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Making Gains in Gateway English and ESL through Dual Enrollment

Technical Appendix

CONTENTS

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Appendix A. Research Methods

This study uses quantitative and qualitative research methods to explore how the expansion of dual enrollment (DE) improved equitable access to college English and English as a Second Language (ESL) coursework. Our work was guided by the following research questions:

1. What does DE English/ESL course-taking look like overall? Does it vary by DE program type (CCAP/non-CCAP), course level (transfer-level, non-transferable[1]) and student subgroups (race/ethnicity, gender, first-gen, region)? Has access to DE English courses changed with the implementation of the equitable placement policy (AB 705 in fall 2019) and the College and Career Access Pathways (CCAP in 2016)?
2. How do the changes in DE English/ESL course-taking relate to student success? Does it vary by DE program type (CCAP/non-CCAP), course level (transfer-level, non-transferable) and student subgroups (race/ethnicity, gender, first-gen, region)?
3. What are the challenges and opportunities in current efforts to implement equitable expansions of dual enrollment generally and in English/ESL specifically?

Quantitative Methods

Our analysis utilizes student-level longitudinal data from the California Community Colleges Chancellor's Office Management Information System (MIS). The dataset includes records from students across the 116 community colleges within the California Community College system, capturing demographic details, academic transcripts (grades and credits earned), and course elements (such as levels below transfer-level, credit status, transfer status, and credit ranges). This data includes information up to Fall of academic year 2024-25.

While our dataset is comprehensive in providing information on all dual enrollment course-taking that occurs through California's community colleges, it does not include high school information. This means we lack data on key high school performance metrics that are also highly associated with selection into dual enrollment English and ESL courses, including course-taking history, grades, and GPA. As such, our descriptive analysis should not be interpreted as causal, and its primary goal is to provide a descriptive overview of dual enrollment English and ESL course-taking and related outcomes.

Further, because we lack student-level high school information, we cannot identify all high school English Learners who may be participating in dual enrollment in the MIS data. We can identify only those who take dual enrollment ESL courses. This is likely a small fraction of high school ELs who participate in dual enrolment, and those numbers are declining over time (see Appendix C). Thus, we rely on our case studies to inform our understanding of dual enrollment ESL.

The current analysis is expected to lay the foundation for future work when linked K–12 and higher education data becomes available through California's Cradle to Career data system.

Our analytical sample consists of 1,155,216 high school students who graduated between the 2015–16 and 2024-25 school years (excluding the Spring term of the senior year for the 2024-25 cohort due to lack of data) and enrolled in at least one dual enrollment course during high school. These students, identified as dual enrollment students using the "special admit" flag in the MIS data, are further categorized into College and Career Access Pathways (CCAP) participants and non-CCAP students, totaling 302,383 and 852,833 students, respectively.

[1] For this study, we refer to any math courses that do not transfer to a four-year college or university as non-transferable courses. These non-transferrable courses, which often include Algebra II, Algebra I, Geometry, and the like, are high school level courses and are often referred to in the field as developmental math or remedial when offered to students in college. However, given that the population we are studying are high school students, the terms remedial or developmental are not appropriate given that they are learning the math content for the first time.

Note that our sample of "special admit" students also include private and home-schooled students; therefore, the number of students is higher than Kurlaender et al. (2021)—which includes only public high school students that were matched to MIS data. CCAP participants were identified using the SG13 variable in the MIS data, which was introduced in 2015-16 and indicates whether a student is participant in a CCAP agreement during the reporting term. Students flagged as CCAP at any point remain classified as such throughout our analysis.

However, discussions with researchers and technical experts at the Chancellor's Office revealed challenges in community colleges' early reporting of CCAP participation through the SG13 variable. These issues could have led to partial reporting or underreporting of student's CCAP status. To address this, we supplemented the MIS data with a sample of 47,623 CCAP students who graduated from high school between the academic years 2015–16 and 2019–20 and that were included in two previous PPIC reports, *Dual Enrollment in California. Promoting Equitable Student Access and Success* and *Improving College Access and Success through Dual Enrollment*.[2] Approximately 75% of those 47,623 students were added to our analytical sample as additional CCAP participants given they are not flagged as CCAP in the MIS data, representing 16% of the total CCAP population in our analytical sample. Over time, the accuracy of the SG13 variable has significantly improved and is has become the sole indicator used by the Chancellors Office to determine CCAP participation. This improvement is likely driven by the fact that the Chancellor's Office informed us that it now uses SG13 to determine CCAP funding allocations.

In addition, the analytical sample includes 2,224,914 community college students who enrolled in a credit course at a community college as regular students and were part of the same high school graduating classes as the dual enrollees (e.g., 2015–16 to 2024-25).

Since the MIS lacks detailed information on students' high school records, we inferred their high school graduating class using three data elements:

1. SB11 Variable - EDUCATION: This variable identifies the student's highest level of education and the year in which the degree or status was achieved. Through this variable we were able to determine the high school graduation year for 32% of dual enrollees and 85% of non-dual enrollees in our sample.
2. SB03 Variable - BIRTHDATE: For students without SB11 data, we estimated the high school cohort by assuming they enrolled in kindergarten once they were eligible to do so (i.e., be at least 5-years old by December 2 of the academic year when they start going to school)[3] and they graduated after 13 years of their kindergarten enrollment.
3. STD1 Variable - STUDENT-AGE-AT-TERM: For the remaining students without high school cohort information based on the SB11 and SB03 variables (less than 1% of the non-dual and 1.4 % of dual enrollment students, respectively), we used the age at which they took community college courses to estimate their high school graduation year, based on typical enrollment ages published by the California Department of Education. The California Department of Education publishes student enrollment based on grade and age, and we rely on this information to estimate their time of graduation (assuming graduating within four years), and high school grade levels.

For those students that have information about their high school graduation data available, we also conducted a robustness check comparing the cohort variable information assigned by the SB11 Variable - EDUCATION with the inferred by us using the methodology just described. We found that using the SB03 Variable -

[2] The sample for those reports was constructed by using course information from the CCAP agreements drafted and signed between colleges and K–12 partners to establish participation in the program. This was complemented with information provided by dual enrollment program coordinators at different colleges and the annual reports colleges submit to the CCCCO every year as part of the reporting requirements associated with CCAP participation, which included more detailed information about courses students enrolled in and the number and demographics of students that enrolled.

[3] The birth date cutoff for kindergarten in California was only recently changed to September 1 through legislation in 2014. It had been December 2 before that going all the way back to 1891.

BIRTHDATE we can predict accurately the cohort year 83% of the time for DE and non-DE students. The STD1 Variable - AGE-AT-TERM predicts accurately the cohort year 76% of the time for DE, but only 7% of the time for non-DE students. We rely on the STD1 Variable to assign cohort year information to less than 0.1% of non-DE students.

	All students	DE students	Non-dual students
Sample size	3,380,130	1,155,216	2,224,914
Share of students with info (%)			
EDUCATION	67	32	85
BIRTHDATE	96	98	95
AGE AT TERM	37	90	10
Match with students with value in the Education variable (%)			
BIRTHDATE	95	98	95
AGE	22	89	9
Equal to Education variable (for those that matched)			
BIRTHDATE	83	83	83
AGE	53	76	7
Missing values after using variable			
	All students	DE students	Non-dual students
EDUCATION	33%	68%	15%
BIRTHDATE	1%	1%	0%
AGE	0%	0%	0%

After these estimations, we found that 10% of dual enrollees took a dual enrollment course after their estimated high school graduation year. This could be happening for two reasons: students were incorrectly flagged in the MIS data as dual enrollees after graduating from high school and after being enrolled in community colleges as regular students; or the cohort assigned by us was not accurate. To address potential misclassifications or inaccuracies in our cohort assignments, we adjusted the high school cohort for these students by moving them to the next cohort year if the discrepancy was only one year. This reduced the discrepancy to 4% of the dual enrollment sample.

Finally, we identify students through the report in the following three categories:

- CCAP student: a student is considered a CCAP student if the student ever participated in a CCAP course during high school years.
- Non-CCAP student: a student is considered to be part of other dual enrollment modalities if the student never participated in the CCAP program but took part in an Early College High Schools (ECHS) and/or Middle College High Schools (MCHS) and/or other form of dual enrollment course during high school years.
- Non-dual enrollment student: a student is considered a non-dual enrollment student if the student never participated in a dual enrollment program.

In our sample, 74% of dual enrollment students are classified under non-CCAP modalities, and 26% under CCAP. Among dual enrollment students, 48% enrolled at some point at a community college as regular students

after high school graduation. Forty-seven percent of the students in the CCAP group and 48% of the students in other dual enrollment programs ended up enrolling as regular students at a community college.[4]

English and ESL dual enrollment courses are identified using the Taxonomy of Programs (TOP) code (CB03 – COURSE-TOP-CODE). Courses are classified as English if the TOP code is 150100, and as ESL if the TOP code is one of the followings: 493084, 493085, 493086, 493087, or 493100. College composition (IGETC 1A) courses are identified using the course list available on the ASSIST website (https://assist.org/) and matched to COMIS data using the course department and course number (CB01 – COURSE-DEPARTMENT-NUMBER).

