

MONROVIA

COMMUNITY ADULT SCHOOL



Annual Data Review

Fall 2024

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Foreward from the MCAS Director

I am excited to report that MCAS enrollment has surpassed 2018-19 pre-pandemic levels, but more importantly, the school's total number of Participants increased dramatically in 2023-24. The state defines a Participant as a student who attends MCAS programs for 12 or more hours and the number of Participants is an important performance indicator for the school. The number of Participants in 2023-24 increased 31.2% from the previous program year due to the hard work of faculty and staff. Also, Participation rates in core MCAS ESL, CTE, and Academic programs has increased every year over the last three years and was 87.5% for the 2023-24 program year due to the focused efforts to retain students by faculty and staff.

MCAS is a strong hub for regional workforce development. MCAS partners with dozens of regional businesses and employers and offer Job Fairs and hiring events to hundreds of potential employees. MCAS held 5 Job Fairs this year, 3 with the Employment Development Department (EDD), that helped over 100 regional businesses find employees. Those Job Fairs attracted about 1,000 regional job seekers.

MCAS annually works with six Los Angeles County Workforce Development Boards (WDBs) and over a dozen America's Job Centers of California (AJCCs) to provide Workforce Innovation and Opportunity Act (WIOA) services to hundreds of LA County residents. These partnerships ensure that hundreds of students enrolled CTE programs pay nothing for their classroom training. I can confidently state that no adult school in California is as effective as MCAS in partnering with WIOA Title I workforce agencies.

In order to most effectively help our students and to provide them the best educational services possible, MCAS stakeholders comprehensively analyze significant student 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).

This document and the data herein drive Monrovia Community Adult School operations. MCAS stakeholders analyze school demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for Career Technical Education (CTE), English as a Second Language (ESL), and Academic programs rely on stakeholder analysis of performance and enrollment data. The ADR drives MCAS' involvement in the Citrus College Adult Education Consortium (CCAEC) Three Year Plan and the Annual Plan process. MCAS Professional Learning Communities (PLCs) use the data to drive efforts at improving school curriculum and instruction.

Highlights from the data are outlined at the end of each section to capture important trends that inform school decision making. Those highlights are not comprehensive to date and need MCAS stakeholder input, but they help to make the document more manageable for readers.

Flint Fertig
Monrovia Director of Adult Education

MCAS Student Enrollment

The Monrovia Community Adult School (MCAS) analyzes numerous characteristics of its student enrollment and population to understand whom we serve and to drive continuous school improvement.

Total Enrollment of Any Student Receiving Services by City

MCAS stakeholders begin annual analysis of the student enrollment by determining the primary cities where our students live.

Tables 1 – 3 below depict the population of total students by city who registered and received some services at MCAS over three years. This number represents every student who walked into MCAS and registered for any non-credit program. In doing so, these students received some type of counseling, assessment, or transitional services from MCAS.

Table 1 – MCAS 2023-24 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	505	26.2%
Arcadia	225	11.7%
Pas./Alt./SM	211	10.9%
Duarte	203	10.5%
Los Angeles	144	7.5%
Azusa	47	2.4%
El Monte	47	2.4%
Temple City	40	2.1%
Misc. Other	468	24.3%
Did Not State	37	1.9%
TOTAL	1,927	100%

Table 2 – MCAS 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 3 – MCAS 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 4 – MCAS 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%

Highlights of Total Enrollment by City

- Total MCAS unduplicated enrollment in 2023-24 (1,927) was slightly lower than 2022-23 (1,970) but higher 2018-19 (1,877) demonstrating that the school’s enrollment is higher than pre-pandemic levels
- 37.9% of all students served by MCAS in 2023-24 were residents of Arcadia and Monrovia, which is nearly 10% lower than 2021-22 (47.0%)
- In 2023-24 the total number of students from the Pasadena-area cities increased 81.9% (from 116 to 211), and the percentage of total enrollment increased from 6.0% to 7.5%.
- In 2023-24 the total number of students from Los Angeles increased 22.0% (from 118 to 144), and the percentage of total enrollment increased from 6.0% to 7.5%
- All of these trends represent successful, concerted efforts at using targeted marketing to expand the footprint MCAS serves

