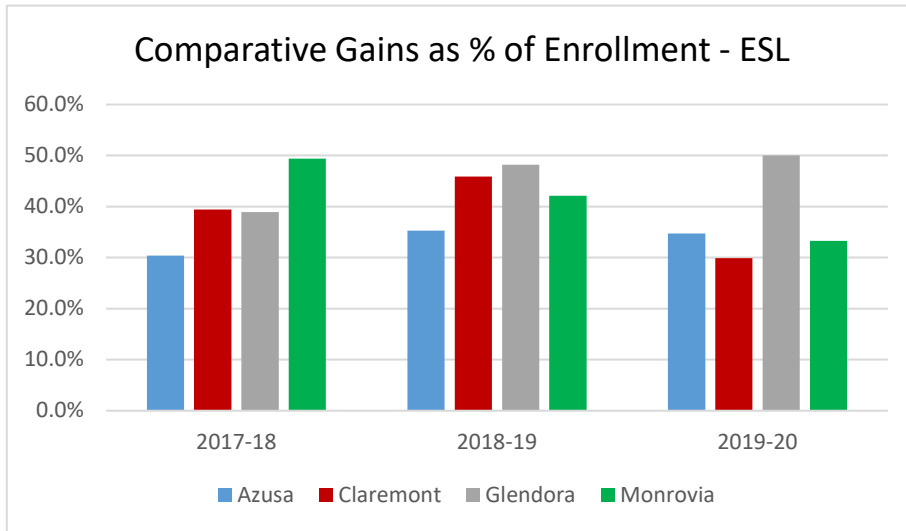
Table 66 – Duarte Measurable Gains by Total Enrollment over One Year

Program	2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent
ESL	0	0	0%	0	0	0
ABE	21	14	66.7%	10	3	30.0%
<b>Total</b>	21	14	66.7%	10	3	30.0%

Table 67 – Duarte Measurable Gains by Pre- and Post-tested Participants over One Year

Program	2019-20			2020-21		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent
ESL	0	0	0%	0	0	0
ABE	19	14	73.7%	10	3	30.0%
<b>Total</b>	19	14	73.7%	10	3	30.0%

Charts – Comparative Gains for ESL, ABE and Total as % of Total Enrollment



### Persistence Data by Member

The state measures student persistence with a fairly simple calculation. Again, in analyzing the CAEP Summary Tables, each column in the report is lettered A through Q. Column C measures “Enrollees with a Pre/Post Test.” This is reporting the number of students who pre- and post-tested on the CASAS test. Again, column B shows how many students met the strictest definition of a student according to NRS federal guidelines (detailed below the CAEP Summary Table) and took a pre-test.

The state measures student persistence against total enrollment. In looking at the CAEP Summary Table this is simply obtained by dividing Column C by Column B. Persistence rates by member are detailed below:



Table 68 – Azusa Persistence Rates over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	468	279	59.6%	364	234	64.3%	125	73	58.4%	283	123	43.5%
<b>ABE (duplicated)</b>	229	73	31.9%	206	100	48.5%	192	74	38.5%	212	103	48.6%
<b>CTE / Workforce Reentry / (duplicated)</b>	579	307	53.0%	677	217	32.1%	256	116	45.3%	409	191	46.7%
<b>Total Unduplicated</b>	659	332	50.4%	617	299	48.5%	281	128	45.6%	405	176	43.5%

Table 69 – Claremont Persistence Rates over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	510	373	73.1%	446	250	56.1%	122	0	0.0%	92	49	53.3%
<b>ABE (duplicated)</b>	182	108	59.3%	153	52	34.0%	39	0	0.0%	51	7	13.7%
<b>CTE / Workforce Reentry / (duplicated)</b>	169	132	78.1%	1	0	0.0%	3	0	0.0%	0	0	0.0%
<b>Total Unduplicated</b>	639	443	69.3%	572	290	50.7%	155	0	0.0%	132	51	38.7%

Table 70 – Glendora Persistence Rates over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	54	42	77.8%	44	33	75.0%	0	0	0.0%	0	0	0.0%
<b>ABE (duplicated)</b>	13	4	30.8%	23	1	4.3%	0	0	0.0%	0	0	0.0%
<b>CTE / Workforce Reentry / (duplicated)</b>	0	0	0%	0	0	N/A	0	0	0.0%	0	0	0.0%
<b>Total Unduplicated</b>	67	46	68.7%	67	28	41.8%	0	0	0.0%	0	0	0.0%

Table 71 – Monrovia Persistence Rates over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	616	421	68.3%	510	303	59.4%	168	117	69.6%	299	180	60.2%
<b>ABE (duplicated)</b>	210	113	53.8%	107	37	34.6%	91	30	33.0%	107	38	35.5%
<b>CTE / Workforce Reentry / (duplicated)</b>	245	164	66.9%	44	28	63.6%	20	6	30.0%	44	23	52.3%
<b>Total Unduplicated</b>	823	526	63.9%	606	337	55.6%	252	141	56.0%	394	213	54.1%

Table 72 – Persistence Rates for all CCAEC K-12 Members through 2020-21

Program	2017-18			2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	1,607	1,005	62.5%	1,648	1,115	67.7%	1364	820	60.1%	415	190	45.8%
<b>ABE (duplicated)</b>	545	273	50.1%	634	298	47.0%	489	190	38.9%	322	104	32.3%
<b>CTE / Workforce Reentry / (duplicated)</b>	842	533	63.3%	993	603	60.7%	722	245	33.9%	279	122	43.7%
<b>Total Unduplicated</b>	2,098	1,233	58.8%	2,188	1,347	61.6%	1862	954	51.2%	688	269	39.1%

### High School Diploma / High School Equivalency

CCAEC members analyze graduation rates and HiSET pass rates from TOPSpro Enterprise data. Members analyze effectiveness by measuring percentage of graduates from total enrollment of students. Data is culled from CAEP Summary Tables and DIR reports.