Qualitative Methods

The site selection for interviews began by using Chancellors Office Management Information System (MIS) student enrollment data for the Fall 2016 and Fall 2022 terms. After dividing all 116 California Community Colleges (CCCs) into seven different regions of California (North/Far North, SF Bay Area, Central Valley, Inland Empire/Desert, LA/OC, South Central Coast, and San Diego/Imperial) we ranked the campuses for different metrics on dual enrollment English and/or ESL in each region. Selection criteria used to identify prospective interview sites were (1) number of enrollment in DE English courses in Fall 2022, (2) number of enrollment in IGETC1A DE English courses in Fall 2022, (3) number of enrollment in non-IGETC1A DE English courses in Fall 2022, (4) success rates in the DE English courses in Fall 2022, (5) increase in enrollment between Fall 2016 and Fall 2022, (6) increase in success rates between Fall 2016 and Fall 2022, and (7~9) highest shares of racial-ethnic minority, female, and first generation students for the aforementioned metrics. The sites selected for interviews demonstrated a larger scale or innovation in their dual enrollment offerings in English and/or ESL. Therefore, the findings are not meant to generalize dual enrollment English and ESL in the entire state of California, but rather shed light on common themes and insight found in sites throughout the state that have demonstrated a higher level of activity. Ultimately, we contacted 4 to 8 college campuses in each region, and at least one campus responded from each region.

From the initial points of contact at the community college campuses, we employed snowball sampling (i.e. the interviewee referred additional interviewees) to connect the research team to partnering regional, college, and high school leaders in a breadth of key roles. This approach was used because each college-high school relationship is unique, and key institutional actors work in similar roles under different titles and offices at each site, making them difficulty to identify without insider information. This method also allowed us to highlight the dynamics of the collaborative within-site and between-site relationships. Depending on the response rate, each strand of region-college-high school interviews resulted in one to five interviews per initial community college site, resulting in 25 interviews. Ultimately, interviewees included community college administrators (dual enrollment administrators and department deans), dual enrollment course instructors (full-time community college faculty or adjunct high school teachers), high school district administrators, high school counselors, and partnering external organizations.

Each interview took place on Zoom and spanned 60 to 90 minutes and consisted of questions regarding (1) how dual enrollment is offered, (2) student recruitment and support, and (3) challenges in implementation. After transcription via Zoom recording or Otter.ai, the interview transcripts were imported into MAXQDA 2024 for deductive and inductive coding. The deductive codes were derived from the primary research questions, while inductive codes were employed as patterns emerged during the coding process.

[4] Enrollment rates exclude students from the high school cohort 2023-24.

The tables below summarize the interviewed campuses and interviewee characteristics.

Region-College Interview Table

Region	A	B		C	D		E	F
College	Calla	Hoya	Lily	Olive	Iris	Magnolia	Sunflower	Magnolia
n (= 25)	5	3	6	1	4	1	2	3

College-High School Table

Level	College	DE Instructors	High School
	College DE admin (6) College English/ESL admin (5)	College professors (4) High school instructors (5)	HS DE directors/principals/admin (3) High school counselors (2)
n (= 25)	11	9	5

Caveats and Limitations of this Study

- Data Accuracy: Our results depend on the accuracy of data reported by colleges to the Chancellor's Office. Despite efforts to identify and correct inconsistencies, some data discrepancies may have gone undetected.
- CCAP Course Data: The MIS does not track specific CCAP courses, only whether a student participated in a course covered by a CCAP agreement. This limits our ability to control for the number of credits or courses completed under the CCAP program.
- High School Data: We lack data on high school performance metrics (e.g., course history, grades, GPA), so our analysis focuses solely on course-taking behavior at community colleges. This means we also lack data on whether a student was classified as an EL (or reclassified EL) in high school. Also, we use proxies for the high school graduation cohort as detailed above as we lack data on actual high school graduation year.
- College Composition Courses: College composition (IGETC 1A) courses are identified using the course list available on the ASSIST website and then matched to COMIS data using the course department and course number (CB01). However, course department and number are not a unique course identifier and may be formatted differently across ASSIST and MIS datasets. While common formatting differences are corrected during the matching process, some discrepancies can be difficult to detect manually and may result in mismatches.
- Pandemic Impact: Outcomes for recent cohorts are likely influenced by the COVID-19 pandemic, meaning progress in course completion, transfer rates, or degree attainment may reflect lower-bound estimates of the effects of CCAP programs and related legislation like AB705.
- Generalizability: The selection of community college campuses for qualitative interviews was based on their significance across various measures of dual enrollment math offerings. Moreover, interviewees were identified through snowball sampling (i.e. the interviewee refers more interviewees), leveraging positive and collaborative within-site and between-site relationships. As a result, the sites included in the interviews are not intended to represent all dual enrollment programs in California equally. Instead, they likely reflect more successful implementations and positive relationships: prospective interviewees who were nonresponsive were not included in the study, and some people may not have been referred in the process due to negative experiences.

Appendix B. Tables and Figures

TABLE B1

Analytical sample size

Cohort	HS 12th Graders	All DE	% All DE
2015-16	492,835	64116	13%
2016-17	484,169	75363	16%
2017-18	489,221	92026	19%
2018-19	489,650	107128	22%
2019-20	486,592	120006	25%
2020-21	491,750	119131	24%
2021-22	495,327	126303	25%
2022-23	488,936	136004	28%
2023-24	499,146	150417	30%
2025-25	488,295	164722	34%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25.

TABLE B2

Trends in Dual Enrollment English and ESL Participation

	English		ESL	
Cohort	n	%	n	%
2015-16	7,869	12%	204	0.32
2016-17	9,735	13%	223	0.30
2017-18	11,941	13%	265	0.29
2018-19	15,904	15%	295	0.28
2019-20	19,909	17%	266	0.22
2020-21	21,062	18%	214	0.18
2021-22	23,603	19%	233	0.18
2022-23	28,835	21%	236	0.17
2023-24	29,429	20%	206	0.14
2024-25	29,877	18%	208	0.13

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one English/ESL dual enrollment credit course at a CCC.

TABLE B3

Trends in Dual Enrollment English Participation

	All Students		CCAP Students		Non-CCAP Students	
Cohort	Eng (n)	Eng (%)	Eng (n)	Eng (%)	Eng (n)	Eng (%)
2015-16	7,869	12%	249	3%	7,620	97%
2016-17	9,735	13%	956	10%	8,779	90%
2017-18	11,941	13%	1,644	14%	10,297	86%
2018-19	15,904	15%	2,974	19%	12,930	81%
2019-20	19,909	17%	6,899	35%	13,010	65%
2020-21	21,062	18%	5,847	28%	15,215	72%
2021-22	23,603	19%	8,071	34%	15,532	66%
2022-23	28,835	21%	11,888	41%	16,947	59%
2023-24	29,429	20%	13,304	45%	16,125	55%
2024-25	29,877	18%	14,441	48%	15,436	52%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one English dual enrollment credit course at a CCC.

TABLE B4

Trends in Dual Enrollment ESL Participation

	All Students		CCAP Students		Non-CCAP Students	
Cohort	ESL (n)	ESL (%)	ESL (n)	ESL (%)	ESL (n)	ESL (%)
2015-16	204	0.32	7	3%	197	97%
2016-17	223	0.30	7	3%	216	97%
2017-18	265	0.29	43	16%	222	84%
2018-19	295	0.28	60	20%	235	80%
2019-20	266	0.22	56	21%	210	79%
2020-21	214	0.18	68	32%	146	68%
2021-22	233	0.18	96	41%	137	59%
2022-23	236	0.17	82	35%	154	65%
2023-24	206	0.14	80	39%	126	61%
2024-25	208	0.13	125	60%	83	40%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one ESL dual enrollment credit course at a CCC.

TABLE B5

Trends in Dual Enrollment Transfer-Level English and College Composition (IGETC1A) Participation by Program Type and Course Type

	Transfer-Level English (TL ENG)					
	All DE Eng Students		CCAP DE Eng Students		Non-CCAP DE Eng Students	
Cohort	n	%	n	%	n	%
2015-16	6041	77%	201	81%	5840	77%
2016-17	7799	80%	771	81%	7028	80%
2017-18	10262	86%	1472	90%	8790	85%
2018-19	14297	90%	2746	92%	11551	89%
2019-20	18854	95%	6602	96%	12252	94%
2020-21	20397	97%	5722	98%	14675	96%
2021-22	23045	98%	7933	98%	15112	97%
2022-23	28323	98%	11829	100%	16494	97%
2023-24	28863	98%	13038	98%	15825	98%
2024-25	29352	98%	14146	98%	15206	99%

	IGETC1A					
	All DE Eng Students		CCAP DE Eng Students		Non-CCAP DE Eng Students	
Cohort	n	%	n	%	n	%
2015-16	5347	68%	175	70%	5172	68%
2016-17	7165	74%	721	75%	6444	73%
2017-18	9425	79%	1384	84%	8041	78%
2018-19	12813	81%	2458	83%	10355	80%
2019-20	17122	86%	6307	91%	10815	83%
2020-21	19113	91%	5534	95%	13579	89%
2021-22	21725	92%	7688	95%	14037	90%
2022-23	27019	94%	11390	96%	15629	92%
2023-24	27154	92%	12472	94%	14682	91%
2024-25	28170	94%	13739	95%	14431	93%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one Transfer-Level English (TL ENG) and GE college composition (IGETC1A) dual enrollment credit course at a CCC.