Community Profile: The Region Served by MCAS and by the Citrus College Adult Ed Consortium

In analyzing the region served by the Monrovia Community Adult School, stakeholders analyze demographic and economic data for the primary cities served by the school. MCAS serves a footprint that encompasses multiple San Gabriel Valley communities and enroll students from cities all across and beyond the San Gabriel Valley including a large number of students from Los Angeles.

Demographics and Economic Characteristics of Primary Cities Served by MCAS Members

For this Annual Data Review, MCAS members have identified the five cities that would qualify as “primary” cities served by the school: Monrovia, Arcadia, Duarte, Pasadena, and Altadena. (For the purpose of this ADR, a “primary” city is one for which students served is greater than 8% of the total.)

Annually, MCAS faculty and stakeholders analyze the population characteristics of these 5 major cities to identify regional gaps and better understand the communities we serve. Since MCAS provides ESL, HSD/HSE, and short-term CTE programs, stakeholders analyze the number of English Learners, adults without a high school diploma or equivalency, and poverty and unemployment data.

The population of the primary cities served by MCAS is 300,225 and 19.8% of that population Speak English Less Than “Very Well” and 12.1% of residents over the age of 25 do not have a high school diploma or equivalent.

Table 5 – Total Number Ethnicity/Race for Primary Cities Served by MCAS

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
Altadena	12,171	17,900	2,919	7,136	47	46	2,334	293	42,846
Arcadia	7,401	9,968	36,608	868	53	40	1,504	239	56,681
Duarte	10,436	4,892	4,507	1,126	15	59	591	101	21,727
Monrovia	14,987	12,903	6,210	1,955	30	66	1,553	227	37,931
Pasadena	45,742	50,858	24,149	10,795	130	201	5,989	835	138,699
TOTAL	90,737	96,521	74,393	21,880	275	412	11,971	1,695	297,884

Source – 2020 Decennial Census

Table 6 – Percentage of Total Ethnicity/Race for Primary Cities Served by MCAS

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
Altadena	28.4%	41.8%	6.8%	16.7%	0.1%	0.1%	5.4%	0.7%	100.0%
Arcadia	13.1%	17.6%	64.6%	1.5%	0.1%	0.1%	2.7%	0.4%	100.0%
Duarte	48.0%	22.5%	20.7%	5.2%	0.1%	0.3%	2.7%	0.5%	100.0%
Monrovia	39.5%	34.0%	16.4%	5.2%	0.1%	0.2%	4.1%	0.6%	100.0%
Pasadena	33.0%	36.7%	17.4%	7.8%	0.1%	0.1%	4.3%	0.6%	100.0%
TOTAL	31.1%	33.0%	24.9%	6.4%	0.1%	0.2%	4.0%	0.4%	100.0%

Source – 2020 Decennial Census

Table 7 – English Learners and High School Dropouts for Primary Cities Served by MCAS

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	Total Population
Altadena	5,059	11.9%	3,563	10.9%	3,393	42,846
Arcadia	16,926	30.5%	3,396	6.0%	9,850	56,681
Duarte	4,566	22.2%	2,573	16.2%	2,815	21,727
Monrovia	5,128	14.6%	2,693	10.3%	4,578	37,931
Pasadena	21,847	16.4%	11,824	11.2%	20,322	138,699
TOTAL	53,526		24,049		40,958	297,884

Source – 2020 Decennial Census

Table 8 – Unemployment and Poverty of Primary Cities Served by MCAS

City	Unemployment Rate as of May 2024	Number Under Poverty Line	As % of Eligible Population	Total Population
Altadena	5.2%	3,245	7.6%	42,846
Arcadia	4.0%	4,981	8.8%	56,681
Duarte	4.8%	2,217	10.2%	21,727
Monrovia	4.1%	2,959	7.8%	37,931
Pasadena	4.7%	19,531	14.0%	138,699
TOTAL		32,933		297,884

