



Annual Data Report Winter 2023

Volume 2: December 2023

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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).

This document and its data drive 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. Thus, 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 – 20 below depict the population of total students by city who registered and received some services at each CCAEC member institution over the four 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 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	423	50.3%
Covina	110	13.1%
Glendora	86	10.2%
Los Angeles	31	3.7%
San Dimas	22	2.6%
West Covina	20	2.4%
Misc. Other	149	17.7%
TOTAL	842	100.0%

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%
TOTAL	509	100%

Table 2 – 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%
TOTAL	701	100.0%

Table 4 – 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%
TOTAL	1,043	100.0%

Table 5 – Claremont 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Pomona	125	21.8%
Claremont	115	20.0%
Montclair	80	13.9%
Upland	57	9.9%
La Verne	39	6.8%
Ontario	40	7.0%
Misc. Other	118	20.6%
TOTAL	574	100.0%

Table 6 – Claremont 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Pomona	145	31.3%
Claremont	84	18.1%
Montclair	57	12.3%
Upland	37	8.0%
La Verne	30	6.5%
Rancho Cuc.	30	6.5%
Ontario	19	4.1%
Misc. Other	55	11.9%
Did Not State	6	1.3%
TOTAL	463	100%

Table 7 – 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%
TOTAL	511	100%

Table 8 – 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%
TOTAL	784	100.0%

Table 9 – Duarte 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Duarte	0	0.0%
No City Listed	35	100%
Other Cities	0	0.0%
TOTAL	35	100%

Table 10 – 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%
TOTAL	73	100%

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

City	Student Population	% of Total
Duarte	17	68%
Other Cities	8	32%
TOTAL	25	

Table 12 – Duarte 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Duarte	68	100%
TOTAL	68	100.0%

Table 13 – Glendora 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Glendora	29	50.9%
Azusa	3	5.3%
Covina	5	8.8%
Misc. Other	12	21.1%
Did Not State	8	13.9%
TOTAL	57	100.0%

Table 15 – Glendora 2020-21 Total Student Enrollment by City: Total & % of Total

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

Table 14 – Glendora 2021-22 Total Student Enrollment by City: Total & % of Total

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

Table 16 – 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%
TOTAL	125	100.0%

Table 17 – Monrovia 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	575	29.2%
Arcadia	181	9.2%
Duarte	183	9.3%
Pas./Alt./SM	116	5.9%
Los Angeles	118	6.0%
Azusa	30	1.5%
Temple City	29	1.5%
Misc. Other	475	22.5%
Did Not State	293	14.9%
TOTAL	1,970	100%

Table 18 – Monrovia 2021-22 Total Student Enrollment by City: Total & % of Total

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

Table 19 – Monrovia 2020-21 Total Student Enrollment by City: Total & % of Total

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

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

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

Tables 21 – 24 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. Citrus College noncredit enrollment is not included in these Tables.

Table 21 – CCAEC Aggregated 2022-23 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	575	16.5%
Azusa	456	13.1%
Arcadia	186	5.4%
Duarte	183	5.3%
Los Angeles	149	4.2%
Covina	139	4.0%
Pomona	125	3.6%
Claremont	115	3.3%
Pasadena, Altadena, Sierra Madre	114	3.2%
Glendora	86	2.5%
Montclair	80	2.3%
Upland	57	1.6%
Ontario	40	1.1%
La Verne	39	1.1%
Temple City	29	0.8%
San Dimas	22	0.6%
West Covina	20	0.6%
Misc. Other Municipalities	756	21.7%
Did Not State	306	8.8%
TOTAL	3,478	100.0%

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

City	Student Population	% of Total
Azusa	443	18.0%
Monrovia	387	15.8%
Duarte	162	6.6%
Arcadia	158	6.4%
Pomona	145	5.9%
Covina	98	4.0%
Glendora	92	3.7%
Claremont	88	3.6%
Pasadena, Altadena, Sierra Madre	84	3.4%
Los Angeles	67	2.8%
Montclair	57	2.3%
La Verne	43	1.8%
Upland	37	1.5%
Rancho Cuc.	30	1.2%
San Dimas	24	1.0%
Ontario	19	0.8%
West Covina	15	0.6%
Misc. Other Municipalities	456	18.6%
Did Not State	50	2.0%
TOTAL	2,455	100.0%

Table 23 – CCAEC Aggregated 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	268	12.6%
Monrovia	225	10.6%
Arcadia	126	5.9%
Los Angeles	121	5.7%
Duarte	120	5.6%
Claremont	107	5.0%
Pomona	101	4.8%
Pasadena, et al	93	4.4%
Glendora	83	3.9%
Covina	76	3.6%
Montclair	75	3.5%
Upland	45	2.1%
La Verne	36	1.7%
Ontario	29	1.4%
San Dimas	27	1.3%
Rancho Cuc.	26	1.2%
West Covina	13	0.6%
Misc. Other Municipalities	444	18.3%
TOTAL	2,124	100.0%

Table 24 – CCAEC Aggregated 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	455	12.3%
Monrovia	442	11.9%
Arcadia	281	7.6%
Duarte	254	6.8%
Glendora	241	6.5%
Pomona	220	5.9%
Covina	195	5.3%
Claremont	177	4.8%
Los Angeles	128	3.4%
Pasadena, et al	125	3.4%
Montclair	123	3.3%
Upland	86	2.3%
La Verne	62	1.7%
San Dimas	58	1.6%
Ontario	44	1.2%
West Covina	28	0.9%
Misc. Other Municipalities	795	21.4%
TOTAL	3,714	100.0%