TABLE B6

Dual enrollment students' demographic characteristics

All Students								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	64116	54.7	43.5	16.3	4.3	43.9	26.9	29.9
2016-17	75363	54.2	44.2	15.3	4.3	45.6	26.0	34.0
2017-18	92026	54.7	43.7	15.6	4.2	46.4	24.7	35.7
2018-19	107128	55.0	43.4	14.6	4.2	48.3	23.4	37.3
2019-20	120006	55.5	42.8	14.7	3.8	49.3	22.5	37.7
2020-21	119131	57.0	41.3	15.9	3.5	46.6	23.8	35.1
2021-22	126303	56.3	41.6	16.4	3.5	47.1	23.2	34.8
2022-23	136004	55.5	41.9	16.5	3.5	47.2	22.9	34.0
2023-24	150417	54.6	42.6	15.8	3.4	49.0	22.1	33.9
2024-25	164722	54.4	42.6	16.3	3.4	48.4	21.6	31.9

DE English Students								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	7869	57.2	41.0	13.8	5.0	41.7	31.3	30.1
2016-17	9735	58.1	40.3	13.8	4.6	42.4	31.0	35.4
2017-18	11941	60.7	37.7	14.1	4.8	42.4	30.0	35.5
2018-19	15904	60.3	38.5	13.2	4.5	46.7	27.2	36.4
2019-20	19909	61.1	37.5	12.9	4.0	48.7	25.8	37.1
2020-21	21062	61.9	36.8	13.5	3.8	46.9	26.7	35.4
2021-22	23603	61.6	36.4	13.5	3.8	48.5	25.6	35.9
2022-23	28835	60.1	37.5	13.1	3.7	50.0	24.5	37.5
2023-24	29429	59.7	38.0	12.8	3.2	50.7	24.8	36.6
2024-25	29877	59.1	38.3	13.3	3.7	50.1	23.8	34.9

DE English Students - CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	249	53.0	46.6	11.6	4.0	55.8	21.7	34.1
2016-17	956	59.0	39.0	16.4	5.6	55.0	16.2	33.5
2017-18	1644	60.5	38.1	16.1	5.3	56.1	16.4	42.6
2018-19	2974	62.4	36.7	12.2	4.8	57.4	19.2	42.6
2019-20	6899	62.5	36.4	14.0	3.6	53.9	21.0	37.4
2020-21	5847	63.4	35.5	13.6	3.5	54.1	21.0	36.0
2021-22	8071	63.0	35.3	15.3	3.9	53.1	19.5	36.5
2022-23	11888	61.1	36.9	14.7	3.9	52.8	20.2	37.1
2023-24	13304	61.2	36.9	13.0	3.7	54.0	21.8	36.9
2024-25	14441	59.6	37.9	13.1	3.6	55.6	19.5	37.2

DE English Students – Non-CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	7620	57.4	40.8	13.9	5.0	41.3	31.6	30.0
2016-17	8779	58.0	40.4	13.6	4.5	41.0	32.6	35.7
2017-18	10297	60.8	37.6	13.8	4.8	40.2	32.1	34.3
2018-19	12930	59.8	38.9	13.5	4.5	44.3	29.1	35.0
2019-20	13010	60.4	38.0	12.4	4.2	45.9	28.4	37.0
2020-21	15215	61.3	37.3	13.4	4.0	44.1	28.8	35.1
2021-22	15532	60.9	37.0	12.6	3.8	46.1	28.8	35.6
2022-23	16947	59.4	37.9	12.1	3.6	48.1	27.5	37.7
2023-24	16125	58.5	38.9	12.7	2.8	47.9	27.4	36.4
2024-25	15436	58.6	38.7	13.4	3.7	45.0	27.9	32.9

DE ENG - TL ENG Students								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	6041	58.2	39.8	15.7	4.2	37.8	34.0	27.9
2016-17	7799	59.3	39.0	15.3	3.8	39.4	33.5	34.1
2017-18	10262	61.6	36.6	15.0	4.4	40.4	31.4	34.3
2018-19	14297	60.7	38.0	14.0	4.2	45.6	27.9	35.9
2019-20	18854	61.3	37.2	13.2	3.9	48.2	26.1	37.4
2020-21	20397	62.1	36.6	13.7	3.8	46.6	26.8	35.4
2021-22	23045	61.8	36.3	13.7	3.8	48.4	25.6	35.9
2022-23	28323	60.2	37.4	13.3	3.8	50.1	24.4	37.5
2023-24	28863	59.9	37.9	12.7	3.2	50.8	25.0	36.6
2024-25	29352	59.2	38.2	13.3	3.6	50.1	23.9	34.9

DE ENG - TL ENG Students - CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	201	52.2	47.3	13.4	2.5	50.7	25.9	33.3
2016-17	771	58.2	39.9	18.5	4.4	51.8	18.7	33.7
2017-18	1472	60.9	37.7	16.8	4.5	55.7	16.8	42.5
2018-19	2746	62.8	36.4	12.9	4.6	56.4	19.8	41.6
2019-20	6602	62.4	36.5	14.2	3.5	53.8	21.0	37.8
2020-21	5722	63.5	35.5	13.6	3.4	54.2	21.2	35.9
2021-22	7933	63.0	35.3	15.3	3.9	53.2	19.4	36.3
2022-23	11829	61.1	36.9	14.7	3.9	52.8	20.2	37.1
2023-24	13038	61.4	36.7	12.5	3.6	54.3	22.1	36.9
2024-25	14146	59.7	37.8	13.0	3.5	55.7	19.7	37.1

DE ENG - TL ENG Students- Non-CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	5840	58.4	39.6	15.8	4.2	37.4	34.3	27.7
2016-17	7028	59.4	38.9	14.9	3.7	38.0	35.1	34.2
2017-18	8790	61.7	36.5	14.7	4.4	37.8	33.9	32.9
2018-19	11551	60.2	38.4	14.3	4.1	43.0	29.8	34.5
2019-20	12252	60.7	37.6	12.6	4.2	45.2	28.9	37.1
2020-21	14675	61.6	37.0	13.7	4.0	43.6	29.0	35.2
2021-22	15112	61.2	36.8	12.8	3.7	45.9	28.8	35.6
2022-23	16494	59.5	37.8	12.3	3.6	48.1	27.4	37.8
2023-24	15825	58.6	38.8	12.8	2.8	47.9	27.4	36.4
2024-25	15206	58.7	38.7	13.5	3.7	44.9	27.9	32.9

DE ENG - IGETC1A Students								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	5347	58.5	39.6	14.7	4.2	38.9	33.8	29.1
2016-17	7165	59.5	38.8	14.0	3.7	40.8	33.7	35.2
2017-18	9425	61.5	36.8	14.7	4.4	40.9	31.2	35.4
2018-19	12813	60.7	38.0	14.0	4.0	45.8	27.9	36.8
2019-20	17122	61.4	37.2	13.1	4.0	49.3	25.4	38.0
2020-21	19113	62.1	36.6	13.5	3.7	47.4	26.5	36.0
2021-22	21725	61.8	36.3	13.5	3.8	48.9	25.3	36.5
2022-23	27019	60.2	37.4	12.7	3.8	50.8	24.3	38.0
2023-24	27154	59.8	37.9	12.3	3.3	51.6	24.7	37.3
2024-25	28170	59.1	38.4	12.9	3.6	51.1	23.5	35.5

DE ENG - IGETC1A Students - CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	175	50.9	48.6	12.0	2.3	50.9	26.3	35.4
2016-17	721	57.1	41.1	18.7	4.3	51.6	18.7	33.6
2017-18	1384	60.5	38.1	17.0	4.6	55.3	17.0	42.6
2018-19	2458	62.2	37.0	13.0	4.5	55.5	20.9	41.4
2019-20	6307	62.4	36.5	14.1	3.6	53.9	21.0	37.6
2020-21	5534	63.4	35.6	13.6	3.3	54.3	21.3	36.0
2021-22	7688	63.1	35.3	15.4	4.0	53.0	19.4	36.4
2022-23	11390	61.1	37.0	14.3	4.0	53.1	20.4	37.3
2023-24	12472	61.5	36.7	12.3	3.7	54.7	21.8	37.3
2024-25	13739	59.7	37.9	12.9	3.5	56.5	19.1	37.5

DE ENG - IGETC1A Students – Non-CCAP								
Cohort	n	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First Gen (%)
2015-16	5172	58.7	39.3	14.8	4.2	38.5	34.1	28.9
2016-17	6444	59.7	38.6	13.4	3.6	39.6	35.4	35.4
2017-18	8041	61.7	36.5	14.3	4.4	38.4	33.7	34.1
2018-19	10355	60.3	38.3	14.3	3.9	43.5	29.5	35.7
2019-20	10815	60.8	37.6	12.5	4.2	46.6	27.9	38.3
2020-21	13579	61.6	37.0	13.4	3.9	44.6	28.6	36.0
2021-22	14037	61.1	36.9	12.5	3.8	46.7	28.5	36.5
2022-23	15629	59.5	37.8	11.6	3.6	49.1	27.2	38.6
2023-24	14682	58.4	39.0	12.3	2.9	49.0	27.2	37.3
2024-25	14431	58.6	38.9	12.9	3.7	45.9	27.7	33.6

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one dual enrollment credit course at a CCC.