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

Source for poverty rates – <https://www.census.gov/programs-surveys/acs/>

Highlights of Regional Demographic Data – MCAS Regional Gaps

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

- The population of the primary cities served by the MCAS is 297,884
- 53,526 of the regional residents over the age of 5 Speak English Less Than “Very Well”
- 24,049 of regional residents over the age of 25 do not have a high school diploma or equivalent
- 13.8% of regional residents are foreign born and not naturalized
- Unemployment rates for cities in the region are relatively low
 - This demonstrates the realities of a current tight labor market
- 11.1% of the region’s total population is living under the poverty line
- Regional data indicates that there is a great need for programs MCAS provides to the region

Student Demographic Data – the Students We Serve

MCAS stakeholders analyze extensive student demographic data to better clarify our understanding of the students we serve.

Demographic data for 2021-22 and 2022-23 is collected from TOPSpro Enterprise and TE does not collect “2 or More Races” data. Instead TE lists duplicated race data. Thus Table 9 has duplicated enrollment for those years. Data for 2023-24 was calculated manually and has no duplicated data.

Table 9 – MCAS Racial/Ethnic Composition of All Students over Three Years

Race	2021-22		2022-23		2023-24	
	Total	%	Total	%	Total	%
Hispanic	417	34.7%	963	48.3%	823	42.7%
Non-Hispanic White	236	19.6%	280	14.0%	369	19.1%
Asian	261	21.7%	421	21.1%	410	21.3%
Black	115	9.6%	211	10.6%	213	11.1%
Hawaiian / Pac. Islander	14	1.2%	33	1.7%	11	0.6%
Filipino	17	1.4%	28	1.4%	33	1.7%
Indian / Alaskan	9	0.7%	29	1.5%	22	1.1%
2 or More Races					35	1.8%
Did not state	133	11.1%	30	1.5%	11	0.6%
Total TE Duplicated Demographic Enrollment	1,202*	100%	1,995*	100.0%		
Actual Unduplicated Enrollment	1,159		1,970		1,927	100.0%

*Data is from TOPSpro Enterprise (TE). Instead of counting “2 or More Races,” TE separates out races which leads to duplicated count of enrollment.

Table 10 – MCAS Unduplicated Enrollment by Gender over Three Years

Gender	2021-22		2022-23		2023-24	
	No	%	No	%	No	%
Male	399	34.4%	706	35.8%	755	39.2%
Female	626	54.0%	1,258	63.7%	1,168	60.6%
Non-binary	0	0%	1	0.1%	4	0.2%
N/A	134	11.6%	5	0.4%	0	0.0%
Total Unduplicated	1,159	100%	1,970	100%	1,927	100%

Table 11 – MCAS Unduplicated Enrollment by Age over Three Years

Age	2021-22		2022-23		2023-24	
	No	%	No	%	No	%
Under 18	89	7.7%	134	6.8%	29	1.5%
18-21	114	9.8%	166	8.4%	139	7.0%
22-24	73	6.3%	122	6.2%	134	6.7%
25-29	96	8.3%	235	11.9%	214	10.7%
30-34	95	8.2%	234	11.9%	219	10.9%
35-39	91	7.9%	186	9.4%	224	11.2%
40-44	100	8.6%	187	9.5%	201	10.0%
45-49	93	8.0%	181	9.2%	207	10.3%
50-54	77	6.6%	154	7.8%	168	8.4%
55-59	59	5.1%	128	6.5%	149	7.5%
60-64	43	3.7%	97	4.9%	138	6.9%
65-69	29	2.5%	56	2.8%	70	3.5%
70+	46	4.0%	79	4.0%	87	4.4%
Unspecified	154	13.3%	11	0.6%	22	1.1%
Total Unduplicated	1,159	100.0%	1,970	100.0%	1,927	100%

