



Annual Data Report Winter 2021-22

Volume 1: January 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, 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 encompasses 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%
TOTAL	1,409	100.0%

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%
TOTAL	1,043	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 4 – Citrus College 2018-19 Total Student Enrollment by City: Total & % of Total

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

Table 5 – Citrus College 2019-20 Total Student Enrollment by City: Total & % of Total

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

Table 6 – Citrus College 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa		
Monrovia		
Claremont		
Glendora		
Covina		
Pomona		
Duarte		
Misc. Other		
TOTAL		

Table 7 – 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%
TOTAL	1,156	100.0%

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

City	Student Population	% of Total
Pomona		
Claremont		
Montclair		
Upland		
La Verne		
Ontario		
Misc. Other		
TOTAL		

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

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

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 – 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%
TOTAL	146	100.0%

Table 13 – 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 14 – 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 15 – Monrovia 2018-19 Total Student Enrollment by City: Total & % of Total

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

Table 16 – 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%

Table 17 – 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%

Tables 18-20 below depict the total students by city who registered and received some services aggregated for the entire CCAEC consortium over the last three program years.

Table 18 – CCAEC Aggregated 2018-19 Total Student Enrollment by City: Total & % of Total

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

Table 19 – CCAEC Aggregated 2019-20 Total Student Enrollment by City: Total & % of Total

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

Table 20 – CCAEC Aggregated 2020-21 Total Student Enrollment by City: Total & % of Total

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

Highlights of Total Enrollment by City

- In both 2018-19 and 2019-20, more than 81% of students served by CCAEC school live in the 16 cities noted above
- In both 2018-19 and 2019-20, nearly 70% of students served by CCAEC school live in 8 cities: Azusa, Monrovia, Claremont, Pomona, Glendora, Covina, Duarte, and Arcadia
- More than one-third 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 more than doubled reflecting successful efforts in marketing and delivery of services to students living there

Demographics and Economic Characteristics of Primary Cities Served by CCAEC Members

As noted in Tables 19 and 20, of the 16 major cities served by the consortium, 8 of these cities would qualify as “primary” cities served by the members of the consortium. For the purpose of this ADR, a “primary” city is one for which students served is greater than 4% of the total. 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 21 – 23 below depict demographic data, as well Educational Attainment, Language Spoken at Home, and Naturalization data. Table 24 notes regional Poverty and Unemployment data.

Table 21 – 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 22 – 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 23 – 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 24 – 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
Arcadia	4.2%	5,572	9.8%	56,681
Azusa	5.5%	7,100	14.2%	50,000
Claremont	4.2%	2,448	6.6%	37,266
Covina	6.5%	4,588	9.0%	51,268
Duarte	7.1%	2,217	10.2%	21,727
Glendora	5.4%	4,336	8.3%	52,558
Monrovia	5.5%	2,959	7.8%	37,931
Pomona	7.7%	27,157	17.9%	151,713
TOTAL		56,377	12.3%	459,144

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 extensive student demographic data and program enrollment data to better clarify our understanding of the students we serve.

CCAEC Student Demographic Data

Table 25 and 26 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 27 following it aggregates individual CCAEC member demographic data going back to 2018-19 (to see pre-pandemic demographic data compared in the aggregate to current levels) and compares totals from 2018-19, 2019-20, and 2020-21 across CCAEC aggregate enrollment (Services) data.

Finally, Tables 28 and 29 shows aggregated CCAEC gender and age data from 2018-19 to 2020-21. Table 29 only show age data for the five K-12 adult education schools and does not include Citrus College.

Table 25 – CCAEC Racial/Ethnic Composition of Individual Member Students over Two Years – Total

Race	2019-20						2020-21					
	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD
Hispanic	778		382	41	36	592	385		276	13	20	426
Non-Hispanic White	113		126	6	23	247	51		77	3	19	134
Asian	80		244	16	34	462	39		109	9	3	190
Black	31		16	1	1	226	17		27	0	0	168
Filipino	21		0	3	3	16	6		1	0	0	2
Hawaiian / Pac. Islander	8		4	0	1	8	3		11	0	0	5
Indian / Alaskan	4		5	1	2	10	2		5	0	9	14
2 or more races	8		6	0	1	10	6		5	0	2	11
Did not state	0		1	0	25	123	0		0	0	1	74
Total Unduplicated Enrollment	1,043		784	68	125	1,694	509		511	25	56	1,024

Table 26 – CCAEC Racial/Ethnic Composition of Individual Member Students over Two Years – as % of Member Institution Total

Race	2019-20						2020-21					
	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD	AUSD	Citrus	CUSD	DUSD	GUSD	MUSD
Hispanic	74.6%		48.7%	60.3%	28.6%	34.9%	75.6%		54.0%	52.0%	37.0%	41.6%
Non-Hispanic White	10.8%		16.1%	8.8%	18.3%	14.6%	10.0%		15.1%	12.0%	35.2%	13.1%
Asian	7.7%		31.1%	23.5%	27.0%	27.3%	7.7%		21.3%	36.0%	5.6%	18.6%
Black	3.0%		2.0%	1.5%	0.8%	13.3%	3.3%		5.3%	0.0%	0.0%	16.4%
Filipino	2.0%		0.0%	4.4%	2.4%	0.9%	1.2%		0.2%	0.0%	0.0%	0.2%
Hawaiian / Pac. Islander	0.8%		0.5%	0.0%	0.8%	0.5%	0.6%		2.2%	0.0%	0.0%	0.5%
Indian / Alaskan	0.4%		0.6%	1.5%	1.6%	0.6%	0.4%		1.0%	0.0%	16.7%	1.4%
2 or more races	0.8%		0.8%	0.0%	0.8%	0.6%	1.2%		1.0%	0.0%	3.7%	1.1%
Did not state	0.0%		0.1%	0.0%	19.8%	7.3%	0.0%		0.0%	0.0%	1.9%	7.2%
Total Unduplicated Enrollment	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%