TABLE B7

Trends in Successful Completion of Dual Enrollment English, ESL, Transfer Level English and Fulfilling College Composition (IGETC1A). (Program Type and Course Type)

DE English									
	All DE Eng Students			CCAP DE Eng Students			Non-CCAP DE Eng Students		
Cohort	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)
2015-16	7869	6701	85.2	249	191	76.7	7620	6510	85.4
2016-17	9735	8283	85.1	956	809	84.6	8779	7474	85.1
2017-18	11941	10376	86.9	1644	1392	84.7	10297	8984	87.2
2018-19	15904	13860	87.1	2974	2589	87.1	12930	11271	87.2
2019-20	19909	17503	87.9	6899	6277	91.0	13010	11226	86.3
2020-21	21062	18317	87.0	5847	5113	87.4	15215	13204	86.8
2021-22	23603	20310	86.0	8071	7077	87.7	15532	13233	85.2
2022-23	28835	24651	85.5	11888	10553	88.8	16947	14098	83.2
2023-24	29429	25593	87.0	13304	11925	89.6	16125	13668	84.8
2024-25	29877	26486	88.7	14441	12922	89.5	15436	13564	87.9

Transfer-Level English									
	All DE Students			CCAP DE Students			Non-CCAP DE Students		
Cohort	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)
2015-16	6041	5279	87.4	201	161	80.1	5840	5118	87.6
2016-17	7799	6835	87.6	771	662	85.9	7028	6173	87.8
2017-18	10262	9017	87.9	1472	1242	84.4	8790	7775	88.5
2018-19	14297	12596	88.1	2746	2403	87.5	11551	10193	88.2
2019-20	18854	16580	87.9	6602	5998	90.9	12252	10582	86.4
2020-21	20397	17751	87.0	5722	5013	87.6	14675	12738	86.8
2021-22	23045	19840	86.1	7933	6970	87.9	15112	12870	85.2
2022-23	28323	24179	85.4	11829	10496	88.7	16494	13683	83.0

2023-24	28863	25091	86.9	13038	11691	89.7	15825	13400	84.7
2024-25	29352	26011	88.6	14146	12655	89.5	15206	13356	87.8

	College Composition (IGETC1A)								
	All DE Eng Students			CCAP DE Eng Students			Non-CCAP DE Eng Students		
Cohort	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)	Enrollment	Success (n)	Success (%)
2015-16	5347	4650	87.0	175	137	78.3	5172	4513	87.3
2016-17	7165	6258	87.3	721	619	85.9	6444	5639	87.5
2017-18	9424	8242	87.5	1384	1166	84.2	8040	7076	88.0
2018-19	12813	11227	87.6	2458	2138	87.0	10355	9089	87.8
2019-20	17122	14986	87.5	6307	5731	90.9	10815	9255	85.6
2020-21	19111	16530	86.5	5534	4842	87.5	13577	11688	86.1
2021-22	21723	18588	85.6	7688	6744	87.7	14035	11844	84.4
2022-23	27015	22934	84.9	11390	10068	88.4	15625	12866	82.3
2023-24	27152	23486	86.5	12472	11135	89.3	14680	12351	84.1
2024-25	28168	24907	88.4	13739	12273	89.3	14429	12634	87.6

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one dual enrollment credit course at a CCC.

TABLE B8

Trends in Transfer-level English (TL ENG) and College Composition (IGETC1A) Completion Through Dual Enrollment by Demographics

	TL ENG Students							
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	9.0	7.3	8.4	7.3	6.8	10.8	7.3	9.8
2016-17	10.1	7.8	9.5	7.4	7.5	12.0	8.7	11.2
2017-18	11.3	8.0	9.8	9.1	8.2	12.9	8.9	12.1
2018-19	13.2	10.1	12.0	10.5	10.7	14.5	10.8	13.5
2019-20	15.5	11.8	13.2	13.1	13.1	16.6	13.3	15.5
2020-21	16.4	12.9	13.6	15.1	14.3	17.4	14.4	16.4
2021-22	17.4	13.5	14.1	15.8	15.5	18.1	15.5	16.9
2022-23	19.4	15.8	15.4	17.3	18.1	19.9	18.7	18.4
2023-24	18.4	14.8	14.2	14.5	16.7	19.5	17.1	17.7
2024-25	17.3	14.1	13.4	15.3	16.0	18.0	16.8	16.6

CCAP TL ENG Students								
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	66.7	62.1	86.2	40.0	56.1	75.9	65.9	67.8
2016-17	68.8	69.7	84.7	51.9	63.5	81.9	68.1	82.2
2017-18	77.2	72.7	84.5	62.1	72.5	81.5	72.1	83.9
2018-19	82.8	77.6	90.6	69.4	78.2	85.0	76.4	87.9
2019-20	87.7	85.8	93.0	81.3	85.4	89.4	86.3	90.4
2020-21	86.9	83.9	90.8	76.6	83.2	91.2	81.3	91.7
2021-22	87.0	85.5	91.2	81.6	84.3	89.6	83.4	90.0
2022-23	88.6	88.1	92.1	83.2	86.2	91.6	86.3	91.3
2023-24	88.5	87.2	88.3	78.5	86.6	91.7	85.5	91.3
2024-25	88.1	86.7	89.9	79.8	86.8	90.4	86.3	90.6

Non-CCAP TL ENG Students								
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	69.8	63.3	81.1	52.4	58.0	75.4	59.0	77.2
2016-17	73.5	65.7	80.8	52.8	62.6	77.9	64.6	79.8
2017-18	78.3	70.9	83.8	60.6	68.6	82.1	68.4	83.4
2018-19	80.4	76.5	89.0	65.0	73.3	83.9	74.3	85.2
2019-20	83.0	78.8	89.1	72.0	76.8	86.2	78.6	87.2
2020-21	85.1	81.5	90.5	77.9	79.5	87.1	80.4	88.5
2021-22	83.9	81.3	91.5	75.9	78.4	87.0	78.6	88.4
2022-23	81.8	79.7	89.6	71.2	76.2	85.7	75.8	85.7
2023-24	83.6	82.9	91.0	76.9	79.0	87.0	77.2	88.8
2024-25	87.1	85.8	91.4	79.5	83.2	89.9	82.6	90.3

IGETC1A Students								
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	7.9	6.4	7.0	6.5	6.1	9.4	6.8	8.6
2016-17	9.3	7.1	7.9	6.6	7.2	11.1	8.3	10.0
2017-18	10.3	7.3	8.8	8.4	7.6	11.7	8.4	11.0
2018-19	11.7	9.0	10.7	9.0	9.6	12.9	9.9	12.1
2019-20	14.0	10.6	12.0	12.0	12.2	14.6	12.2	13.6
2020-21	15.3	12.0	12.5	13.7	13.6	16.1	13.6	15.0
2021-22	16.3	12.7	13.1	15.1	14.7	16.7	14.8	15.7
2022-23	18.4	15.0	14.0	16.4	17.4	18.8	18.0	17.3
2023-24	17.2	13.9	12.9	13.9	15.9	18.1	16.4	16.3
2024-25	16.5	13.5	12.5	14.6	15.6	16.9	16.3	15.7

CCAP **IGETC1A** Students								
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	54.5	55.2	65.5	30.0	46.8	68.5	58.8	59.3
2016-17	62.9	67.3	80.3	46.3	59.3	76.8	63.8	75.6
2017-18	72.2	68.6	80.3	59.8	67.6	76.7	67.9	79.0
2018-19	73.0	70.3	82.3	58.3	68.1	79.9	67.3	81.1
2019-20	83.7	82.0	88.7	78.5	81.9	85.3	82.1	85.9
2020-21	83.8	81.2	87.7	74.1	80.4	88.4	78.5	88.6
2021-22	84.2	82.7	88.5	79.7	81.3	86.9	80.8	87.4
2022-23	85.1	84.6	85.6	80.4	83.0	88.6	83.0	87.3
2023-24	84.4	83.0	82.8	77.5	83.2	86.3	82.4	86.6
2024-25	85.5	84.3	86.3	77.3	85.5	85.1	84.6	87.0

Non-CCAP **IGETC1A** Students								
Cohort	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	62.0	55.4	67.5	47.1	52.9	66.0	54.5	67.6
2016-17	67.5	59.4	66.3	47.2	59.9	71.6	61.3	71.3
2017-18	71.3	64.4	73.9	55.3	63.6	74.3	64.8	75.5
2018-19	72.0	67.7	79.5	55.5	66.1	74.0	68.7	75.7
2019-20	72.8	68.8	77.9	64.1	69.5	72.9	71.1	73.7
2020-21	78.2	74.6	81.5	69.6	74.7	78.9	75.5	79.9
2021-22	77.0	75.2	82.7	71.9	73.6	78.8	74.3	80.1
2022-23	76.9	75.0	79.8	66.6	73.2	80.1	72.9	79.6
2023-24	76.9	76.9	81.0	71.5	74.5	79.6	73.2	80.0
2024-25	82.3	81.6	82.6	74.3	80.4	84.4	79.9	84.3

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one dual enrollment credit course at a CCC.

TABLE B9

College Going Rates of 2021-22 Cohort by Type of Institutions- Program Type, Gender, First Generation Status, Race/Ethnicity,

All Students				
%, 2021-22 cohort	CCC	UC	CSU	Other HEI
Non-CCAP English	35	11	12	11
CCAP English	33	12	18	9
DE English	34	11	14	10
CA high School graduates	37	8	12	10

CCAP				
%, 2021-22 cohort	CCC	UC	CSU	Other HEI
Female	32	13	18	10
Male	35	11	17	8
First-Gen	35	11	18	5
Non-First Gen	32	14	18	14
White	31	9	16	17
Black	22	9	15	21
Latino	34	11	20	6
Asian	33	23	18	5

	Non-CCAP			
%, 2021-22 cohort	CCC	UC	CSU	Other HEI
Female	36	11	12	12
Male	35	10	11	9
First-Gen	37	10	13	6
Non-First Gen	36	12	12	15
White	37	7	10	17
Black	26	8	10	11
Latino	36	10	13	7
Asian	32	23	12	8

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts in 2021-22 who enrolled in at least one English dual enrollment credit course.

TABLE B10

Completion of College Level courses at Community College after high school graduation as a degree/transfer-intending student (By first year of college).

	Transfer Level English		
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	64.6	75.8	34.7
2016-17	75.6	81.1	38.2
2017-18	80.8	85.0	44.1
2018-19	85.3	87.4	47.6
2019-20	91.8	87.6	46.5
2020-21	90.5	89.2	46.5
2021-22	89.8	87.5	47.7
2022-23	92.0	86.3	51.0

	IGETC1A		
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	62.5	72.0	32.1
2016-17	72.3	77.1	35.5
2017-18	78.9	81.4	41.4
2018-19	82.3	83.0	44.7
2019-20	90.4	79.7	43.5
2020-21	88.5	85.0	43.3
2021-22	87.7	83.3	44.7
2022-23	89.1	83.5	48.0

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student.