Highlights of Total Enrollment by City

- Consortium enrollment for 2022-23 was 93.6% of 2019-20 enrollment; thus, consortium enrollment is growing towards pre-pandemic levels
 - MCAS has a 16.3% increase enrollment from 2019-20 levels and is approaching 2018-19 levels
 - Azusa 2022-23 enrollment is at 80.7% of 2019-20 levels
 - Claremont 2022-23 enrollment is at 73.2% of 2019-20 levels
 - Glendora and Duarte have low enrollment compared to 2019-20 levels (45.6% and 51.2% respectively)
- This indicates consortium members need to **prioritize efforts to increase enrollment**
- Enrollment for students from Los Angeles continues to grow in total and percentages of total reflecting successful efforts in marketing and delivery of educational services to underserved populations

Demographics and Economic Characteristics of Primary Cities Served by CCAEC Members

Of the 16 major cities served by the consortium as identified in Tables 21 – 24, 8 of these cities are what CCAEC stakeholders consider “primary” cities served by the members of the consortium. However, for the purpose of this ADR, a “primary” city is one for which students served is greater than 2.5% of the total in 2022-23. 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. Stakeholders do not analyze demographic data from Los Angeles as the city is too big t

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 25 – 27 below depict demographic data, as well Educational Attainment, Language Spoken at Home, and Naturalization data. Table 28 notes regional Poverty and Unemployment data.

Table 25 – 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
Arcadia	7,401	9,968	36,608	868	53	40	1,504	239	56,681
Azusa	32,020	7,751	7,187	1,589	65	113	1,041	234	50,000
Claremont	9,416	17,628	5,809	1,783	49	90	2,066	272	37,266
Covina	30,108	10,051	7,571	1,748	87	156	1,279	268	51,268
Duarte	10,436	4,892	4,507	1,126	15	59	591	101	21,727
Glendora	19,017	23,384	6,656	1,021	24	120	2,062	274	52,558
Monrovia	14,987	12,903	6,210	1,955	30	66	1,553	227	37,931
Pomona	108,044	15,669	15,853	8,116	235	386	2,713	697	151,713
TOTAL	231,429	102,246	90,401	18,206	558	1,030	12,962	2,312	459,144

Source – 2020 Decennial Census

Table 26 – 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
Arcadia	13.1%	17.6%	64.6%	1.5%	0.1%	0.1%	2.7%	0.4%	100.0%
Azusa	64.0%	15.5%	14.4%	3.2%	0.1%	0.2%	2.1%	0.5%	100.0%
Claremont	25.3%	47.3%	15.6%	4.8%	0.1%	0.2%	6.0%	0.7%	100.0%
Covina	58.7%	19.6%	14.8%	3.4%	0.2%	0.3%	2.5%	0.5%	100.0%
Duarte	48.0%	22.5%	20.7%	5.2%	0.1%	0.3%	2.7%	0.5%	100.0%
Glendora	36.2%	44.5%	12.7%	1.9%	0.0%	0.2%	3.9%	0.5%	100.0%
Monrovia	39.5%	34.0%	16.4%	5.2%	0.1%	0.2%	4.1%	0.6%	100.0%
Pomona	71.2%	10.3%	10.4%	5.3%	0.2%	0.3%	1.8%	0.5%	100.0%
TOTAL	50.4%	22.3%	19.7%	4.0%	0.1%	0.2%	2.8%	0.5%	100.0%

Source – 2020 Decennial Census

Table 27 – 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
Arcadia	16,926	30.5%	3,396	6.0%	9,850	17.4%	56,681
Azusa	8,576	18.4%	5,725	19.7%	6,642	13.3%	50,000
Claremont	2,588	7.5%	1,371	5.8%	2,292	6.2%	37,266
Covina	6,056	13.4%	4,657	14.3%	4,026	7.9%	51,268
Duarte	4,566	22.2%	2,573	16.2%	2,815	13.0%	21,727
Glendora	5,004	10.3%	3,129	8.6%	3,721	7.1%	52,558
Monrovia	5,128	14.6%	2,693	10.3%	4,578	12.1%	37,931
Pomona	32,198	22.7%	27,197	28.0%	24,957	16.5%	151,713
TOTAL	81,042		50,741		58,881	12.8%	459,144

Source – 2020 Decennial Census

Table 28 – Unemployment and Poverty of Primary Cities Served by CCAEC

City	Unemployment Rate as of May 2023	Number Under Poverty Line	As % of Eligible Population	No. for whom poverty status is determined	Total Population
Arcadia	3.8%	5,030	8.9%	56,301	56,681
Azusa	4.4%	6,476	14.6%	44,305	50,000
Claremont	4.2%	1,480	4.6%	32,160	37,266
Covina	4.9%	4,572	9.0%	50,699	51,268
Duarte	4.5%	1,968	9.1%	21,547	21,727
Glendora	4.0%	3,897	7.6%	51,558	52,558
Monrovia	3.8%	3,466	9.2%	37,780	37,931
Pomona	5.2%	21,730	15.1%	144,230	151,713
TOTAL		48,619	11.1%	438,580	459,144

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

Source for poverty rates – 2021 ACS 5-year estimates

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 residents 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 historically low
 - Duarte is the only primary city over 5.0%
 - This demonstrates the realities of a current tight labor market
- Poverty rates are culled from the 2021 American Community Survey which does not use the entire city population, but uses “Number for whom poverty status is determined”
- 11.1% of the region is living under the poverty line
 - That is lower than the state average of 12.3%
 - Only Pomona and Azusa have higher poverty rates than the state average of 12.8%

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 29 and 30 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 29 – CCAEC Racial/Ethnic Composition of All Students by Individual Member 2022-23 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Hispanic	660	77.3%	281	47.6%	27	77.1%	19	32.2%	963	48.3%	1,950	55.2%
Non-Hispanic White	69	8.1%	90	15.3%	5	14.3%	29	49.2%	280	14.0%	473	13.4%
Asian	70	8.2%	170	28.8%	0	0.0%	3	5.1%	421	21.1%	664	18.8%
Black	44	5.2%	29	4.9%	3	8.6%	0	0.0%	211	10.6%	287	8.1%
Hawaiian / Pac. Islander	3	0.4%	2	0.3%	0	0.0%	2	3.4%	33	1.7%	40	1.1%
Filipino	5	0.6%	0	0.0%	0	0.0%	2	3.4%	28	1.4%	35	1.0%
Indian / Alaskan	3	0.4%	7	1.2%	0	0.0%	4	6.8%	29	1.5%	43	1.2%
Did not state	0	0.0%	11	1.9%	0	0.0%	0	0.0%	30	1.5%	41	1.2%
Total Enrollment	854	100.0%	590	100.0%	35	100.0%	59	100.0%	1,995	100.0%	3,533	100.0%
Actual Unduplicated Enrollment	842		463		73		57		1,970		3,478	