Highlights of MCAS Demographic Data

Following are highlights from the demographic data:

- The school serves more females than males, but the percentage of males served has increased every year over the last three years
- The largest ethnicity served by the MCAS is Hispanic, who comprise 42.7% of MCAS students, but that percentage dropped from 48.3% in 2022-23
- Asians comprised 21.3% of student enrollment and have been at about 21% for the last three years
- The total number of Black students enrolled increased 85.2% from 2021-22 to 2023-24 (115 to 243), and as a percentage of the total, Black enrollment increased from 9.6% to 11.1%
 - This higher total of Black enrollment reflective of school efforts to serve this population with CTE programs and meet state mandates for equity and inclusion
- In 2023-24, 53.1% of students served were 25-49
- Students 60 and older comprise over 14.8% enrollment, a significant increase from 2021-22 (10.2%)
 - This could indicate older adults are comfortable coming back to school post-pandemic

MCAS Comparative Enrollment of the Major Reporting Sections in the CAEP Summary Table

The most critical enrollment data analysis MCAS stakeholders complete is a comparative analysis of the three major reporting sections that are identified on the CAEP Summary Table in TOPSpro Enterprise (TE). These CAEP Summary Tables are submitted to the state and are the outcomes by which the state measures school effectiveness. All TE Tables used for this ADR can be reviewed under separate cover in an Appendix that is not included in this document. 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 may or may not have been pre-tested
2. Student had only 1-11 hours of instruction

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

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

1. Student was not pre-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. MCAS stakeholders consider this section the most representative of program enrollment. MCAS refers to students who receive 12 or more hours of instruction in a CAEP program as a “Participant.”

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 and received enough hours that the student should have been post-tested
3. Over 12 hours of 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.

MCAS stakeholders analyze this data to identify levels of participation, 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 as allowing stakeholders to better understand the region.

Tables 15 and 16 on the following pages depict the MCAS comparative enrollment by major reporting area as identified on the CAEP Summary Tables. These tables are aggregated for the school.

Table 12 –MCAS Comparative Duplicated Enrollment by CAEP Program per CAEP Summary Tables over Four Years

Program Areas* (A)	2018-19			2021-22			2022-23			2023-24		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	616	664	743	299	321	386	422	442	512	445	480	555
ABE/ASE	210	223	330	107	113	143	119	125	308	146	154	190
Career and Technical Education (CTE)	122	210	457	17	185	197	63	322	358	86	344	373
Workforce Preparation	129	225	615	27	164	401	110	259	923	128	540	1,006
Pre-Apprenticeship	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	0	0
Programs for Adults with Disabilities	0	0	1	0	0	0	0	0	1	0	0	0
No Designated Program	0	0	252	0	0	221	0	0	203	0	0	236
Total	1,077	1,322	2,398	450	783	1,348	714	1,148	2,305	805	1,518	2,360
Students in two or more programs	189	260	442	36	146	156	118	248	288	138	293	326
Total unduplicated students	823	989	1,877	394	605	1,159	557	853	1,970	577	1,122	1,927

Table 13 – MCAS Comparative Total Enrollment over Four Years per CAEP Summary Tables over Four Years

	NRS				CAEP				Total Services - Unduplicated			
	2018-19	2021-22	2022-23	2023-24	2018-19	2021-22	2022-23	2023-24	2018-19	2021-22	2022-23	2023-24
Enrollment	823	394	557	577	989	605	853	1,122	1,877	1,159	1,970	1,927