Table 27 – CCAEC Racial/Ethnic Composition of All Students over Three Years

Race	2018-19		2019-20		2020-21	
	No	%	No	%	No	%
Hispanic	3,543	54.5%	2,870	51.4%		
Non-Hispanic White	820	12.6%	662	11.8%		
Asian	1,262	19.4%	1,053	18.8%		
Black	237	3.6%	321	5.7%		
Hawaiian / Pac. Islander	51	0.8%	38	0.6%		
Filipino	69	1.1%	61	1.1%		
Indian / Alaskan	30	0.4%	33	0.6%		
N/A	492	7.6%	549	9.8%		
Total Unduplicated Enrollment	6,504	100.0%	5,587	100.0%		

Table 28 – CCAEC Unduplicated Enrollment by Gender over Previous Three Years

Gender	2018-19		2019-20		2020-21	
	No	%	No	%	No	%
Male	2,286	35%	1,947	35%	641	
Female	3,876	60%	3,276	59%	1,429	
Non-binary	0	0%	2	0%	0	
N/A	342	5%	362	6%	54	
Total Unduplicated	6,504	100%	5,587	100%	2,124	

Table 29 – CCAEC Unduplicated Enrollment by Age over Previous Three Years (not including CCD)

Age	2018-19		2019-20		2020-21	
	No	%	No	%	No	%
18-21	113	2.5%	200	5.4%	196	9.2%
22-24	313	6.8%	244	6.6%	149	7.0%
25-29	500	10.9%	343	9.2%	251	11.8%
30-34	479	10.4%	376	10.1%	265	12.5%
35-39	471	10.3%	345	9.3%	236	11.1%
40-44	442	9.6%	389	10.5%	230	10.8%
45-49	475	10.4%	378	10.2%	197	9.3%
50-54	463	10.1%	349	9.4%	185	8.7%
55-59	427	9.3%	326	8.8%	130	6.1%
60-64	300	6.5%	240	6.5%	80	3.8%
65-69	203	4.4%	154	4.1%	52	2.4%
70+	265	5.8%	198	5.3%	61	2.9%
Unspecified	137	3.0%	172	4.6%	92	4.3%
Total Unduplicated	4,588	100%	3,714	100%	2,194	100.0%

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 21 – 23 on the following pages depict the total CCAEC enrollment of the total by CAEP and non-CAEP program area. These tables are aggregated for the entire consortium.

Table 30 – CCAEC Aggregated 2020-21 Unduplicated Total 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)	179	35.2%			190	37.2%	0	0	0	0	222	21.7%		
Basic Skills (ABE)	122	24.0%			4	0.8%	0	0	0	0	5	0.5%		
High School Diploma	48	9.4%			160	31.3%	0	0	33	58.9%	81	7.9%		
High School Equivalency	46	9.0%			72	14.1%	0	0	0	0	51	5.0%		
Adults supporting K12 student success	0	0.0%			0	0.0%	25	100%	23	41.1%	0	0.0%		
Adults w/Disabilities	0	0.0%			0	0.0%	0	0	0	0	0	0.0%		
Career and Technical Education	80	15.7%			65	12.7%	0	0	0	0	468	45.7%		
Citizenship	5	1.0%			20	3.9%	0	0	0	0	1	0.1%		
Other Program	0	0.0%			0	0.0%	0	0	0	0	86	8.4%		
Workforce Preparation	19	3.7%			0	0.0%	0	0	0	0	27	2.6%		
N/A	10	2.0%			0	0.0%	0	0	0	0	83	8.1%		
Totals	509	100%			511	100%	25	100%	56		1,024	100%		

Table 31 – CCAEC Aggregated 2019-20 Total 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)	458	43.9%	1,005	98.1%	532	67.9%	0	0.0%	57	39.0%	672	39.7%	2,724	57.2%
Basic Skills (ABE)	50	4.8%	0	0.0%	4	0.5%	0	0.0%	0	0.0%	26	1.5%	80	1.7%
High School Diploma	99	9.5%	0	0.0%	151	19.3%	0	0.0%	46	31.5%	10	0.6%	306	6.4%
High School Equivalency	105	10.1%	0	0.0%	22	2.8%	0	0.0%	0	0.0%	134	7.9%	261	5.5%
Adults supporting K12 student success	0	0.0%	0	0.0%	0	0.0%	68	100.0%	43	29.5%	0	0.0%	111	2.3%
Adults w/Disabilities	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Career and Technical Education	270	25.9%	19	1.9%	0	0.0%	0	0.0%	0	0.0%	291	3.6%	350	7.4%
Citizenship	11	1.1%	0	0.0%	9	1.1%	0	0.0%	0	0.0%	0	0.0%	20	0.4%
Other Program	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	253	14.9%	253	5.3%
Workforce Preparation	50	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	308	31.8%	588	12.4%
N/A	0	0.0%	0	0.0%	66	8.4%	0	0.0%	0	0.0%	0	0.0%	66	1.4%
Totals	1,043	100.0%	1,024	100.0%	784	100.0%	68	100.0%	146	100.0%	1,694	100.0%	4,759*	100%

*This total is 770 students short of the total in Table 19 because of a reporting anomaly with Citrus College.