*Data is from TOPSpro Enterprise (TE). Instead of counting “2 or More Races.” TE separates out races which leads to duplicated count of enrollment. Total enrollment in 2021-22 for consortium was 2,455

Table 30 – CCAEC Racial/Ethnic Composition of All Students by Individual Member 2021-22 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Hispanic	576	80.9%	237	50.5%	58	78.4%	20	33.3%	417	34.7%	1308	52.0%
Non-Hispanic White	43	6.0%	32	6.8%	7	9.5%	24	40.0%	236	19.6%	342	13.6%
Asian	57	8.0%	143	30.5%	2	2.7%	5	8.3%	261	21.7%	468	18.6%
Black	22	3.1%	21	4.5%	4	5.4%	1	1.7%	115	9.6%	163	6.5%
Hawaiian / Pac. Islander	4	0.6%	2	0.4%	1	1.4%	1	1.7%	14	1.2%	22	0.9%
Filipino	6	0.8%	0	0.0%	0	0.0%	2	3.3%	17	1.4%	25	1.0%
Indian / Alaskan	4	0.6%	4	0.9%	2	2.7%	7	11.7%	9	0.7%	26	1.0%
Did not state	0	0.0%	30	6.4%	0	0.0%	0	0.0%	133	11.1%	163	6.5%
Total Enrollment	712*	100%	469*	100%	74*	100%	61*	100%	1,202*	100%	2517*	100%

*Data is from TOPSpro Enterprise (TE). Instead of counting “2 or More Races.” TE separates out races which leads to duplicated count of enrollment. Total enrollment in 2021-22 for consortium was 2,455

Table 31 – CCAEC Gender Composition of All Students by Individual Member 2022-23 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Male	365	43.3%	174	30.3%	10	28.6%	12	21.1%	706	35.8%	1267	36.4%
Female	475	56.4%	394	68.6%	25	71.4%	45	78.9%	1,258	63.7%	2197	63.2%
Non-binary	2	0.2%	1	0.2%	0	0.0%	0	0.0%	1	0.1%	4	0.1%
Did Not State	0	0.0%	5	0.9%	0	0.0%	0	0.0%	5	0.4%	10	0.3%
Total Enrollment	842	100.0%	574	100.0%	35	100.0%	57	100.0%	1,970	100%	3,478	100.0%

Table 32 – CCAEC Gender Composition of All Students by Individual Member 2021-22 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Male	258	36.8%	137	29.6%	18	24.7%	15	25.4%	409	35.3%	837	34.1%
Female	442	63.1%	315	68.0%	55	75.3%	44	74.6%	674	58.2%	1530	62.3%
Non-binary	1	0.1%	1	0.2%	0	0.0%	0	0.0%	0	0.0%	2	0.1%
Did Not State	0	0.0%	10	2.2%	0	0.0%	0	0.0%	76	6.6%	86	3.5%
Total Enrollment	701	100.0%	463	100.0%	73	100.0%	59	100.0%	1,159	100.0%	2,455	100.0%

Table 33 – CCAEC Age of All Student by Individual Member Students 2022-23 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Below 18	2	0.2%	0	0.0%	0	0.0%	0	0.0%	134	6.8%	136	3.9%
18 – 21	103	12.2%	41	7.1%	6	17.1%	3	5.3%	166	8.4%	319	9.2%
22 – 24	64	7.6%	30	5.2%	5	14.3%	3	5.3%	122	6.2%	224	6.4%
25 – 29	98	11.6%	49	8.5%	1	2.9%	9	15.8%	235	11.9%	392	11.3%
30 – 34	111	13.2%	70	12.2%	5	14.3%	19	33.3%	234	11.9%	439	12.6%
35 – 39	98	11.6%	68	11.8%	2	5.7%	13	22.8%	186	9.4%	367	10.6%
40 – 44	86	10.2%	60	10.5%	4	11.4%	5	8.8%	187	9.5%	342	9.8%
45 – 49	72	8.6%	70	12.2%	3	8.6%	2	3.5%	181	9.2%	328	9.4%
50 – 54	61	7.2%	52	9.1%	5	14.3%	1	1.8%	154	7.8%	273	7.8%
55 – 59	61	7.2%	34	5.9%	4	11.4%	1	1.8%	128	6.5%	228	6.6%
60 – 64	35	4.2%	40	7.0%	0	0.0%	0	0.0%	97	4.9%	172	4.9%
65 – 69	24	2.9%	20	3.5%	0	0.0%	0	0.0%	56	2.8%	100	2.9%
70+	27	3.2%	35	6.1%	0	0.0%	0	0.0%	79	4.0%	141	4.1%
Did not state	0	0.0%	5	0.9%	0	0.0%	1	1.8%	11	0.6%	17	0.5%
Total Enrollment	842	100.0%	574	100.0%	35	100.0%	57	100.0%	1,970	100.0%	3,478	100.0%

Table 34 – CCAEC Age of All Student by Individual Member Students 2021-22 – Total and %