TABLE B11

Completion of College Level courses at Community College after high school graduation as a degree/transfer-intending student- Demographics

Transfer Level English			
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	64.6	75.8	34.7
2016-17	75.6	81.1	38.2
2017-18	80.8	85.0	44.1
2018-19	85.3	87.4	47.6
2019-20	91.8	87.6	46.5
2020-21	90.5	89.2	46.5
2021-22	89.8	87.5	47.7
2022-23	92.0	86.3	51.0

IGETC1A			
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	62.5	72.0	32.1
2016-17	72.3	77.1	35.5
2017-18	78.9	81.4	41.4
2018-19	82.3	83.0	44.7
2019-20	90.4	79.7	43.5
2020-21	88.5	85.0	43.3
2021-22	87.7	83.3	44.7
2022-23	89.1	83.5	48.0

CCAP English Students- TL-English - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	64.6	63.0	65.7	82.4	50.0	57.6	74.1	66.0	51.5
2016-17	75.6	75.8	75.0	86.7	72.4	71.5	86.7	71.8	84.3
2017-18	80.8	83.1	77.7	84.5	71.0	78.2	89.6	74.0	90.4
2018-19	85.3	86.2	83.9	89.0	79.6	83.7	88.8	82.5	90.1
2019-20	91.8	92.4	91.2	95.5	89.7	89.8	96.2	90.1	94.6
2020-21	90.5	90.5	90.4	94.1	81.8	88.3	95.3	87.1	94.2
2021-22	89.8	89.6	90.0	94.0	83.3	87.8	93.6	88.4	92.0
2022-23	92.0	91.7	92.5	94.6	90.1	90.0	94.7	91.1	93.7

Non-CCAP English Students- TL-English - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	75.8	78.6	71.5	85.2	58.0	69.1	85.2	68.8	83.6
2016-17	81.1	83.5	77.3	85.5	67.4	75.5	88.4	78.1	86.6
2017-18	85.0	87.4	81.1	90.8	66.0	81.2	90.0	80.4	89.8
2018-19	87.4	89.0	84.9	92.9	70.3	84.9	91.7	84.5	91.5
2019-20	87.6	88.6	86.0	94.4	81.7	83.9	91.3	85.2	91.3
2020-21	89.2	89.7	88.5	92.4	81.4	86.0	93.0	87.1	92.0
2021-22	87.5	88.1	86.5	95.3	75.5	83.5	92.4	84.7	91.0
2022-23	86.3	87.2	85.9	93.0	73.4	81.0	91.9	82.8	89.3

Non-DE Students - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	34.7	37.2	32.2	41.9	21.8	30.7	43.4	30.7	42.2
2016-17	38.2	41.3	35.1	46.9	24.2	34.4	46.5	34.9	45.8
2017-18	44.1	47.5	40.8	54.8	29.6	40.7	51.4	40.8	50.8
2018-19	47.6	51.3	44.0	57.9	33.6	44.9	53.0	45.0	54.4
2019-20	46.5	49.5	43.6	58.3	32.7	43.0	52.9	43.0	53.3
2020-21	46.5	48.7	44.5	58.2	33.4	42.2	52.9	42.7	52.8
2021-22	47.7	50.2	45.4	60.5	35.1	43.1	56.2	43.2	55.7
2022-23	51.0	53.6	48.3	66.0	38.0	46.3	59.3	46.5	59.6

CCAP English Students- IGETC1A - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	62.5	60.3	64.3	82.4	50.0	56.5	66.7	62.0	51.5
2016-17	72.3	72.5	71.7	85.0	65.5	68.8	81.3	69.2	82.6
2017-18	78.9	80.8	76.5	84.5	67.7	75.9	88.8	73.0	88.2
2018-19	82.3	83.6	80.7	85.6	72.2	81.3	86.0	79.9	86.8
2019-20	90.4	91.0	89.6	95.2	88.5	88.3	94.6	88.9	92.8
2020-21	88.5	88.5	88.6	92.1	80.0	86.5	92.9	85.6	92.3
2021-22	87.7	87.4	88.2	92.1	81.8	85.8	90.9	85.7	90.0
2022-23	89.1	88.8	89.7	89.8	88.1	87.4	92.5	87.8	90.1

Non-CCAP English Students- IGETC1A - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	72.0	75.3	66.8	76.7	56.8	66.4	80.8	66.2	78.8
2016-17	77.1	79.5	73.2	76.6	63.8	73.4	84.5	75.6	81.3
2017-18	81.4	83.7	77.6	88.1	62.3	78.0	85.4	78.0	85.8
2018-19	83.0	84.8	80.0	87.7	65.7	80.9	87.5	81.2	86.4
2019-20	79.7	81.0	77.7	86.1	74.3	77.6	81.2	78.9	81.0
2020-21	85.0	85.6	84.1	86.6	78.3	82.7	88.1	83.6	86.8
2021-22	83.3	84.3	81.9	91.2	72.2	80.1	87.7	81.6	85.8
2022-23	83.5	84.9	82.4	87.1	71.9	79.2	88.8	80.7	86.2

Non-DE - CCC									
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	32.1	34.1	30.0	37.9	20.0	29.1	39.2	29.2	37.8
2016-17	35.5	38.3	32.9	42.6	22.7	32.7	42.2	33.3	41.1
2017-18	41.4	44.4	38.5	49.9	27.9	39.1	47.0	39.3	46.0
2018-19	44.7	47.9	41.5	52.9	32.0	43.1	48.0	43.2	49.2
2019-20	43.5	46.0	41.1	52.9	30.7	41.1	48.2	41.2	48.4
2020-21	43.3	45.1	41.7	51.8	31.4	40.3	48.2	40.8	47.8
2021-22	44.7	46.7	42.8	54.2	33.5	41.3	51.4	41.4	50.6
2022-23	48.0	50.2	45.8	59.5	36.8	44.5	54.3	44.7	54.5

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student.

TABLE B12

Unit Accumulation by 1st of college

Cohort	ALL Eng DE		
	CCAP English	Non-CCAP English	Non-DE
2015-16	33.9	35.0	15.0
2016-17	33.0	36.3	15.1
2017-18	34.6	37.8	15.2
2018-19	35.9	36.8	15.4
2019-20	35.1	36.8	15.2
2020-21	34.8	37.2	15.1
2021-22	35.9	37.7	15.6
2022-23	36.8	39.0	16.7

	CCAP English Students								
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	33.9	32.1	36.2	35.8	24.3	30.8	41.2	29.9	30.9
2016-17	33.0	32.6	33.6	40.6	26.1	32.7	33.8	33.3	39.6
2017-18	34.6	35.7	33.1	40.5	33.6	30.7	43.9	30.4	40.5
2018-19	35.9	36.1	35.4	41.4	31.4	34.8	36.6	33.4	38.0
2019-20	35.1	35.1	35.0	40.2	32.7	33.8	36.9	33.3	36.6
2020-21	34.8	34.6	35.2	35.5	29.2	34.5	36.2	31.8	36.7
2021-22	35.9	35.6	36.5	38.3	32.7	34.9	37.0	33.5	37.8
2022-23	36.8	37.4	36.0	38.9	33.9	35.8	38.4	34.4	39.4

	Non-CCAP English Students								
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	35.0	35.9	33.6	42.9	28.4	31.9	37.4	31.4	38.2
2016-17	36.3	36.3	36.3	42.7	30.7	33.3	38.4	32.4	40.3
2017-18	37.8	38.7	36.4	44.2	29.2	34.3	40.7	33.9	42.1
2018-19	36.8	37.2	36.2	46.3	28.5	33.3	40.2	33.7	40.5
2019-20	36.8	36.8	37.0	48.6	30.8	32.4	39.6	33.0	40.5
2020-21	37.2	36.7	38.0	44.6	33.4	33.6	39.6	33.8	40.2
2021-22	37.7	37.5	38.2	48.1	34.2	33.5	40.1	33.9	41.6
2022-23	39.0	39.2	39.6	48.2	33.8	34.2	42.2	35.0	42.6

	Non-DE Students								
Cohort	All Students	Female (%)	Male (%)	Asian (%)	Black (%)	Latino (%)	White (%)	First gen (%)	Non-first gen (%)
2015-16	15.0	15.8	14.3	20.8	10.8	13.5	16.5	13.5	17.1
2016-17	15.1	15.9	14.3	20.8	10.7	13.5	16.8	13.6	17.2
2017-18	15.2	15.9	14.6	21.4	11.2	13.5	17.0	13.6	17.5
2018-19	15.4	16.3	14.5	21.7	11.4	13.6	17.2	13.8	18.1
2019-20	15.2	15.8	14.5	21.6	11.0	13.3	17.1	13.5	17.7
2020-21	15.1	15.5	14.8	21.1	11.2	13.1	17.2	13.3	17.6
2021-22	15.6	16.1	15.2	22.0	11.8	13.5	18.3	13.7	18.7
2022-23	16.7	17.1	16.3	23.8	12.6	14.5	19.5	14.6	20.1

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student.

TABLE B13

Dual Enrollees awarded associate degree in 3years

	ALL Eng DE		
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	24%	31%	15%
2016-17	25%	32%	16%
2017-18	30%	37%	17%
2018-19	37%	37%	18%
2019-20	38%	38%	19%
2020-21	40%	41%	19%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2020-21 who enrolled in a CCC after high school graduation as a degree/transfer-intending student.

TABLE B14

Dual Enrollees who transfer in 3years

	ALL Eng DE		
cohort	CCAP English	Non-CCAP English	Non-DE
2015-16	22%	25%	13%
2016-17	21%	25%	14%
2017-18	26%	29%	15%
2018-19	26%	29%	16%
2019-20	29%	31%	18%
2020-21	30%	35%	19%

SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to high school graduating cohorts between 2015-16 and 2020-21 who enrolled in a CCC after high school graduation as a degree/transfer-intending student.