Table 32 – CCAEC Aggregated 2018-19 Total Unduplicated Student Enrollment by CAEP Program Area: Total & % of Total

Program Area	CCAEC Member										Consortium Totals	
	Azusa		Citrus		Claremont		Glendora		Monrovia		Total	%
	Total	%	Total	%	Total	%	Total	%	Total	%		
English Language Learner (ESL)	598	42.4%	1,118	89%	659	57.0%	57	39.0%	735	39.2%	3,168	54.2%
Basic Skills (ABE)	117	8.3%	0	0%	52	4.5%	0	0.0%	24	1.3%	193	3.3%
High School Diploma	115	8.2%	0	0%	161	13.9%	46	31.5%	150	8.0%	472	8.1%
High School Equivalency	129	9.2%	0	0%	14	1.2%	0	0.0%	39	2.1%	182	3.1%
Adults supporting K12 student success	0	0.0%	0	0%	0	0.0%	43	29.5%	0	0.0%	43	0.7%
Adults w/Disabilities	0	0.0%	0	0%	0	0.0%	0	0%	1	0.1%	1	0.0%
Career and Technical Education	304	21.6%	141	11%	0	0.0%	0	0%	270	14.4%	715	12.2%
Citizenship	7	0.5%	0	0%	9	0.8%	0	0%	0	0.0%	16	0.3%
Other Programs	0	0.0%	0	0%	0	0.0%	0	0%	266	14.2%	266	4.5%
Workforce Preparation	139	9.9%	0	0%	1	0.1%	0	0%	372	19.8%	511	8.8%
N/A	0	0.0%	0	0%	260	22.5%	0	0%	20	1.1%	281	4.8%
Total	1,409	100	1,259	100%	1,157	100	146	100	1,877	99	5,848*	100%

*This total is 656 students short of the total in Table 18 because of a reporting anomaly with Citrus College.

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 the 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 25 – 27 on the following pages depict the CCAEC comparative enrollment by major reporting area as identified on the CAEP Summary Tables. These tables are aggregated for the entire consortium.

Table 33 – 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				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 34 – 2019-20 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)	364	405	475	0	1,005	0	446	467	533	0	0	0	44	44	44	510	555	672
ABE/ASE	206	216	313	0	-	0	153	162	213	0	0	0	23	23	38	107	123	185
Career and Technical Education (CTE)	216	315	419	0	19	0	1	1	1	0	0	0	0	0	0	9	132	280
Workforce Preparation	461	579	803	0	0	0	0	0	0	0	0	0	0	0	0	39	180	594
Pre-Apprenticeship	0	0	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	0	0	21	25	68	0	43	43	0	0	0
Programs for Adults with Disabilities	0	0	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	75	0	0	0	0	0	0	0	0	253
Total Duplicated	1,247	1,515	2,010	-	1,024	1,873	600	630	822	21	25	68	67	110	125	665	990	1,984
Students in two or more programs	485	607	798	-	-	-	28	36	38	-	-	-	0	0	0	49	167	274
Total unduplicated students	617	747	1,043	-	1,024	1,873	572	594	784	21	25	68	67	110	125	606	807	1,694

Table 35 – 2018-19 CCAEC Comparative Enrollment by CAEP Program per CAEP Summary Tables

Program Areas* (A)	Azusa			Citrus			Claremont			Glendora			Monrovia		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	468	501	599	0	1,118	0	508	536	675	54	60	61	616	664	743
ABE/ASE	229	262	426	0	-	0	182	188	273	18	36	54	210	223	330
Career and Technical Education (CTE)	29	293	443	0	141	0	7	7	7	0	0	0	122	186	457
Workforce Preparation	553	861	1,261	0	0	0	162	166	205	0	0	0	129	211	615
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	0	0	46	47	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	0	0	0	0	0	0	270	0	0	0	0	0	252
Total Duplicated	1,279	1,917	2,729	-	1,259	1,915	859	897	1,430	72	142	162	1,077	1,284	2,398
Students in two or more programs	549	857	1,209	-	-	-	190	199	244	1	1	1	189	246	4442
Total unduplicated students	659	967	1,409	-	1,259	1,915	639	668	1,156	71	141	161	823	965	1,877

Table 36 – 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	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Azusa Adult School	659	578	281	967	705	408	1,409	1,043	509
Citrus College	0	0	0	1,259	1,024		1,915	1,873	
Claremont Adult School	639	540	155	668	559	295	1,157	784	511
Duarte Adult School	0	21	10	0	25	12	0	68	25
Glendora Adult School	67	65	0	128	109	29	146	125	56
Monrovia Adult School	823	580	252	965	788	476	1,877	1,694	1,024
Total	2,188	1,784	698	3,987	3,210		6,504	5,587	

Highlights of Comparative Enrollment by Program 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 Micro Gaps

In analyzing, enrollment by Services, CAEP Outcomes, and NRS (Literacy Gains), CCAEC stakeholders look at what stakeholders call “Micro Gaps.” With Micro 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. 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 to improve student outcomes.

Table 37 below measures the number and percent difference between unduplicated students who registered and received Services and those that stayed for 12 hours or more of instruction.