Race	AUSD		CUSD		DUSD		GUSD		MUSD		CCAEC	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Below 18	0	0.0%	2	0.4%	0	0.0%	0	0.0%	66	5.7%	68	2.8%
18 – 21	84	12.0%	32	6.9%	3	4.1%	2	3.4%	114	9.8%	235	9.6%
22 – 24	55	7.8%	34	7.3%	6	8.2%	4	6.8%	74	6.4%	173	7.0%
25 – 29	91	13.0%	47	10.2%	2	2.7%	6	10.2%	108	9.3%	254	10.3%
30 – 34	88	12.6%	69	14.9%	7	9.6%	18	30.5%	97	8.4%	279	11.4%
35 – 39	92	13.1%	50	10.8%	8	11.0%	12	20.3%	100	8.6%	262	10.7%
40 – 44	56	8.0%	62	13.4%	11	15.1%	10	16.9%	103	8.9%	242	9.9%
45 – 49	66	9.4%	44	9.5%	12	16.4%	3	5.1%	99	8.5%	224	9.1%
50 – 54	72	10.3%	46	9.9%	13	17.8%	1	1.7%	92	7.9%	224	9.1%
55 – 59	40	5.7%	31	6.7%	5	6.8%	2	3.4%	65	5.6%	143	5.8%
60 – 64	27	3.9%	17	3.7%	4	5.5%	1	1.7%	50	4.3%	99	4.0%
65 – 69	19	2.7%	12	2.6%	0	0.0%	0	0.0%	42	3.6%	73	3.0%
70+	11	1.6%	17	3.7%	2	2.7%	0	0.0%	61	5.3%	91	3.7%
Did not state	0	0.0%	0	0.0%	0	0.0%	0	0.0%	88	7.6%	88	3.6%
Total Enrollment	701	100.0%	463	100.0%	73	100.0%	59	100.0%	1,159	100.0%	2,455	100.0%

Table 35 – CCAEC Racial/Ethnic Composition of Students Over Two Years

Race	2021-22		2022-23	
	No	%	No	%
Hispanic	1308	52.0%	1,950	55.2%
Non-Hispanic White	342	13.6%	473	13.4%
Asian	468	18.6%	664	18.8%
Black	163	6.5%	287	8.1%
Hawaiian / Pac. Islander	22	0.9%	40	1.1%
Filipino	25	1.0%	35	1.0%
Indian / Alaskan	26	1.0%	43	1.2%
Did Not State	163	6.5%	41	1.2%
Total Enrollment	2517*	100%	3,533	100.0%

Table 36 – CCAEC Unduplicated Enrollment by Gender Over Two Years

Gender	2021-22		2022-23	
	No	%	No	%
Male	837	34.1%	1267	36.4%
Female	1530	62.3%	2197	63.2%
Non-binary	2	0.1%	4	0.1%
Did Not State	86	3.5%	10	0.3%
Total Unduplicated	2,455	100.0%	3,478	100.0%

Table 37 – CCAEC Unduplicated Enrollment by Age over Two Years

Age	2021-22		2022-23	
	No	%	No	%
17 & Below	68	2.8%	136	3.9%
18-21	235	9.6%	319	9.2%
22-24	173	7.0%	224	6.4%
25-29	254	10.3%	392	11.3%
30-34	279	11.4%	439	12.6%
35-39	262	10.7%	367	10.6%
40-44	242	9.9%	342	9.8%
45-49	224	9.1%	328	9.4%
50-54	224	9.1%	273	7.8%
55-59	143	5.8%	228	6.6%
60-64	99	4.0%	172	4.9%
65-69	73	3.0%	100	2.9%
70+	91	3.7%	141	4.1%
Unspecified	88	3.6%	17	0.5%
Total Unduplicated	2,455	100.0%	3,478	100.0%

Highlights of CCAEC Demographic Data

Following are highlights from the demographic data:

- The consortium serves about twice as many females as males: roughly 63.2% to 36.4% based on 2022-23 enrollment
- The largest ethnicity served by the CCAEC is Hispanic, who comprise 55.2% of CCAEC students as of 2022-23
- Asians are the second largest population representing 18.8% of student enrollment as of 2022-23
- Every year since 2018-19, the percentage of Black students served by CCAEC schools has increased in number and percentage of total enrollment
 - 2022-23 enrollment was 287 students representing 8.1% of total enrollment (versus 163 students and 6.5% of total enrollment)
 - this is reflective of consortium marketing efforts to increase equity at member schools and to serve this population with appropriate CTE programs
- Over 50% of students served (53.7%) are 25-49
- Students 60 and older comprise 13.4% enrollment, an increase from 2018-19, 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 38 – 39 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 38 – CCAEC Aggregated 2022-23 Duplicated Student Enrollment by CAEP Program Area: Total & % of Total

CAEP Program Area	CCAEC Member										Consortium Totals	
	Azusa		Claremont		Duarte		Glendora		Monrovia			
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
English Language Learner (ESL)	476	30.0%	382	64.6%	0	0.0%	0	0.0%	512	22.2%	1,370	30.0%
ABE / HSD / HSE	255	16.1%	125	21.2%	32	91.4%	28	49.1%	308	13.4%	748	16.4%
Career and Technical Education	472	29.8%	46	7.8%	0	0.0%	0	0.0%	358	15.5%	876	19.2%
Workforce Preparation	381	24.0%	0	0.0%	0	0.0%	0	0.0%	923	40.0%	1,304	28.5%
Pre-Apprenticeship	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%	3	8.6%	29	50.9%	0	0.0%	32	0.7%
Adults w/Disabilities	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%
Non-CAEP Program	2	0.1%	38	6.4%	0	0.0%	0	0.0%	203	8.8%	243	5.3%
Total Duplicated	1,586	100%	591	100%	35	100%	57	100%	2,305	100%	4,574	100%
Enrolled in 2 or more programs	544		17		0		0		156			
Total Unduplicated	842		574		35		57		1,970			

Table 39 – CCAEC Aggregated 2021-22 Duplicated Enrollment by CAEP Program Area: Total & % of Total