TABLE B15

DE Course Distribution by Field and UC/CSU credit

Field by first 2 digits of TOP code	% distribution	Share of course enrollments transferrable to UC/CSU
Social Sciences	17.6%	97%
Humanities (incl. English)	13.8%	95%
Fine and Applied Arts	8.4%	91%
Mathematics	7.5%	79%
Interdisciplinary Studies (incl. ESL)	6.8%	41%
Education	6.6%	90%
Foreign Language	5.4%	96%
Business and Management	5.0%	41%
Psychology	4.9%	98%
Information Technology	3.2%	61%
Family and Consumer Sciences	3.2%	54%
Health	2.8%	29%
Engineering and Industrial Technologies	2.8%	14%
Media and Communications	2.5%	68%
Physical Sciences	2.5%	98%
Public and Protective Services	2.4%	62%
Biological Sciences	2.1%	82%
Agriculture and Natural Resources	1.7%	41%
Environmental Sciences and Technologies	0.3%	86%
Library Science	0.2%	81%
Architecture and Related Technologies	0.1%	44%
Law	0.1%	45%
Commercial Services	0.1%	0%

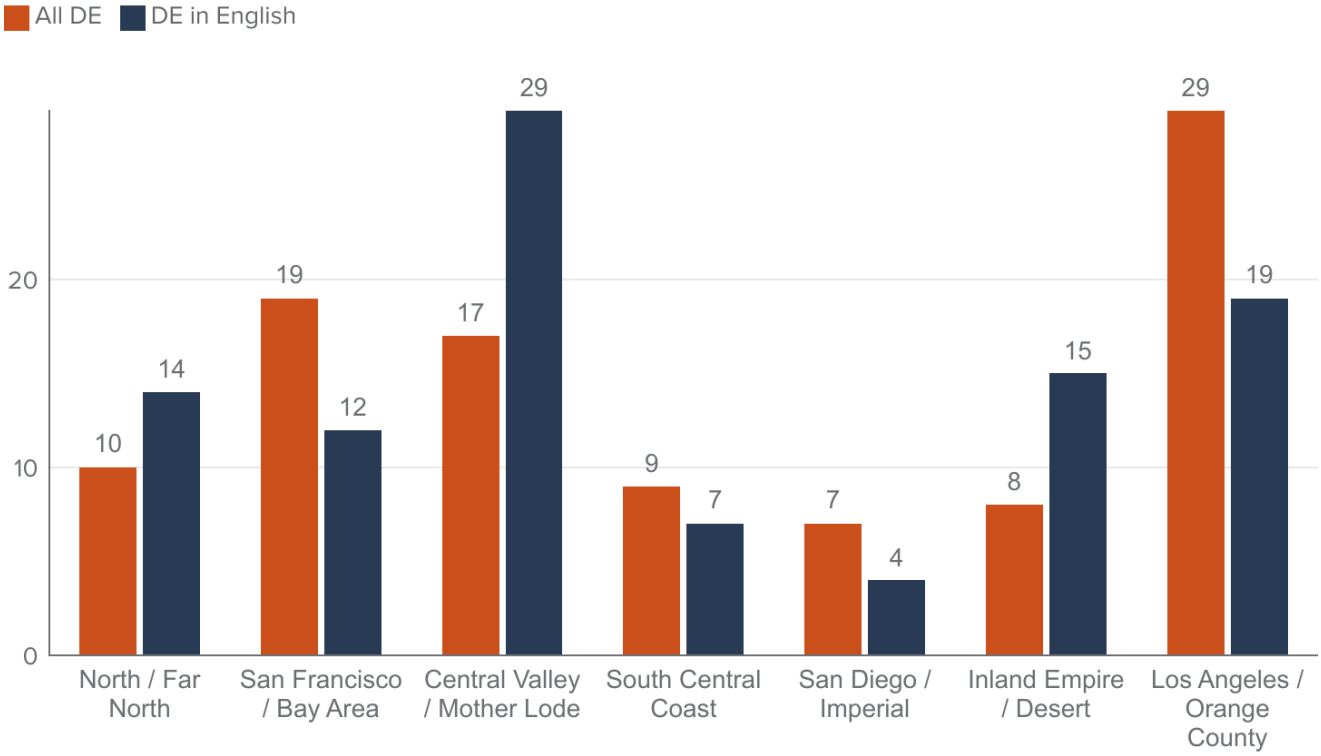
SOURCE: Authors' calculation using COMIS data.

NOTE: Sample restricted to enrollments in dual enrollment credit courses at a CCC by high school graduating cohort of 2021-22. The sample includes 400,952 course enrollments.

FIGURE B1

Central Valley is more represented among English dual enrollees than all dual enrollees

% distribution



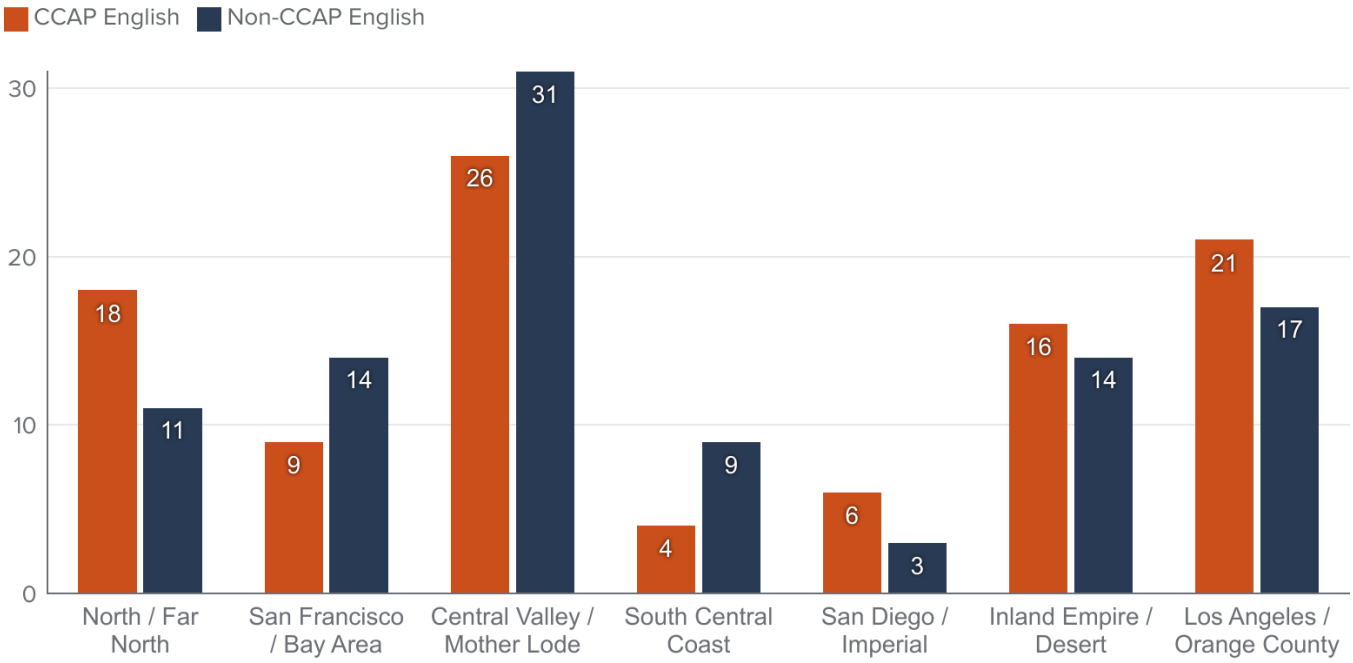
SOURCE: Author's calculations using COMIS data.

NOTES: Sample is restricted to high school graduating cohort of 2023-24 who enrolled in at least one dual enrollment credit course at a CCC.

FIGURE B2

San Diego/Imperial English dual enrollees have greater representation in CCAP than non-CCAP