Highlights of Comparative Enrollment by Program Area

- 2023-24 Services and Participant (CAEP Outcomes) Enrollment is higher than 2018-19 demonstrating that MCAS enrollment is completely back from the pandemic
 - 2023-24 Total Services enrollment is also 2.7% higher than 2018-19 enrollment (1,927 vs. 1,877)
 - Participant Enrollment CAEP enrollment is 31.2% higher than 2022-23 and 13.4% than 2018-19
- ESL attendance is the one program area where enrollment is not back to pre-pandemic levels
 - 2023-24 ESL Participant enrollment is 8.6% higher than 2022-23, but 27.7% lower than 2018-19
- However, CTE and Workforce Preparation enrollment is significantly higher than 2018-19:
 - 2023-24 CTE Participant enrollment is 63.8% higher than 2018-19 (344 vs. 210)
 - 2023-24 Workforce Preparation Participant enrollment is 140% higher than 2018-19 (540 vs. 225)

MCAS Participation Gaps

In analyzing enrollment by Services, CAEP Outcomes, and NRS (Literacy Gains), MCAS 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 MCAS to improve student outcomes.

Tables 14 – 16 depict the Participation Rates over three years by CAEP Program Area. Participation Rate data has been adjusted in three ways: by removing non-CAEP student enrollment, by removing concurrent high school students, and removing Workforce Preparation enrollment. The reason for removing Workforce Preparation, a CAEP Program Area, is because the nature of that student. A good percentage of these students may come for a job fair or other workforce development services, so inherently they would not be staying for 12 hours of instruction.

Table 14 – Monrovia Participation Rate by Program Area over Two Years

Program Areas* (A)	2021-22			2022-23			2023-24		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	321	386	83.2%	435	504	86.3%	480	555	86.5%
ABE/ASE	113	143	79.0%	120	157	76.4%	154	190	81.1%
Career and Technical Education (CTE)	185	197	93.9%	322	354	91.0%	344	373	92.2%
Workforce Preparation	164	353	40.9%	259	877	29.5%	540	1,006	53.7%
Adults K-12 Success	0	0	N/A	0	0	N/A	0	0	N/A
Duplicated Total	783	1,127	65.5%	1,136	1,893	59.1%	1,518	2,124	71.5%
Adjusted Total	619	725	85.3%	877	1,016	86.3%	978	1,118	87.5%

Table 15 – Monrovia Services / CAEP Duplicated Enrollment over Three Years – Adjusted

Enrollment Type	2021-22	2022-23	2023-24
CAEP	619	889	978
Services	726	1,021	1,118

Table 16 – Monrovia Participation Rates over Three Years – Adjusted

	2021-22	2022-23	2023-24
Participation Rate	85.3%	86.3%	87.5%

Highlights of Participation Gaps

- The adjusted Participation Rate for Unduplicated Enrollment increased by from 85.3% to 87.5% over the last three years.
- ESL and ASE saw slightly increased Participation rates
- CTE saw a slight decrease from 2021-22 to 2023-24 (93.9% to 92.2%)

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

MCAS stakeholders analyze enrollment vis-à-vis other schools in its consortium, the Citrus College Adult Education Consortium (CCAEC) to see how MCAS enrollment compares to those schools. This is an important metric because the CCAEC Board uses this to inform funding allocation decisions.

Also, MCAS analyzes school efficiency by analyzing CAEP funding per instructional hour delivered and CAEP student served compared to CCAEC member schools. The state Legislature has required all CAEP consortia to complete Program Reporting metrics since 2017-18. Program Reporting asks all consortia members to report the number 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.

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

This data is aggregated from TE CAEP Summary Tables.

Table 17 – CCAEC Comparative Unduplicated Enrollment by Member Institution Over Three Years

School	Literacy			CAEP			Total Services - Unduplicated		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Azusa Adult School*	405	416	493	489	506	589	701	842	975
Claremont Adult School*	263	344	429	276	401	483	463	574	715
Duarte Adult School	0	0	13	16	18	13	73	35	16
Glendora Adult School	2	14	13	39	46	46	59	57	56
Monrovia Adult School*	394	557	577	605	853	1,122	1,159	1,970	1,927
Total	1,064	1,331	1,525	1,425	1,824	2,253	2,455	3,478	3,689