CAEP Program Area	CCAEC Member										Consortium Totals	
	Azusa		Claremont		Duarte		Glendora		Monrovia			
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
English Language Learner (ESL)	421	29.4%	282	58.5%	0	0.0%	0	0.0%	386	28.6%	1,089	32.1%
ABE / HSD / HSE	305	21.3%	129	26.8%	21	28.8%	31	52.5%	143	10.6%	629	18.5%
Career and Technical Education	296	20.6%	2	0.4%	0	0.0%	0	0.0%	197	14.6%	495	14.6%
Workforce Preparation	410	28.6%	1	0.2%	0	0.0%	0	0.0%	401	29.7%	812	23.9%
Pre-Apprenticeship	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%	52	71.2%	28	47.5%	0	0.0%	80	2.4%
Adults w/Disabilities	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Non-CAEP Program	2	0.1%	68	14.1%	0	0.0%	0	0.0%	221	16.4%	291	8.6%
Total Duplicated	1,434	100%	482	100%	73	100%	59	100%	1,348	100%	3,396	100%
Enrolled in 2 or more programs	543		19		0		0		156			
Total Unduplicated	701		463		73		59		1,159			

Highlights of Total Enrollment by Program Area

- CCAEC ESL programs still represent the largest total and percentage of enrollment, has decreased from 51.5% in 2018-19 to 30.0% in 2022-23, a 21.5% decrease
- CTE and Workforce Preparation now comprise 47.7% of consortium enrollment
 - Stakeholders believe this increase is due to concerted efforts by CCAEC members to engage workforce development agencies and businesses for classroom trainings and job fair
- ABE/ASE has dropped from 2018-19 percentages (29.7%) to 16.4%, a 13.3% drop

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 40 – 2022-23 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Claremont			Duarte			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	324	341	476	260	281	382	0	0	0	0	0	0	422	442	512
ABE/ASE	177	181	255	96	99	125	0	18	32	14	17	28	119	125	308
Career and Technical Education (CTE)	216	272	472	3	36	46	0	0	0	0	0	0	63	322	358
Workforce Preparation	188	259	381	0	0	0	0	0	0	0	0	0	110	259	923
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	0	3	0	29	29	0	0	0
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
No Designated Program	0	0	2	0	0	38	0	0	0	0	0	0	0	0	203
Total Duplicated	905	1,053	1,586	359	416	591	0	18	35	14	46	57	714	1,148	2,305
Students in two or more programs	317	370	544	15	15	17	0	0	0	0	0	0	118	248	288
Total unduplicated students	416	506	842	344	401	574	0	18	35	14	46	57	557	853	1,970

Table 41 – 2021-22 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Claremont			Duarte			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	283	297	421	208	213	282	0	0	0	0	0	0	299	321	386
ABE/ASE	212	214	305	68	76	129	0	9	21	2	11	31	107	113	143
Career and Technical Education (CTE)	190	240	296	0	0	2	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	68	0	0	0	0	0	0	0	0	221
Total Duplicated	904	1,044	1,434	276	290	482	0	16	73	2	39	59	450	783	1,348
Students in two or more programs	338	393	543	13	14	19	0	0	0	0	0	0	36	146	156
Total unduplicated students	405	489	701	263	276	463	0	16	73	2	39	59	394	605	1,159

Table 42 – 2020-21 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Claremont			Duarte			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	125	144	184	122	146	194	0	0	0	0	0	0	168	186	224
ABE/ASE	192	224	269	39	108	245	0	0	0	0	7	33	91	102	151
Career and Technical Education (CTE)	70	136	167	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	16	223	251
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	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
No Designated Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	167
Total Duplicated	573	805	965	164	311	530	10	12	25	0	29	56	279	699	1,306
Students in two or more programs	235	334	403	9	16	19	0	0	0	0	0	0	22	205	263
Total unduplicated students	281	408	509	155	295	511	10	12	25	0	29	56	252	476	1,024

Table 43 – CCAEC Comparative Enrollment by Member Institution by CAEP Summary Table Category over Three Years

School	Literacy			CAEP			Total Services - Unduplicated		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Azusa Adult School*	281	405	416	408	489	506	509	701	842
Claremont Adult School*	155	263	344	295	276	401	493	463	574
Duarte Adult School	10	0	0	12	16	18	25	73	35
Glendora Adult School	0	2	14	29	39	46	56	59	57
Monrovia Adult School*	254	394	557	476	605	853	1,023	1,159	1,970
Total	700	1,064	1,331	1,220	1,425	1,824	2,106	2,455	3,478

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

Highlights of Comparative Enrollment by Major Reporting Area

- CCAEC Services enrollment has grown 65.1% since 2020-21, the year the pandemic forced all instruction to be virtual
- 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

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 44 – Azusa Participation Rate by Program Area over Three Years

Program Areas* (A)	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	144	184	78.3%	297	421	70.5%	336	471	63.1%
ABE/ASE	224	269	83.3%	214	305	70.2%	175	246	87.0%
Career and Technical Education (CTE)	136	167	81.4%	240	296	81.1%	271	470	51.1%
Workforce Preparation	301	365	82.5%	293	410	71.5%	254	372	78.8%
Adults K-12 Success	0	0	N/A	0	0	N/A	0	0	N/A
Adults w/ Disabilities	0	0	N/A	0	0	N/A	0	0	N/A
Duplicated Total	805	985	81.7%	1,044	1,434	72.9%	1,036	1,559	66.5%
Adjusted Total	504	620	81.3%	751	1,024	73.3%	782	1,189	65.8%

Table 44a – Azusa Services / CAEP Duplicated Enrollment over Three Years

Enrollment Type	2020-21	2021-22	2022-23
CAEP	805	1,044	1,036
Services	985	1,434	1,559