% distribution

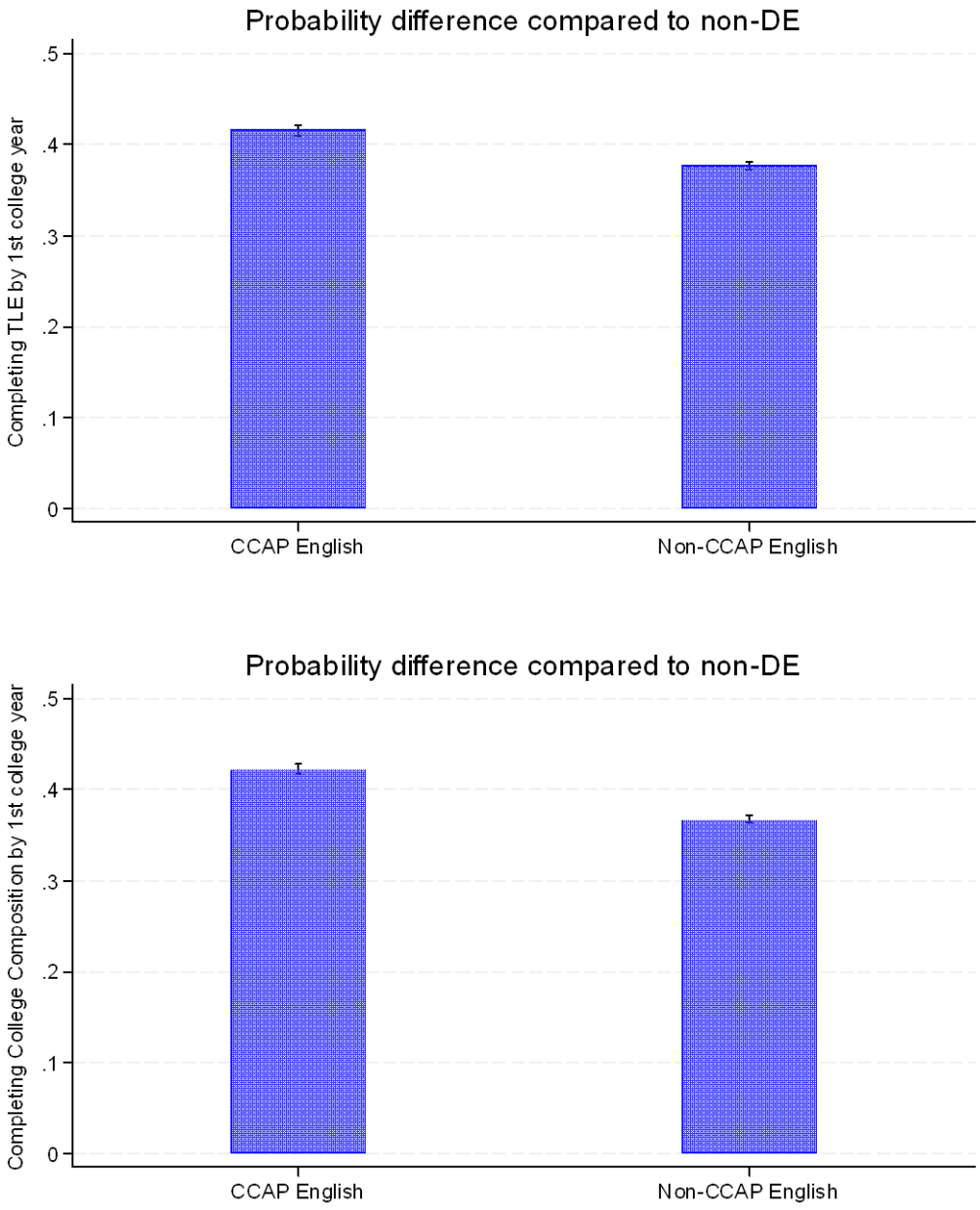


SOURCE: Author's calculations using COMIS data.

NOTES: Sample is restricted to high school graduating cohort of 2023-24 who enrolled in at least one dual enrollment credit course in English at a CCC.

FIGURE B3

English dual enrollees are more likely to complete transfer-level English and college composition (IGETC 1A) by the end of first college year than similar non-dual enrollees

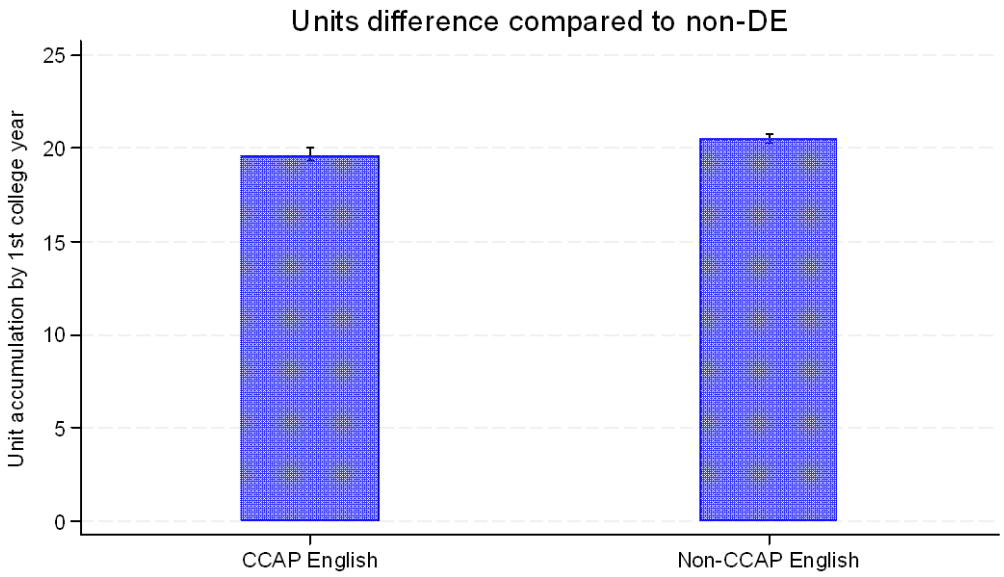


SOURCE: Authors' calculation using COMIS data

NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student. The figure displays regression results comparing CCAP and non-CCAP English dual enrollees to non-dual enrollees on the likelihood of completing transfer-level English and college composition (IGETC 1A) by the end of first year of college. The regression controls for gender, race/ethnicity, first-generation status, region, high school graduation cohort and college entry term. The height of each bar represents the estimated coefficient, with capped lines indicating confidence intervals.

FIGURE B4

English dual enrollees accumulate more units by the end of first college year than similar non-dual enrollees

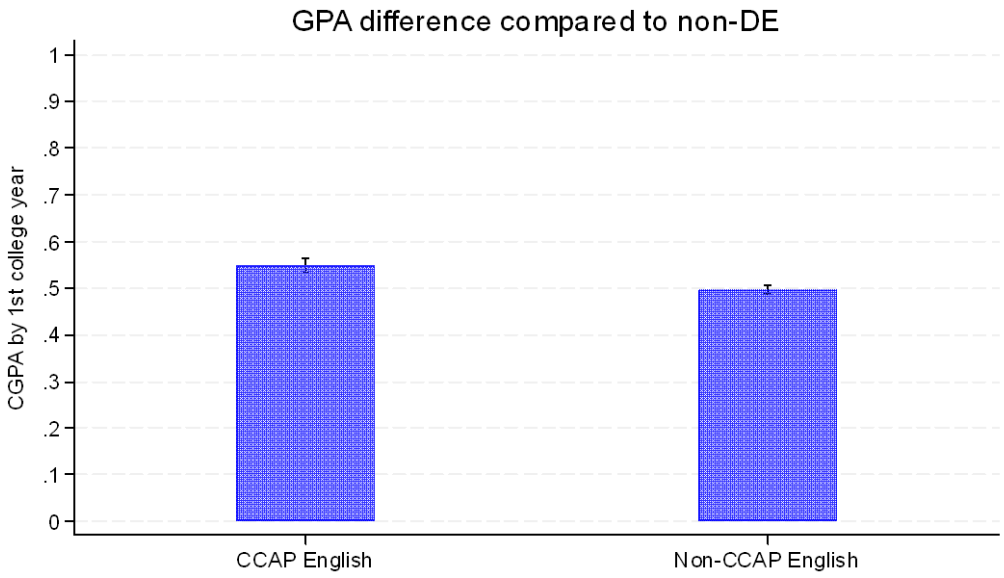


SOURCE: Authors' calculation using COMIS data

NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student. The figure displays regression results comparing CCAP and non-CCAP English dual enrollees to non-dual enrollees on the number of units accumulated by the end of first year of college. The regression controls for gender, race/ethnicity, first-generation status, region, high school graduation cohort and college entry term. The height of each bar represents the estimated coefficient, with capped lines indicating confidence intervals.

FIGURE B5

English dual enrollees have higher GPA by the end of first college year than similar non-dual enrollees

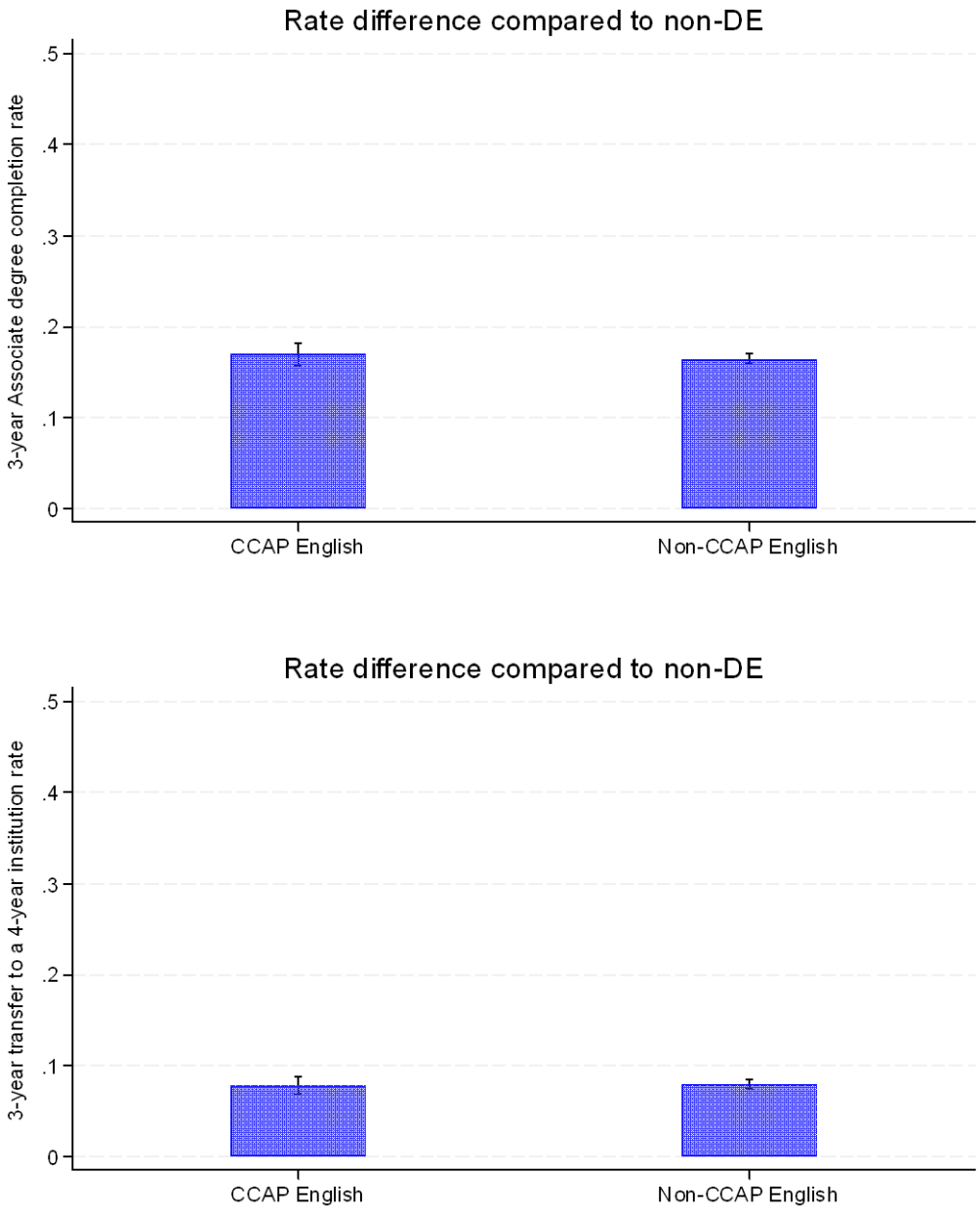


SOURCE: Authors' calculation using COMIS data

NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2022-23 who enrolled in a CCC after high school graduation as a degree/transfer-intending student. The figure displays regression results comparing CCAP and non-CCAP English dual enrollees to non-dual enrollees on cumulative GPA by the end of first year of college. The regression controls for gender, race/ethnicity, first-generation status, region, high school graduation cohort and college entry term. The height of each bar represents the estimated coefficient, with capped lines indicating confidence intervals.