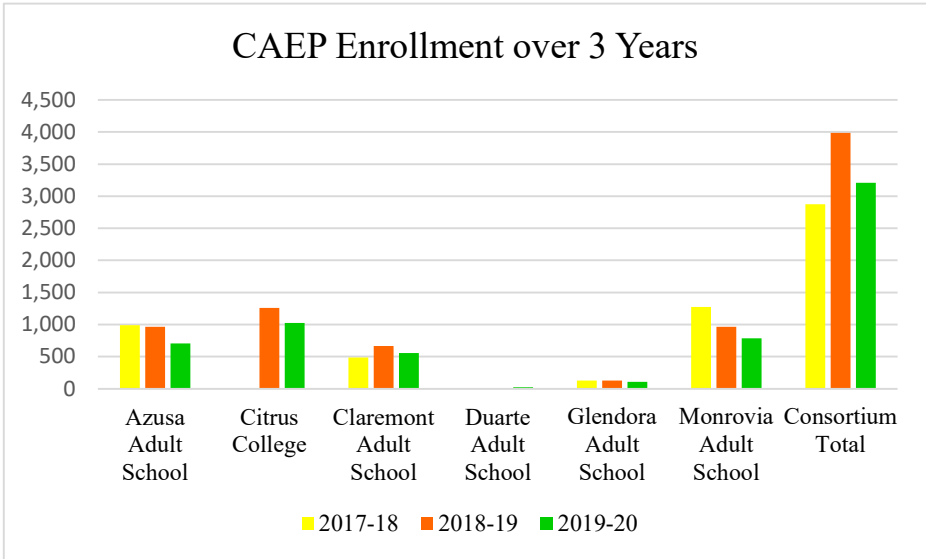
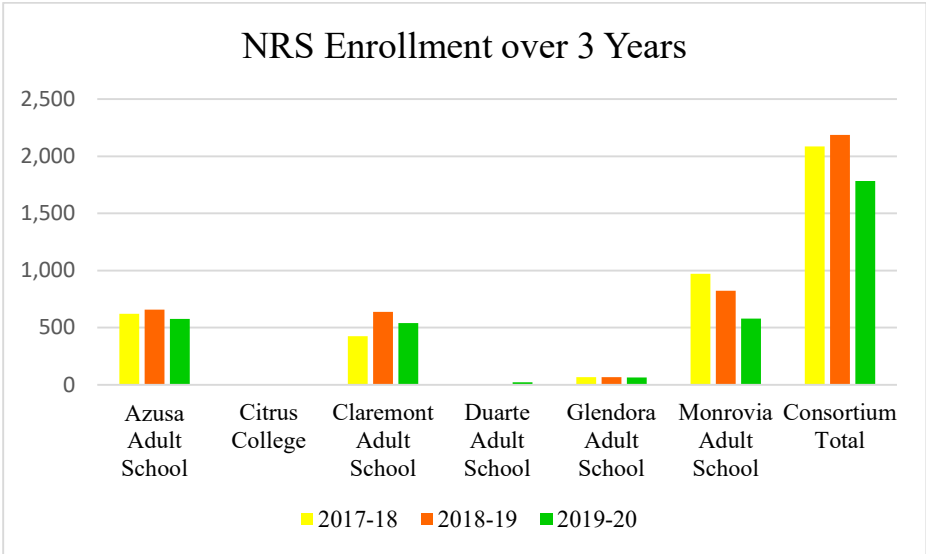
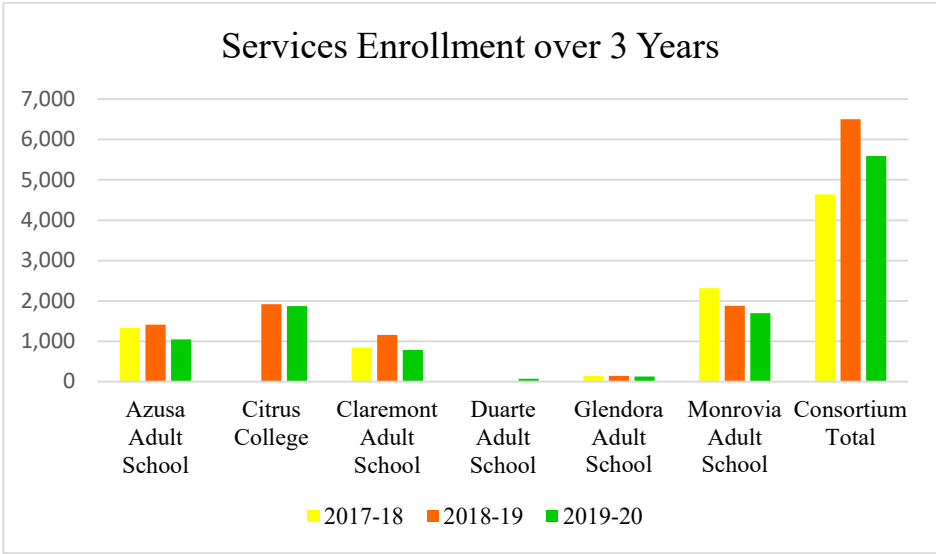
Table 37 – Micro Gaps – Total Difference and % Difference between Services and CAEP

Year	CAEP Outcomes			Services		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Total	2,875	3,987	3,210	4,640	6,504	5,587
No. Difference				1,765	2,517	2,377
% Difference				38.0%	38.7%	42.5%

Highlights of Micro 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%

Charts – Consortium Services, CAEP and NRS Enrollment over Three Years



Charts – Consortium CAEP and NRS Enrollment as % of Services

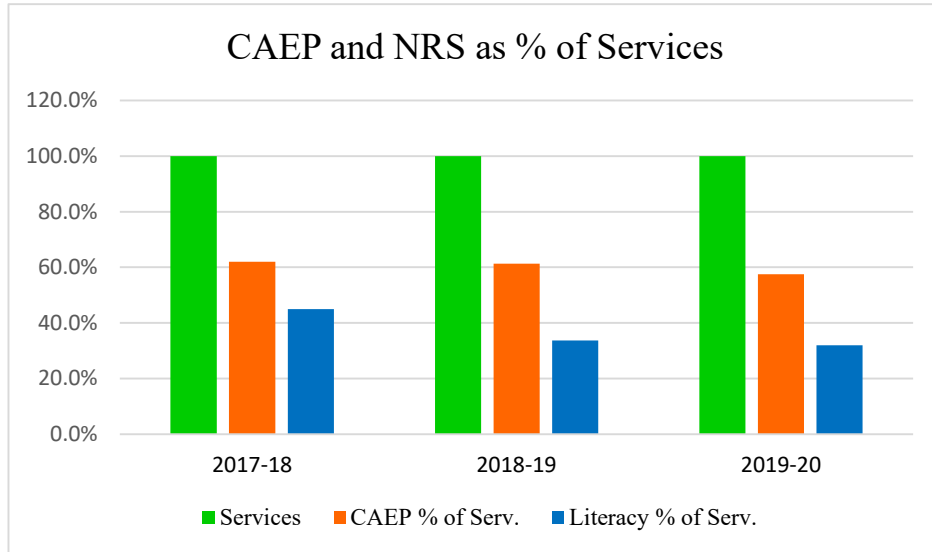


Table 38 – Total CAEP and Literacy Enrollment as % of Services

Program Year	Services	CAEP % of Serv.	NRS % of Serv.
2017-18	100.0%	62.0%	45.0%
2018-19	100.0%	61.3%	33.6%
2019-20	100.0%	57.5%	31.9%