Table 44b – Azusa Participation Rates over Three Years

	2020-21	2021-22	2022-23
Participation Rate	81.7%	72.9%	66.5%

Table 45 – Claremont Participation Rate by Program Area over Three Years

Program Areas* (A)	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	146	194	75.3%	213	281	75.5%	280	381	73.6%
ABE/ASE	108	245	44.1%	76	129	58.9%	98	124	79.2%
Career and Technical Education (CTE)	57	73	78.1%	0	2	0.0%	36	46	78.3%
Workforce Preparation	0	0	N/A	1	1	100%	0	0	N/A
Adults K-12 Success	0	0	N/A	0	0	N/A	0	0	N/A
Duplicated Total	311	512	60.7%	290	413	70.2%	414	551	75.1%

Table 45a – Claremont Services / CAEP Duplicated Enrollment over Three Years (Adjusted)

Enrollment Type	2020-21	2021-22	2022-23
CAEP	311	290	414
Services	512	413	551

Table 45b – Claremont Participation Rates over Three Years

	2020-21	2021-22	2022-23
Participation Rate	60.9%	70.0%	75.1%

Table 46 – Duarte Participation Rate by Program Area over Three Years

Program Areas* (A)	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	0	0	N/A	0	0	N/A	0	0	N/A
ABE/ASE	0	0	N/A	9	21	42.9%	18	31	58.1%
Career and Technical Education (CTE)	0	0	N/A	0	0	N/A	0	0	N/A
Workforce Preparation	0	0	N/A	0	0	N/A	0	0	N/A
Adults K-12 Success	12	25	48%	7	52	13.5%	0	3	0.0%
Duplicated Total	12	25	48.0%	16	73	21.9%	18	34	52.9%

Table 46a – Duarte Services / CAEP Duplicated Enrollment over Three Years

Enrollment Type	2020-21	2021-22	2022-23
CAEP	12	16	18
Services	25	73	34

Table 46b – Duarte Participation Rates over Three Years

	2020-21	2021-22	2022-23
Participation Rate	48.0%	21.9%	51.4%

Table 47 – Glendora Participation Rate by Program Area over Three Years

Program Areas* (A)	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	0	0	N/A	0	0	N/A	0	0	N/A
ABE/ASE	7	33	21.2%	11	31	35.5%	17	27	60.7%
Career and Technical Education (CTE)	0	0	N/A	0	0	N/A	0	0	N/A
Workforce Preparation	0	0	N/A	0	0	N/A	0	0	N/A
Adults K-12 Success	22	23	95.7%	28	28	100.0%	29	29	100.0%
Unduplicated Total	29	56	51.8%	39	59	66.1%	46	56	82.1%

Table 47a – Glendora Services / CAEP Duplicated Enrollment over Three Years

Enrollment Type	2020-21	2021-22	2022-23
CAEP	29	39	46
Services	56	59	56

Table 47b – Glendora Participation Rates over Three Years

	2020-21	2021-22	2022-23
Participation Rate	51.8%	66.1%	80.7%

Table 48 – Monrovia Participation Rate by Program Area over Two Years

Program Areas* (A)	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	186	223	83.1%	321	386	83.2%	435	504	86.3%
ABE/ASE	102	151	67.5%	113	143	79.0%	120	157	76.4%
Career and Technical Education (CTE)	188	251	74.9%	185	197	93.9%	322	354	91.0%
Workforce Preparation	223	513	43.5%	164	353	40.9%	259	877	29.5%
Adults K-12 Success	0	0	N/A	0	0	N/A	0	0	
Duplicated Total	699	1,138	61.4%	783	1,127	65.5%	1,136	1,893	59.1%
Adjusted Total	476	626	76.0%	619	725	85.3%	877	1,016	86.3%

Table 48a – Monrovia Services / CAEP Duplicated Enrollment over Three Years – Adjusted

Enrollment Type	2020-21	2021-22	2022-23
CAEP	476	619	889
Services	626	726	1,021

Table 48b – Monrovia Participation Rates over Three Years – Adjusted

	2020-21	2021-22	2022-23
Participation Rate	76.2%	85.3%	87.1%

Table 49 – CCAEC Member Comparative Duplicated Enrollment Participation Rates Over Three Years

School	2020-21			2021-22			2022-23		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	% of Services (Adjusted)	CAEP Enrollment	Services Enrollment	Part. %
Azusa	805	985	81.7%	1,044	1,432	72.9%	1,053	1,584	66.5%
Claremont	312	512	60.9%	290	414	70.0%	416	553	75.2%
Duarte	12	25	48.0%	16	73	21.9%	18	35	51.4%
Glendora	29	56	51.8%	39	59	66.1%	46	57	80.7%
Monrovia	476	625	76.2%	619	726	85.3%	889	1,021	87.1%
CCAEC Duplicated Total	1,634	2,203	74.2%	2,008	2,704	74.3%	2,422	3,250	74.5%

Table 49a – CCAEC Comparative Participation Rates Over Three Years

School	2020-21	2021-22	2022-23
Azusa	81.7%	72.9%	66.5%
Claremont	60.9%	70.0%	75.2%
Duarte	48.0%	21.9%	51.4%
Glendora	51.8%	66.1%	80.7%
Monrovia	76.2%	85.3%	87.1%

Table 49b – CCAEC Participation Rates over Three Years

	2020-21	2021-22	2022-23
Participation Rate	74.2%	74.3%	74.5%

Highlights of Participation Gaps

- Rates for Monrovia have been adjusted in two ways:
 - Removing concurrent high school students from the data
 - Removing Participation rate for Workforce Re-entry
 - This is removed because the nature of this CAEP Program means that many enrollees do not need services for 12 hours (e.g. job fair attendees, typing tests, quick job search, etc.)
- Consortium-wide participation rates have stayed the same over the last three years: approximately 74.5%
- Approximately 1 in 4 CCAEC students registered in ESL, ASE, and CTE programs do not persist to complete 12 hours of instruction
- Enrollment systems need to be analyzed to find ways to maximize student retention
- This goal will be **included in the CCAEC 2023 Annual Plan**

CCAEC Enrollment for CFAD Funding Allocation

Table 50 below depicts enrollment across all three areas over three years. CAEP stakeholders use this model as one determinant of allocation of CAEP funds.