* All institutions' Total Services enrollment is adjusted to remove non-CAEP program enrollment

Table 18 – CCAEC Comparative Enrollment by Member Institution over Three Years

School	Literacy (NRS)					CAEP Outcomes					Services				
	21-22	22-23	23-24	Member 3-year Total	% of CCAEC Total	21-22	22-23	23-24	Member 3-year Total	% of CCAEC Total	21-22	22-23	23-24	Member 3-year Total	% of CCAEC Total
Azusa	405	416	493	1,314	33.5%	489	506	589	1,584	28.8%	701	842	975	2,518	26.2%
Claremont	263	344	429	1,036	26.4%	276	401	483	1,160	21.1%	463	574	715	1,752	18.2%
Duarte	0	0	13	13	0.3%	16	18	13	47	0.9%	73	35	16	124	1.3%
Glendora	2	14	13	29	0.7%	39	46	46	131	2.4%	59	57	56	172	1.8%
Monrovia	394	557	577	1,528	39.0%	605	853	1,122	2,580	46.9%	1,159	1,970	1,927	5,056	52.5%
				3,920	100.0%				5,503	100.0%				9,622	100.0%

Table 19 – 2023-24 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP \$ / Ins. Hour	CAEP \$ / CAEP Student
Azusa	\$1,472,009	65,391	589	\$22.51	\$2,499.17
Claremont	\$1,198,200	53,348	483	\$22.46	\$2,480.75
Overhead	\$571,780				
Duarte	\$35,548	1,843	13	\$19.29	\$2,734.46
Glendora	\$149,518	5,422	46	\$27.58	\$3,250.39
Monrovia	\$1,868,435	220,165	1,122	\$8.49	\$1,665.27
Total	\$5,295,490	346,139	2,253	\$15.30	\$2,350.42

Table 20 – 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 21 – 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	\$25.61	\$2,871.71
Claremont	\$1,133,980	27,614	276	\$41.07	\$4,108.62
Overhead	\$448,700				
Duarte	\$19,520	792	16	\$24.65	\$1,220.00
Glendora	\$172,901	4,206	39	\$41.11	\$4,433.36
Monrovia	\$1,412,653	110,696	605	\$12.76	\$2,334.96
Total	\$4,592,021	198,136	1,425	\$23.18	\$3,222.47

Student Performance Data

CAEP Six Major Areas of Data Outcomes

The state has decided on six major areas of data outcomes that each AEP school 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

- ESL/ABE/ASE student CASAS pre-/post-test Educational Functioning Level Gain
- 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 a program listed on the California Employee Training Provider List
- 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 CCAEC Consortium

The CCAEC Three Year Plan has multiples goals and metrics to increase Participation, Persistence, and Performance for all CCAEC Students. Thus, the MCAS ADR analyzes this metrics longitudinally.

Persistence Rates by CCAEC Member

MCAS stakeholders first analyze Persistence Rates by analyzing CAEP Summary Tables and using the state’s definition of persistence (Column C/Column B). MCAS stakeholders want to increase Persistence rates because that should directly correlate to improved Performance outcomes. Tables 21 and 22 below depict duplicated Persistence rates by program and total unduplicated rates over four years.

Table 22 – Monrovia Persistence Rates over Three Years

Program	2021-22			2022-23			2023-24		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	299	180	60.2%	422	321	76.1%	445	296	66.5%
ABE (duplicated)	107	38	35.5%	119	86	72.3%	146	115	78.8%
CTE / Workforce Reentry / (duplicated)	44	23	52.3%	173	132	76.3%	214	169	79.0%
Total Unduplicated	394	213	54.1%	557	417	74.9%	577	399	69.2%

Table 23 – Monrovia Persistence Rates Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	54.1%	74.9%	69.2%

Highlights of MCAS Persistence Data

- The 2023-24 Persistence rate for all MCAS programs radically improved from 2021-22 rates, demonstrating that pre- and post-test procedures implemented since 2021-22 have very successful
- However, the 2023-24 rates for all programs is 5.7% lower than 2022-23
 - The ESL Persistence rate was nearly 10% less year-over-year
- The 2024-25 Schoolwide Action Plan is focused on reversing this trend

Literacy Gains and HSE/HSD Gains

MCAS 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.