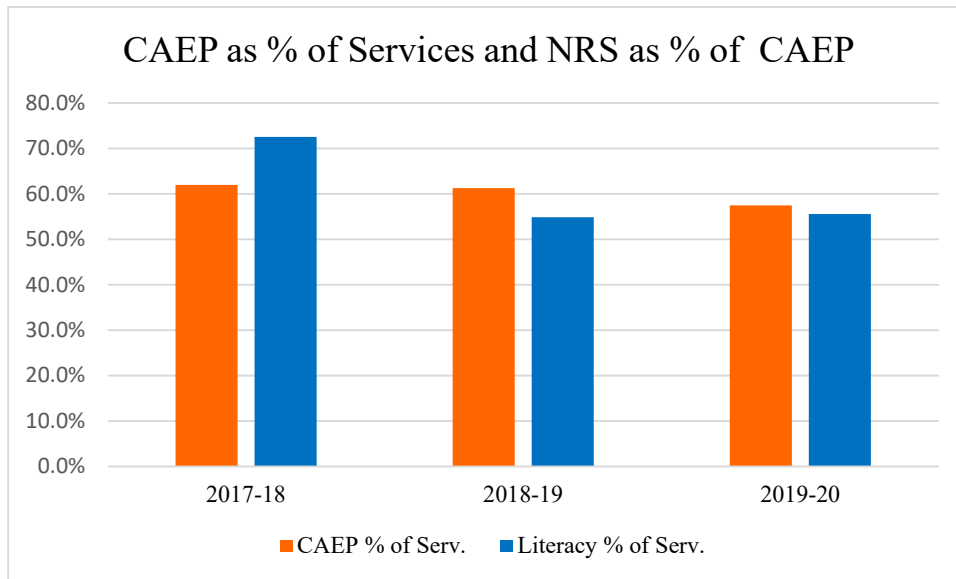


Table 39 – Literacy Enrollment as % of CAEP

Program Year	CAEP % of Serv.	NRS % of CAEP
2017-18	62.0%	72.6%
2018-19	61.3%	54.9%
2019-20	57.5%	55.6%

Table 40a – 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
Azusa	659	578	281	32.5%	967	705	408	33.9%	1,409	1,043	509	28.4%
Citrus College	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Claremont	639	540	155	28.6%	668	559	295	24.8%	1,157	784	511	23.5%
Duarte	0	21	10	0.7%	0	25	12	0.6%	0	68	25	0.9%
Glendora	67	65	0	2.8%	128	109	29	4.3%	146	125	56	3.1%
Monrovia	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%
Total			4,670				6,134				10,428	

Table 40b – Final 2021-22 CFAD Allocation Based on Enrollment – Original Pre-COLA Allocation \$4,479,478 / Final Allocation \$4,592,022

	% 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
Azusa Adult School	\$1,511,824	\$0	\$1,511,824	\$107,557	\$1,404,267
Citrus College	\$0	\$0	\$0	\$0	\$0
Claremont Adult School	\$1,187,285	\$42,455	\$1,229,741	\$95,849	\$1,133,980
Duarte Adult School	\$20,606	\$0	\$20,606	\$1,085	\$19,521
Glendora Adult School	\$192,394	\$0	\$192,394	\$19,493	\$172,901
Monrovia Adult School	\$1,567,369	\$70,000	\$1,637,369	\$224,716	\$1,412,653
	\$4,479,478	\$112,544		\$448,700	\$4,592,022

*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 41 – 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	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		
Total	\$4,592,022	166,882	1,220	\$27.52	\$3,763.95

Table 42 – 2019-20 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
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				
Total	\$4,413,282	378,454	2,186	\$11.66	\$2,018.88

Table 43 – 2018-19 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,689,472	215,359	967	\$7.84	\$1,747.13
Citrus	\$0	0	0	N/A	N/A
Claremont	\$873,472	99,519	668	\$8.78	\$1,307.59
Duarte	\$15,569	424	0	\$36.72	N/A
Glendora	\$251,418	17,839	128	\$14.09	\$1,964.20
Monrovia	\$1,444,019	216,939	965	\$6.66	\$1,496.39
Total	\$4,273,950	550,080	2,728	\$7.77	\$1,566.70

Table 44 – 2017-18 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,570,185	387,422	990	\$4.05	\$1,586.05
Citrus	\$0	91,806	0	N/A	N/A
Claremont	\$851,371	81,085	485	\$10.50	\$1,755.40
Duarte	\$31,592	274	0	\$115.30	N/A
Glendora	\$256,407	19,572	128	\$13.10	\$2,003.18
Monrovia	\$1,387,713	444,086	1,272	\$3.12	\$1,090.97
Total	\$4,097,268	1,024,245	2,875	\$4.00	\$1,425.14

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

Goal # 1 in the CCAEC Three Year Plan states, “Increase 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.

Tables 41 and 42 on the following pages demonstrate where members need to focus efforts on improving outcomes.