Table 50 – CCAEC Comparative Enrollment by Member Institution per CAEP Summary Tables over Three Years

School	Literacy (NRS)					CAEP Outcomes					Services				
	20-21	21-22	22-23	Member Total	% of CCAEC Total	20-21	21-22	22-23	Member Total	% of CCAEC Total	20-21	21-22	22-23	Member Total	% of CCAEC Total
Azusa	281	405	416	1,102	35.6%	408	489	506	1,403	31.4%	509	701	842	2,052	25.5%
Claremont	155	263	344	762	24.6%	296	276	401	973	21.8%	511	463	574	1,548	19.2%
Duarte	10	0	0	10	0.3%	12	16	18	46	1.0%	25	73	35	133	1.7%
Glendora	0	2	14	16	0.5%	29	39	46	114	2.6%	56	59	57	172	2.1%
Monrovia	254	394	557	1,205	38.9%	476	605	853	1,934	43.3%	1,023	1,159	1,970	4,152	51.5%
				3,095	100.0%				4,470	100.0%				8,057	100.0%

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 51 – 2022-23 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,408,415	57,046	506	\$24.68	\$2,783.43
Claremont	\$1,133,980	45,287	401	\$25.04	\$2,827.88
Overhead	\$442,315				
Duarte	\$19,590	1,338	18	\$14.64	\$1,088.33
Glendora	\$175,330	6,189	46	\$28.33	\$3,811.52
Monrovia	\$1,713,631	145,563	853	\$11.77	\$2,008.95
Total	\$4,893,261	255,423	1,824	\$19.16	\$2,682.71

Table 52 – 2021-22 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Program Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,404,267	54,828	489	\$69.50	\$3,441.83
Claremont	\$1,133,980	27,614	276	\$23.79	\$3,844.00
Overhead	\$448,700				
Duarte	\$19,520	792	16	\$56.75	\$1,626.75
Glendora	\$172,901	4,206	39	\$56.74	\$5,962.10
Monrovia	\$1,412,653	110,696	605	\$14.77	\$2,967.76
Total	\$4,592,022	166,882	1,220	\$27.52	\$3,763.95

Table 53 – 2020-21 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Program Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,404,267	66,703	408	\$21.05	\$3,441.83
Claremont	\$1,133,980	47,678	295	\$23.78	\$3,844.00
Overhead	\$448,700	0	0		
Duarte	\$19,521	344	12	\$56.75	\$1,626.75
Glendora	\$172,901	3,097	29	\$55.83	\$5,962.10
Monrovia	\$1,412,653	95,614	476	\$14.77	\$2,967.76
Total	\$4,592,022	213,436	1,220	\$21.51	\$3,763.95

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.

Persistence Rates by CCAEC Member

CCAEC stakeholders first analyze Persistence Rates by analyzing CAEP Summary Tables and using the state’s definition of persistence (Column C/Column B). CCAEC members want to increase Persistence rates because that should directly correlate to improved Performance outcomes. Tables 54 – 57 below depict Persistence rates over four years for each CCAEC member.

Table 54 – Azusa Persistence Rates Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	366	236	64.5%	125	73	58.4%	283	123	43.5%	324	140	43.2%
ABE (duplicated)	208	101	48.6%	192	74	38.5%	212	103	48.6%	177	72	40.7%
CTE / Workforce Reentry / (duplicated)	681	312	45.8%	256	116	45.3%	409	191	46.7%	404	185	45.8%
Total Unduplicated	619	301	48.6%	281	128	45.6%	405	176	43.5%	416	169	40.6%

Table 54a – Azusa Persistence Rates Over Four Years

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	48.6%	45.6%	43.5%	40.6%

Table 55 – Claremont Persistence Rates Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	464	254	54.7%	122	0	0.0%	208	92	44.2%	260	153	58.8%
ABE (duplicated)	161	54	33.5%	39	0	0.0%	68	9	13.2%	96	31	32.3%
CTE / Workforce Reentry / (duplicated)	1	0	0.0%	3	0	0.0%	0	0	N/A	3	3	100.0%
Total Unduplicated	592	284	48.0%	155	0	0.0%	263	95	36.1%	344	176	51.2%

Table 55a – Claremont Persistence Rates Over Four Years

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	48.0%	0.0%	36.1%	51.2%

Table 56 – Duarte Persistence Rates Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
ABE (duplicated)	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Adults Supporting K12	21	20	95.2%	10	6	60.0%	0	0	0.0%	0	0	0.0%
Total Unduplicated	21	20	95.2%	10	6	60.0%	0	0	0.0%	0	0	0.0%

Table 56a – Duarte Persistence Rates Over Four Years

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	95.2%	60.0%	0.0%	0.0%

Table 57 – Glendora Persistence Rates Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	43	32	74.4%	0	0	0.0%	0	0	0.0%	0	0	0.0%
ABE (duplicated)	23	1	4.3%	0	0	0.0%	2	0	0.0%	14	3	21.4%
CTE / Workforce Reentry / (duplicated)	0	0	N/A	0	0	0.0%	0	0	0.0%	0	0	0.0%
Total Unduplicated	66	33	50.0%	0	0	0.0%	2	0	0.0%	14	3	21.4%

Table 57a – Glendora Persistence Rates Over Three Years

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	41.8%	0.0%	0.0%	21.4%

Table 58 – Monrovia Persistence Rates over Four Years (Adjusted)

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	510	307	60.2%	168	117	69.6%	299	180	60.2%	422	321	76.1%
ABE (duplicated)	107	33	30.8%	93	30	32.3%	107	38	35.5%	119	86	72.3%
CTE / Workforce Reentry / (duplicated)	48	28	58.3%	20	6	30.0%	44	23	52.3%	173	132	76.3%
Total Unduplicated	606	334	55.1%	254	141	55.5%	394	213	54.1%	557	417	74.9%

Table 58a – Monrovia Persistence Rates Over Four Years (Adjusted)