Table 24 show measurable gains (EFL) as a percentage of total enrollment for over three years: 2021-22 to 2023-24.

Table 24 – Monrovia Measurable Gains by Total Enrollment over Three Years

Program	2021-22			2022-23			2023-24		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	290	122	42.1%	414	242	58.5%	437	184	42.2%
ABE	104	45	43.3%	143	55	38.5%	140	65	46.4%
Total	394	167	42.4%	557	297	53.3%	577	29	43.2%

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

Table 25 – Monrovia Gains as % of Total Enrollment Over Four Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	42.4%	53.3%	43.2%

High School Diploma / High School Equivalency

MCAS members analyze graduation rates and HiSET pass rates from TOPSpro Enterprise data. Members analyze effectiveness by measuring percentage of graduates from total enrollment of CAEP students (12 hours or more of instruction). Below are graduation rates over three years by member and as a school.

Table 26 – High School Diploma Achievement and High School Equivalency Pass Rates Over Five Years

	2021-22			2022-23			2023-24		
	Grads	Possible	Percent	Grads	Possible	Percent	Grads	Possible	Percent
HSD/HSE	42	104	40.4%	42	116	36.2%	45	140	32.1%

Highlights of MCAS Performance Data

- MCAS measurable gains as a percentage of total enrollment decreased 10.1% from 2022-23 to 2023-24
 - This was due to a 13.7% increase decrease in ESL
- While MCAS had a slight increase in the number of graduates (42 to 45) over the last three years, the graduation rate decreased 8.3%
- These trends will be addressed in the 2024-25 Schoolwide Action Plan

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

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

MCAS has been working to use best practices in TE to make sure this data is better captured, but the data may not be as accurate as we would like.

Table 27 – MCAS Duplicated CAEP Outcome Gains Over Four Years

Program	2020-21	2021-22	2022-23	2023-24	Four Year Total
Post- Secondary Certificate	151	123	78	90	442
Entered Employment	172	152	102	181	607
Increased Wages	6	24	7	13	50
Transitioned to Post-Sec	88	65	44	92	289
Totals	417	364	231	376	1,388

Table 28 – MCAS Unduplicated CAEP Outcome Gains Over Four Years

Program	2020-21	2021-22	2022-23	2023-24	Four Year Total
Post- Secondary Certificate	82	57	37	44	220
Entered Employment	119	105	72	143	439
Increased Wages	3	11	4	11	29
Transitioned to Post-Sec	47	36	28	48	159
Totals	251	209	141	246	847

CTE Employment Outcomes / Financial Aid and WIOA Title I Funds Earned

Below are Monrovia’s CTE program completion and employment outcomes over four years by CTE program.

Table 29 – Pre-certification CNA Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	51	44	86.3%	35	79.5%	68.6%
2022-23	38	34	89.5%	33	97.1%	86.8%
2021-22	54	51	94.4%	41	80.4%	75.9%
2020-21	57	50	87.7%	43	86.0%	75.4%
2019-20	34	33	97.1%	26	78.8%	76.5%
2018-19	39	35	89.7%	31	88.6%	79.5%
Total	273	247	90.5%	209	84.6%	76.6%

Table 30 – Pharmacy Technician Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	38	31	81.2%	27	87.1%	71.1%
2022-23	35	29	82.9%	25	86.2%	71.4%
2021-22	26	20	76.9%	11	55.0%	42.3%
2020-21	28	24	85.7%	20	83.3%	71.4%
2019-20	36	29	80.6%	23	79.3%	63.9%
2018-19	29	26	89.7%	23	88.5%	79.3%
Total	192	159	82.8%	129	81.1%	67.1%