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 37 and 38 on the following pages demonstrates 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 45 – 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
Comp. to Avg.													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	-29.7%	-29.9%	-34.2%	-30.2%	-30.6%	-18.4%	-40.3%	-41.6%	-37.5%	-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%				-16.0%	11.0%	40.1%	
Comp. to Goal													
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	-61.0%	-62.0%	-60.0%	-49.0%	-49.0%	-25.0%	-53.0%	-54.0%	-49.0%	-20.9%	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 46 – 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
Comp. to Avg.													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%	
Comp. to Goal													
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%	

Table 47 – 2018-19 Measurable Skills by Entry Level & Results Compared to the State Average

	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 Average	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	30.0%	57.7%	50.6%	32.3%	37.5%	18.6%	0.0%	14.3%	10.5%	31.2%	25.0%	31.3%	
Enrollment	20	26	85	133	96	102	2	7	19	77	48	48	663
Claremont USD	37.0%	56.3%	62.7%	56.4%	52.4%	22.1%	0.0%	0.0%	57.9%	31.3%	32.1%	61.1%	
Enrollment	27	32	75	101	126	131	0	0	19	83	28	18	640
Glendora USD	66.7%	60.0%	45.5%	64.3%	50.0%	10.0%	0.0%	0.0%	50.0%	100.0%	0.0%	100.0%	
Enrollment	6	5	11	14	8	10	0	0	2	2	1	9	68
Monrovia USD	59.1%	57.9%	66.7%	41.9%	46.1%	21.4%	0.0%	0.0%	0.0%	27.6%	44.4%	43.5%	
Enrollment	22	38	75	136	154	173	0	0	2	29	54	46	729
													1,979
Azusa USD	-16.7%	6.8%	0.7%	-8.6%	-4.4%	-3.3%	--	--	-24.7%	-6.1%	-11.2%	-9.3%	
Claremont USD	7.0%	-1.4%	12.1%	24.1%	14.9%	3.5%	--	--	47.4%	0.1%	7.1%	29.8%	
Glendora USD	36.7%	2.3%	-5.1%	32.0%	12.5%	-8.6%	--	--				68.7%	
Monrovia USD	29.1%	0.2%	16.1%	9.6%	8.6%	2.8%	--	--	-10.5%	-3.6%	19.4%	12.2%	

Persistence Rates by Entry Level

CCAEC stakeholders also analyze Persistence Rates by Entry Level compared to California averages. Measurable Skills data is culled from TOPSpro Enterprise data and includes students who pre- and post-tested and had over 12 hours of instruction vis-à-vis those students who did not complete a post-test or at least 12 hours of instruction.

Tables 39 and 40 on the following pages demonstrates percentage of CCAEC students who persisted 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 48 – CCAEC 2020-21 Persistence Rates

	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 Average	37.2%	37.0%	45.9%	49.0%	52.2%	52.9%	63.8%	58.1%	50.4%	46.7%	35.4%	NA	
Azusa USD	25.0%	50.0%	73.3%	55.6%	72.3%	65.6%		42.9%	59.4%	37.3%	40.0%	NA	
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%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%	0.0%	0.0%	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	
Monrovia USD	20.0%	87.5%	75.0%	71.4%	56.4%	80.4%		0.0%	0.0%	16.2%	38.2%	0.0%	
Enrollment	5	8	20	35	39	55	0	0	0	37	34	21	254
													700
Azusa USD	-12.2%	13.0%	27.4%	6.6%	20.1%	12.7%		-15.2%	9.0%	-9.4%	4.6%	-12.2%	
Claremont USD	-37.2%	-37.0%	-45.9%	-49.0%	-52.2%	-52.9%			-50.4%	-46.7%	-35.4%	-37.2%	
Duarte USD	-37.2%	-37.0%	-45.9%	-49.0%	-52.2%	-52.9%	-63.8%	-58.1%	-50.4%	-46.7%	-35.4%	-37.2%	
Glendora USD	-37.2%	-37.0%	-45.9%	-49.0%	-52.2%	-52.9%				-46.7%	-35.4%	-37.2%	
Monrovia USD	-17.2%	50.5%	29.1%	22.4%	4.2%	27.5%				-30.5%	2.8%	-17.2%	

Table 49 – CCAEC 2019-20 Persistence Rates

	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 Average	56.4%	59.1%	63.3%	65.2%	66.7%	61.1%	50.0%	50.8%	50.2%	47.3%	45.0%		56.2%
Azusa USD	57.1%	55.6%	69.5%	56.6%	72.3%	65.6%	--	42.9%	59.4%	37.3%	27.1%		48.4%
Enrollment	14	18	59	76	83	96	0	14	32	51	48	48	663
Claremont USD	80.0%	38.5%	52.8%	55.8%	59.5%	58.3%	--	33.3%	31.6%	34.3%	60.7%		67.2%
Enrollment	10	39	72	95	116	115	4	9	19	67	28	18	640
Glendora USD	60.0%	80.0%	100.0%	77.8%	37.5%	88.9%	--	--	0.0%	16.7%	0.0%		67.6%
Enrollment	5	5	8	9	8	9	0	0	2	6	1	9	68
Monrovia USD	21.4%	46.3%	59.7%	66.3%	70.8%	56.8%	--	0.0%	0.0%	26.7%	50.0%		61.3%
Enrollment	28	41	72	95	130	139	0	1	3	30	54	46	608
													1,769
Azusa USD	0.7%	-3.5%	6.2%	-8.6%	5.6%	4.5%	--	-7.9%	9.2%	-10.0%	-5.0%		-2.4%
Claremont USD	23.6%	-20.6%	-10.5%	-9.4%	-7.2%	-2.8%	--	--	-18.6%	-13.0%	13.3%		-5.9%
Glendora USD	3.6%	20.9%	36.7%	12.6%	-29.2%	27.8%	--	--	--	--	--		-5.5%
Monrovia USD	-35.0%	-12.8%	-3.6%	1.1%	4.1%	-4.3%	--	--	--	-20.6%	-5.5%		-2.4%