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	55.1%	55.5%	54.1%	74.9%

Table 59 – Persistence Rates for all CCAEC K-12 Members Over Four Year

Program	2019-20			2020-21			2021-22			2022-23		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	1,381	829	60.0%	415	190	45.8%	790	395	50.0%	1,006	614	61.0%
ABE (duplicated)	497	189	38.0%	324	104	32.1%	389	150	38.6%	406	192	47.3%
CTE / Workforce Reentry / (duplicated)	730	340	46.6%	279	122	43.7%	453	214	47.2%	580	320	55.2%
Adults Supporting K12	21	20	95.2%	10	6	60.0%	0	0	N/A	0	0	
Total Unduplicated	1,904	972	51.1%	700	275	39.3%	1,128	486	43.1%	1,331	764	57.4%

Table 59a – CCAEC Persistence Rates Over Four Years

	2019-20	2020-21	2021-22	2022-23
Persistence Rate	51.1%%	39.3%	43.1%	57.4%

Highlights of Persistence Data

- The COVID-19 pandemic greatly affected individual member Persistence rates
 - Individual member rates dipped during the pandemic and have started to rise (for the most part)
- Monrovia again adjusted enrollment figures removing concurrent high school students and Workforce preparation (for the same reasons outlined in Participation rates above)
- The consortium as a whole had its largest Persistence rate in four years in 2022-23 (57.4%)
- Testing systems need to be analyzed and other strategies need to be explored to find ways to maximize student Persistence in taking pre- and post-tests
- This goal will be **included in the CCAEC 2023 Annual Plan**

Literacy Gains and HSE/HSD Gains by Member

CCAEC stakeholders analyze Measurable Skills Gains from data that is culled from TOPSpro Enterprise Table 4 reports. This data includes students who achieved a gain in an Educational Functioning Level (EFL) from pre- and post-test on the CASAS exam or students who completed an HSD / HSE.

Tables 60 – 64 show measurable gains (EFL) as a percentage of total enrollment for each CCAEC member over four years: 2019-20 and 2022-23.

Table 60 – Azusa Measurable Gains by Total Enrollment Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	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	340	118	34.7%	108	51	47.2%	272	187	68.8%	311	210	67.5%
ABE	279	58	20.8%	173	48	27.8%	133	61	45.9%	105	34	32.4%
Total	619	176	28.4%	281	99	35.2%	405	248	61.2%	416	244	58.7%

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

Table 61 – Claremont Measurable Gains by Total Enrollment Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	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	458	137	29.9%	121	1	0.8%	58	26	44.8%	257	84	32.7%
ABE	134	41	30.6%	34	5	14.7%	205	63	30.7%	87	30	34.5%
Total	592	178	30.1%	155	6	3.9%	263	89	33.8%	344	114	33.1%

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

Table 62 Duarte Measurable Gains by Total Enrollment Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	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	0	0	0%	0	0	0	0	0	0%	0	0	0%
ABE	21	14	66.7%	10	3	30.0%	0	0	0%	0	0	0%
Total	21	14	66.7%	10	3	30.0%	0	0	0%	0	0	0%

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

Table 63 Glendora Measurable Gains by Total Enrollment Over Four Years

Program	2019-20			2020-21			2021-22			2022-23		
	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	43	21	48.8%	0	0	0%	0	0	0%	0	0	0%
ABE	23	6	26.1%	0	0	0%	2	0	0%	14	1	7.1%
Total	66	27	40.9%	0	0	0%	0	0	0%	14	1	7.1%

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

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

Program	2019-20			2020-21			2021-22			2022-23		
	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	504	168	33.3%	163	57	35.0%	290	122	42.1%	414	242	58.5%
ABE	102	41	40.2%	91	40	44.0%	104	45	43.3%	143	55	38.5%
Total	606	209	34.5%	252	97	38.2%	394	167	42.4%	557	297	53.3%

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

Highlights from Performance Data

- The pandemic caused significant disruption in member schools’ ability to pre- and post-test students
- That continued through the 2022-23 Program Year for Duarte and Glendora
- Azusa had the highest performance rate at 58.7% Gain in EFL; Monrovia was next highest with 53.3% Gain in EFL
- Instructional practices and other strategies need to be analyzed to increase Gains in EFL across all programs
- This goal will be **included in the CCAEC 2023 Annual Plan**

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 65 – HSD / HSE Pass Rates by Member over Four Years

	2019-20			2020-21			2021-22			2022-23		
	Grads/Comp.	Poss.	%	Grads/Comp.	Poss.	%	Grads/Comp.	Poss.	%	Grads/Comp.	Poss.	%
Azusa	38	208	18.3%	39	192	20.3%	75	212	35.4%	33	177	18.6%
Claremont	31	161	19.3%	25	39	64.1%	30	68	44.1%	31	96	32.3%
Duarte	N/A			N/A			4	9	44.4%	6	18	33.3%
Glendora	5	23	21.7%	3	7	42.9%	0	11	0.0%	0	17	0.0%
Monrovia	39	107	36.4%	41	93	44.1%	42	107	39.3%	42	119	35.3%
Total	113	499	22.6%	108	331	32.6%	151	407	37.1%	112	427	26.2%

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 66 – 2022-23 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	28	3	0	0
Claremont	Total unduplicated	0	4	0	0
Glendora	Total unduplicated	0	0	0	0
Monrovia	Total unduplicated	37	70	4	28
CCAEC		65	77	4	28

Table 67 – 2021-22 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	41	2	0	0
Claremont	Total unduplicated	0	2	1	5
Glendora	Total unduplicated	0	0	0	0
Monrovia	Total unduplicated	57	105	11	36
CCAEC		98	109	12	41

Table 68 – 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	0	41	36	0
Claremont	Total unduplicated	1	10	4	2
Glendora	Total unduplicated	0	0	0	0
Monrovia	Total unduplicated	82	119	3	47
CCAEC		83	170	43	49