Table 31 – Clinical Medical Assisting Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	30	28	93.3%	24	85.6%	80.0%
2022-23	31	26	83.9%	22	84.6%	71.0%
2021-22	29	24	82.8%	17	70.8%	58.6%
2020-21	25	21	84.0%	16	76.2%	64.0%
2019-20	15	14	93.3%	11	78.6%	73.3%
2018-19	23	20	87.0%	18	90.0%	78.3%
Total	153	133	86.9%	108	81.2%	70.6%

Table 32 – Home Care Aide Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	1	1	100.0%	1	100.0%	100.0%
2022-23	6	6	100.0%	5	83.3%	83.3%
2021-22	1	1	100.0%	1	100.0%	100.0%
2020-21	18	17	94.4%	14	82.4%	77.8%
2019-20	2	2	100.0%	2	100.0%	100.0%
2018-19	1	1	100.0%	1	100.0%	100.0%
Total	29	28	96.6%	24	85.7%	82.8%

Table 33 – Healthcare Programs Cumulative Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	120	104	86.7%	87	83.7%	72.5%
2022-23	110	95	86.4%	85	89.5%	77.3%
2021-22	110	96	87.3%	70	72.9%	63.6%
2020-21	134	112	83.6%	89	79.5%	66.4%
2019-20	87	78	89.7%	62	79.5%	71.3%
2018-19	92	82	89.1%	73	89.0%	79.3%
Total	653	567	86.8%	466	82.2%	71.4%

Table 34 – A+ Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	9	9	100%	4	44.4%	44.4%
2022-23	3	3	100.0%	1	33.3%	33.3%
2021-22	4	4	100.0%	2	50.0%	50.0%
2020-21	0	0	0%	0	0%	0%
2019-20	8	8	100.0%	4	50.0%	50.0%
Total	24	24	100.0%	11	45.8%	45.8%

Table 35 – Security Officer Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	83	82	98.8%	35	42.7%	42.2%
2022-23	119	116	97.5%	72	62.1%	60.5%
2021-22	38	36	94.7%	10	27.8%	26.3%
2020-21	47	43	91.2%	19	44.2%	40.4%
2019-20	39	37	94.9%	22	59.5%	56.4%
Total	326	314	96.3%	158	50.3%	48.7%

Table 36 – Armed Security Officer Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2022-23	8	8	100.0%	6	75.0%	75.0%
2021-22	17	17	100.0%	12	70.6%	70.6%
2020-21	14	14	100.0%	11	78.6%	78.6%
2019-20	23	22	95.7%	16	72.7%	69.6%
Total	62	61	98.4%	45	73.8%	72.6%

Table 37 – Construction Completion and Employment Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	50	44	88.0%	17	38.6%	34.0%
2022-23	7	7	100.0%	4	57.1%	57.1%
2018-19	14	13	92.9%	8	61.5%	57.1%
Total	71	64	90.1%	29	45.3%	40.8%

Table 38 – Medi-Cal Peer Support Specialist Over Two Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2023-24	60	55	91.7%	13	23.6%	21.7%
2022-23	49	47	95.9%	29	61.7%	59.2%
Total	109	102	93.4%	42	41.2%	38.5%

Table 39 – Totals for All Programs Over Six Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
CNA	273	247	90.5%	209	84.6%	76.6%
PT	192	159	82.8%	129	81.1%	67.1%
MA	153	133	86.9%	108	81.2%	70.6%
HCA	29	28	96.6%	24	85.7%	82.8%
Security	326	314	96.3%	158	50.3%	48.7%
Armed Sec.	62	61	98.4%	45	73.8%	72.6%
A+	24	24	100.0%	11	45.8%	45.8%
Construction	71	64	90.1%	29	45.3%	40.8%
Medi-Cal PSS	109	102	93.4%	42	41.2%	38.5%
Total	1,239	1,132	91.4%	755	66.7%	60.9%