Table 50 – CCAEC 2018-19 Persistence Rates

	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 Average	56.4%	59.1%	63.3%	65.2%	66.7%	61.1%	50.0%	50.8%	50.2%	47.3%	45.0%		56.2%
Azusa USD	35.0%	65.4%	62.4%	60.2%	59.4%	57.8%	0.0%	28.6%	36.8%	33.8%	40.0%		48.4%
Enrollment	20	26	85	133	96	102	2	7	19	77	25	51	663
Claremont USD	48.1%	62.5%	81.3%	77.2%	79.4%	69.5%	NA	NA	52.6%	48.2%	58.3%		67.2%
Enrollment	27	32	75	101	126	131	0	0	19	83	12	17	640
Glendora USD	83.3%	60.0%	90.9%	78.6%	75.0%	70.0%	NA	NA	100.0%	100.0%	0.0%		67.6%
Enrollment	6	5	11	14	8	10	0	0	2	2	8	7	68
Monrovia USD	59.1%	60.5%	72.0%	66.9%	75.3%	63.6%	NA	NA	0.0%	44.8%	39.5%		61.3%
Enrollment	22	38	75	136	154	173	0	0	2	29	43	26	729
													1,979
Azusa USD	0.7%	-3.5%	6.2%	-8.6%	5.6%	4.5%	--	-7.9%	9.2%	-10.0%	-5.0%		-7.8%
Claremont USD	23.6%	-20.6%	-10.5%	-9.4%	-7.2%	-2.8%	--	--	-18.6%	-13.0%	13.3%		11.0%
Glendora USD	3.6%	20.9%	36.7%	12.6%	-29.2%	27.8%	--	--	--	--	--		11.4%
Monrovia USD	-35.0%	-12.8%	-3.6%	1.1%	4.1%	-4.3%	--	--	--	-20.6%	-5.5%		5.1%

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 51 through 60 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 51 – Azusa 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	450	159	35.3%	340	118	34.7%	108	51	47.2%
ABE	209	54	25.8%	277	57	20.6%	173	48	27.8%
Total	659	213	32.3%	617	175	28.4%	281	99	35.2%

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

Table 52 – 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%
Total	320	87	55.6%	279	145	52.0%	116	48	41.4%

Table 53 – 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%
Total	644	287	44.6%	586	178	30.4%	155	6	3.9%

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

Table 54 – 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
ESL	364	225	61.8%	251	136	54.2%	0	0	0
ABE	70	42	60.0%	39	23	59.0%	4	3	75%
Total	434	267	61.5%	290	159	54.0%	4	3	75.0%

Table 55 – 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%
Total	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 56 – 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%
Total	46	29	63.0%	34	23	67.7%	0	0	0%

Table 57 – Monrovia 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	594	250	42.1%	504	168	33.3%	163	57	40.0%
ABE	229	70	30.6%	102	41	40.2%	89	40	44.9%
Total	823	320	38.9%	606	209	34.5%	252	97	38.5%

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

Table 58 – 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%
Total	488	274	56.2%	328	184	56.1%	134	67	50.0%

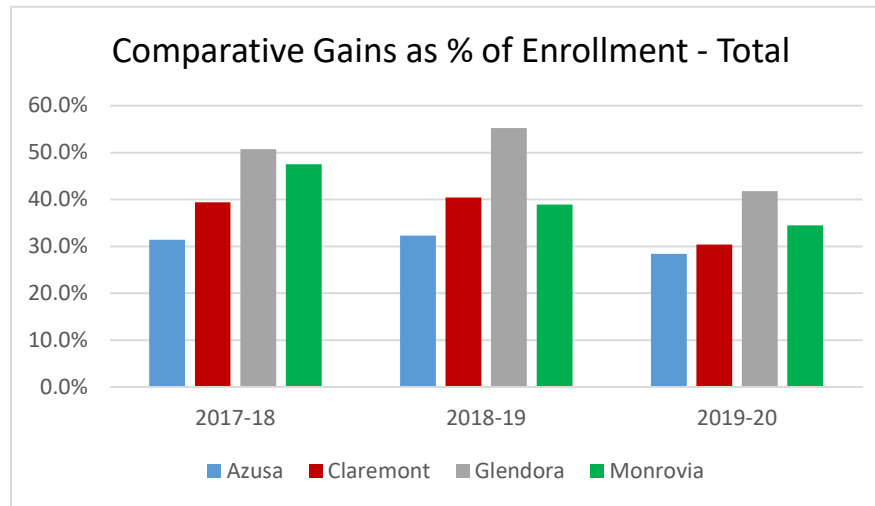
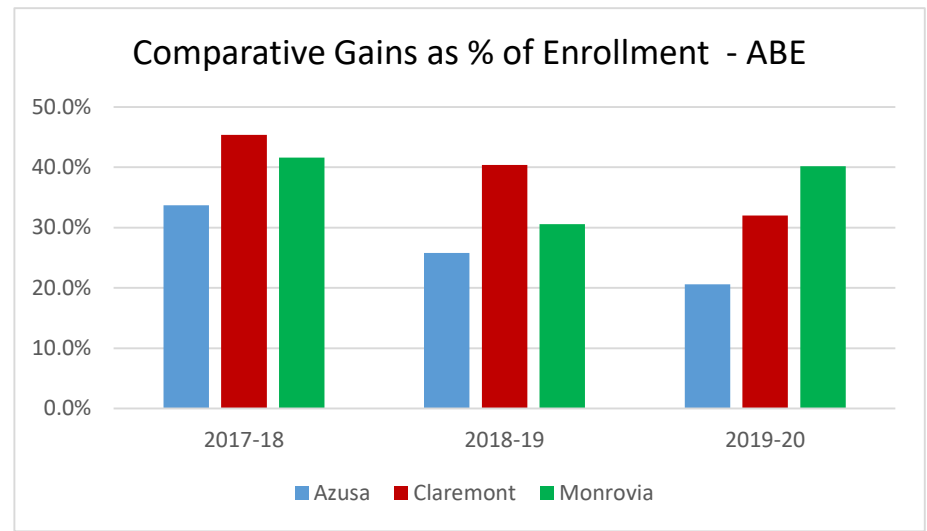
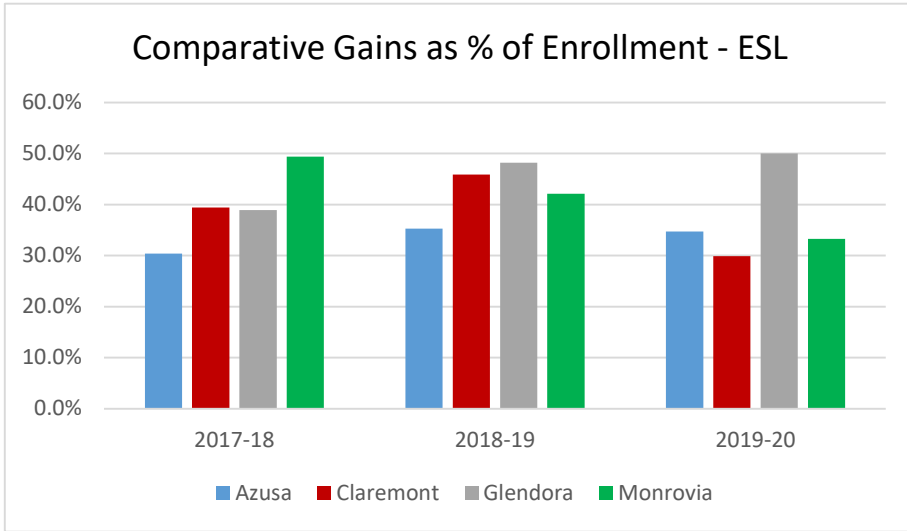
Table 59 – Duarte Measurable Gains by Total Enrollment over One Year