Below are HSD graduation rates and HSE completion rates over four \years by member and as a consortium.

Table 73 – HSD / HSE Pass Rates by Member over Four Years

	2018-19			2019-20			2020-21			2021-22		
	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%
Azusa	46	229	20.1%	40	206	19.4%	39	192	20.3%			
Claremont	36	182	19.8%	33	153	21.6%	25	39	64.1%			
Glendora	10	13	76.9%	5	23	21.7%	3	7	42.9%			
Monrovia	47	210	22.4%	39	107	36.4%	41	91	45.1%			
Total	139	634	21.9%	117	489	23.9%	108	329	32.8%			

## Gains in Post-Secondary Certificates, Employment, Wages and Transition to Post-Secondary

These four AEP Outcome areas are measured by each member gathering survey data or student reporting data and entering into TOPSpro Enterprise. The below Tables are taken from TE Summary Tables.

The reason there is a “Totals” and a “Total unduplicated” row is that some students are in multiple programs. When these students achieve gains, they are counted twice for each program. The “Total unduplicated” is the row that has the total students who made a gain in these four categories.

However, all CCAEC institutions have been working together to use best practices in TE to make sure this data is better captured. There may be some gaps for some institutions in older years.

Table 74 – 2021-22 CCAEC Students w/ Gains Post-Secondary, Employment, Wages, and Transitions

<b>Institution</b>	<b>Totals Duplicated / Unduplicated</b>	<b>Post-Secondary Certificate (H)</b>	<b>Entered Employment (I)</b>	<b>Increased Wages (J)</b>	<b>Transitioned to Post-Sec (K)</b>
<b>Azusa</b>	<b>Total unduplicated</b>	<b>21</b>	<b>219</b>	<b>39</b>	<b>9</b>
<b>Claremont</b>	<b>Total unduplicated</b>	<b>6</b>	<b>37</b>	<b>39</b>	<b>21</b>
<b>Glendora</b>	<b>Total unduplicated</b>	<b>0</b>	<b>11</b>	<b>1</b>	<b>1</b>
<b>Monrovia</b>	<b>Total unduplicated</b>	<b>52</b>	<b>437</b>	<b>24</b>	<b>103</b>
<b>CCAEC</b>		<b>79</b>	<b>704</b>	<b>103</b>	<b>134</b>

Table 75 – 2020-21 CCAEC Students w/ Gains Post-Secondary, Employment, Wages, and Transitions

Institution	Totals Duplicated / Unduplicated	Post-Secondary Certificate (H)	Entered Employment (I)	Increased Wages (J)	Transitioned to Post-Sec (K)
Azusa	Total unduplicated	26	115	48	23
Claremont	Total unduplicated	22	84	49	49
Glendora	Total unduplicated	1	13	0	3
Monrovia	Total unduplicated	53	163	21	69
CCAEC		102	375	118	144

Table 76 – 2019-20 CCAEC Students w/ Gains Post-Secondary, Employment, Wages, and Transitions

Institution	Totals Duplicated / Unduplicated	Post-Secondary Certificate (H)	Entered Employment (I)	Increased Wages (J)	Transitioned to Post-Sec (K)
Azusa	Total unduplicated	5	19	3	0
Claremont	Total unduplicated	4	3	8	11
Glendora	Total unduplicated	0	6	0	1
Monrovia	Total unduplicated	9	130	4	35
CCAEC		18	158	15	47

Highlights of the Post-Secondary, Employment, Wage, and Transition Data

- The total for consortium institutions has decreased over three years.
- Post-secondary transition consortium-wide was increasing until the pandemic
- Consortium-wide employment decreased, but tracking that number was affected by the pandemic
- CCAEC members need to improve data collection for CAEP Outcome data

### Leveraged AJCC Title I Funds

CCAEC members work diligently partnering with regional AJCCs to provide students funding for CTE training programs and to support Local Area Plans that identify employment pathways for CCAEC students.

Monrovia is a member that has been very successful leveraging Title I AJCC funds for its students to complete CTE trainings and go to work. Below are the funds Monrovia has leveraged over the previous four program years.

Table 77 – Monrovia WIOA AJCC Funds Received for CTE Training over Four Years

	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
<b>WIOA Title I Funds Earned for CTE Students</b>	\$20,147	\$159,130	\$267,209	\$296,350	\$334,210
<b>Year over Year % Growth</b>	---	690%	67.9%	10.9%	12.8%
<b>% Growth Since 2016-17</b>	---	690%	1,226%	1,371%	1,559%

Table 72 reveals MCAS has earned nearly a 16-fold increase in Title I funds during this time. Monrovia is working with other CCAEC members to share its expertise as CCAEC members align consortium efforts with regional plans, increase leveraged funds, partner with workforce partners, and meet the needs of regional employers. Future iterations of this ADR will quantify Title I funds earned by CCAEC member.