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%
Total	21	14	66.7%	10	3	30.0%

Table 60 – Duarte Measurable Gains by Pre- and Post-tested Participants over One Year

Program	2019-20					
	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%
Total	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 also 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 are detailed below:

Table 61 – Azusa Persistence Rates 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	%
ESL (duplicated)	448	287	64.1%	468	279	59.6%	364	234	64.3%	125	73	58.4%
ABE (duplicated)	189	78	41.3%	229	73	31.9%	206	100	48.5%	192	74	38.5%
CTE / Workforce Reentry / (duplicated)	500	300	60.0%	579	307	53.0%	677	217	32.1%	256	116	45.3%
Total Unduplicated	622	353	56.8%	659	332	50.4%	617	299	48.5%	281	128	45.6%

Table 62 – Claremont Persistence Rates 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	%
ESL (duplicated)	349	227	65.0%	510	373	73.1%	446	250	56.1%	122	0	0.0%
ABE (duplicated)	114	76	66.7%	182	108	59.3%	153	52	34.0%	39	0	0.0%
CTE / Workforce Reentry / (duplicated)	0	0	0%	169	132	78.1%	1	0	0.0%	3	0	0.0%
Total Unduplicated	427	274	64.2%	639	443	69.3%	572	290	50.7%	155	0	0.0%

Table 63 – Glendora Persistence Rates 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	%
ESL (duplicated)	54	39	72.2%	54	42	77.8%	44	33	75.0%	0	0	0.0%
ABE (duplicated)	18	1	5.6%	13	4	30.8%	23	1	4.3%	0	0	0.0%
CTE / Workforce Reentry / (duplicated)	0	0	0%	0	0	0%	0	0	N/A	0	0	0.0%
Total Unduplicated	71	39	54.9%	67	46	68.7%	67	28	41.8%	0	0	0.0%

Table 64 – Monrovia Persistence Rates 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	%
ESL (duplicated)	756	452	59.8%	616	421	68.3%	510	303	59.4%	168	117	69.6%
ABE (duplicated)	224	118	52.7%	210	113	53.8%	107	37	34.6%	91	30	33.0%
CTE / Workforce Reentry / (duplicated)	342	233	68.1%	245	164	66.9%	44	28	63.6%	20	6	30.0%
Total Unduplicated	978	567	58.0%	823	526	63.9%	606	337	55.6%	252	141	56.0%

Table 65 – 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	%
ESL (duplicated)	1,607	1,005	62.5%	1,648	1,115	67.7%	1364	820	60.1%	415	190	45.8%
ABE (duplicated)	545	273	50.1%	634	298	47.0%	489	190	38.9%	322	104	32.3%
CTE / Workforce Reentry / (duplicated)	842	533	63.3%	993	603	60.7%	722	245	33.9%	279	122	43.7%
Total Unduplicated	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 66 – HSD / HSE Pass Rates by Member over Four Years

	2017-18			2018-19			2019-20			2020-21		
	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%	Grads/ Comp.	Poss.	%
Azusa	42	189	22.2%	46	229	20.1%	40	206	19.4%	39	192	20.3%
Claremont	27	114	23.7%	36	182	19.8%	33	153	21.6%	25	39	64.1%
Glendora	13	18	72.2%	10	13	76.9%	5	23	21.7%	3	7	42.9%
Monrovia	42	224	18.8%	47	210	22.4%	39	107	36.4%	41	91	45.1%
Total	124	545	22.8%	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 67 – 2017-18 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	21	219	39	9
Claremont	Total unduplicated	6	37	39	21
Glendora	Total unduplicated	0	11	1	1
Monrovia	Total unduplicated	52	437	24	103
CCAEC		79	704	103	134

Table 68 – 2018-19 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 69 – 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 70 – 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
WIOA Title I Funds Earned for CTE Students	\$20,147	\$159,130	\$267,209	\$296,350	\$334,210
Year over Year % Growth	---	690%	67.9%	10.9%	12.8%
% Growth Since 2016-17	---	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.