FIGURE B6

English dual enrollees are more likely to complete an associate degree or transfer to a 4-year institution within 3 years than similar non-dual enrollees

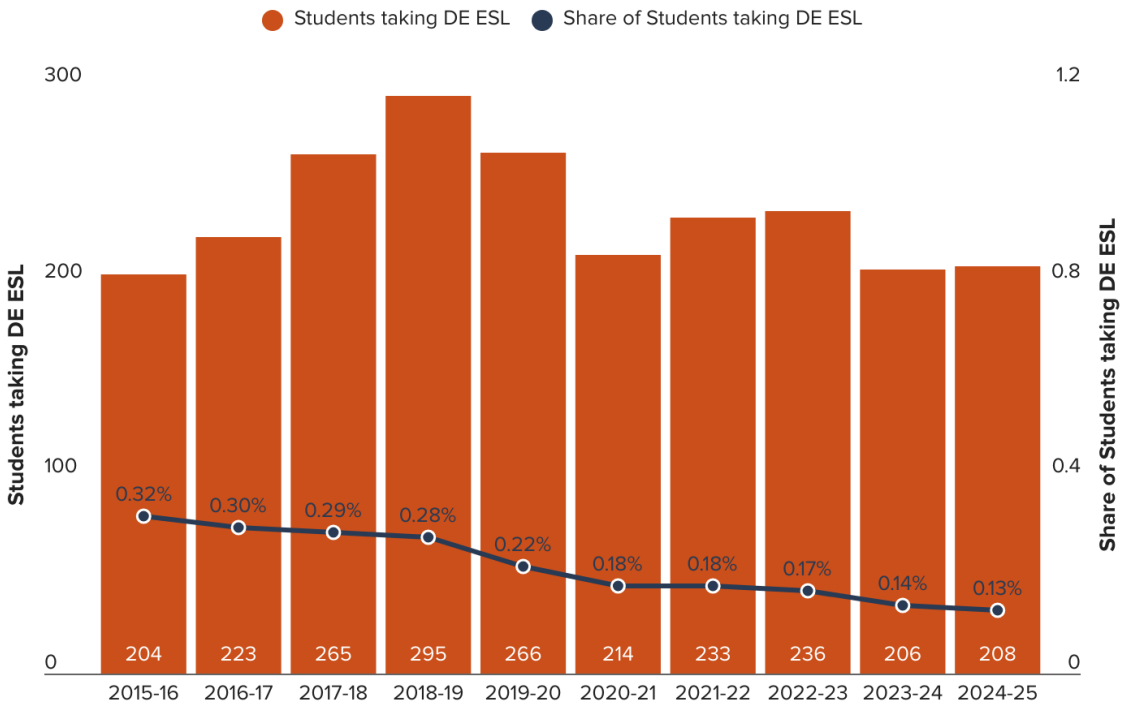


SOURCE: Authors' calculation using COMIS data

NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2020-21 who enrolled in a CCC after high school graduation as a degree/transfer-intending student. The figure displays regression results comparing CCAP and non-CCAP English dual enrollees to non-dual enrollees on associate degree completion rate and transfer rate to 4-year institutions within 3 years of college enrollment. The regression controls for gender, race/ethnicity, first-generation status, region, high school graduation cohort and college entry term. The height of each bar represents the estimated coefficient, with capped lines indicating confidence intervals.

Appendix C. DE ESL

FIGURE C1
DE ESL is declining in number and share of DE



SOURCE: Authors' calculations using MIS data.

NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one dual enrollment credit course at a CCC. Data for the 2024-25 high school cohort excludes any dual enrollments that occurred in the spring of their senior year.

The number of students enrolled in dual enrollment (DE) ESL is relatively small. DE ESL enrollment for the 2023-24 high school cohort was 206 in community colleges across the state, which is down from its peak of nearly 300 students in the 2018-19 high school cohort (Figure C1).

Enrollment in DE ESL is a small fraction of overall dual enrollment. (0.14% of the 2023-24 DE high school cohort), and DE ESL is less than 1 percent of DE English enrollment (counts shown in Figure 2). We estimated that DE English serves 6 percent of high school seniors, but that DE ESL serves just 0.3 percent of high school English Learners (ELs).

Our study can only identify high school EL dual enrollees by their ESL course taking in community colleges because we do not have matched high school records.[5] However, fewer community college students are taking ESL classes. AB 705 mandated that community colleges allow students to self-place in ESL developmental coursework rather than requiring students to take placement exams. Even before the full implementation of AB 705 for ESL (2021-22), community colleges began shortening their ESL course sequences and moving students

[5] The way we can identify students in DE ESL through community college data is quite different from the way in which high school students who are learning English as a second language (ELs) are identified in the K-12 system. In the K-12 system, students are identified through a series of assessments at school entry (whether they enter in kindergarten or in later grades) and they exit English Learner status after meeting certain English language proficiency and English Language Arts standardized assessment test scores. For a more detailed description of high school EL reclassification policies, see Hill and Deng (2025). There is no marker for high school EL status in community college data.

who would have formerly been identified as needing to take ESL classes into non-ESL English classes (Rodriguez et al 2022). We believe the shortening of ESL sequences and direct placement of students in English courses explains at least some of the decline in enrollment in DE ESL evident in Figure C1.

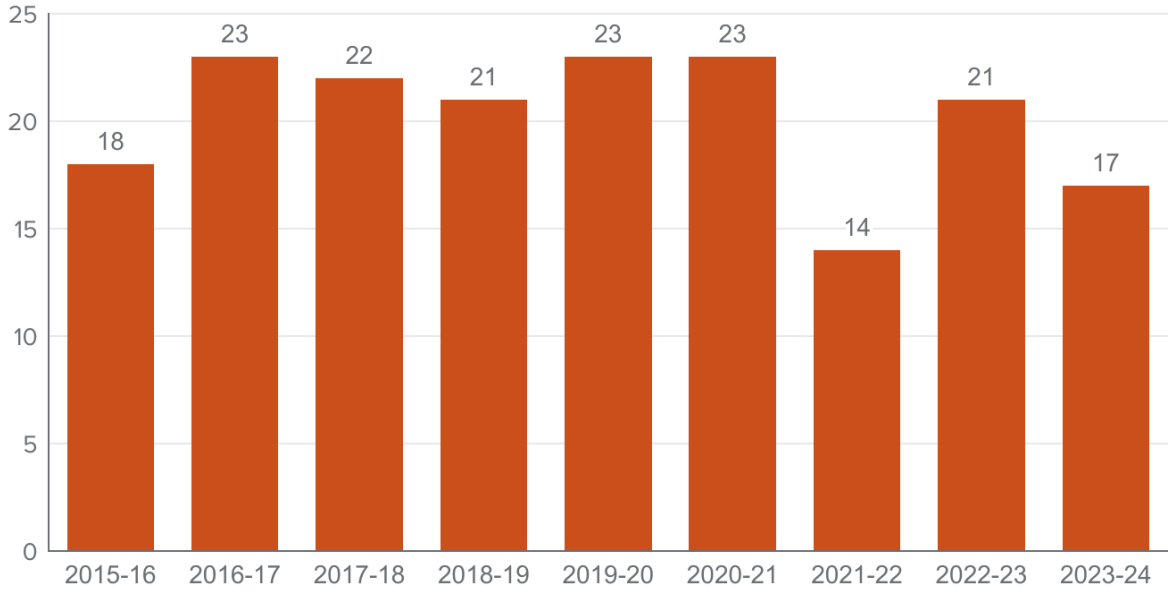
The mismatch in identification means we miss a great number of high school ELs enrolled in DE English and ESL classes. Estimates suggest 3,000 EL high school students (high school cohort 2018-19, Wheelhouse 2020) took any college classes. Examining that same cohort from the community college side, we find about 10 percent of that number enrolled in DE ESL courses (and a similar percentage for earlier years). This suggests that about 90 percent of high school ELs in DE are taking some other type of DE courses, perhaps DE English, math, or electives.

Nearly all DE English enrollment is in transfer-level English (TLE), but DE ESL enrollment (or DE English-with-ESL-support enrollment) in TLE is relatively low (Figure C2). For the most recent cohort, only 17 percent of DE ESL enrollment was in transfer level English compared to 98 percent of DE English enrollment (see Figure 2). In other words, the DE ESL courses that students take in the ESL sequence are typically not transfer-level.

FIGURE C2

Decreasing share of ESL DE are enrolled in Transfer Level English/ESL

% distribution



SOURCE: Authors' calculations using MIS data.

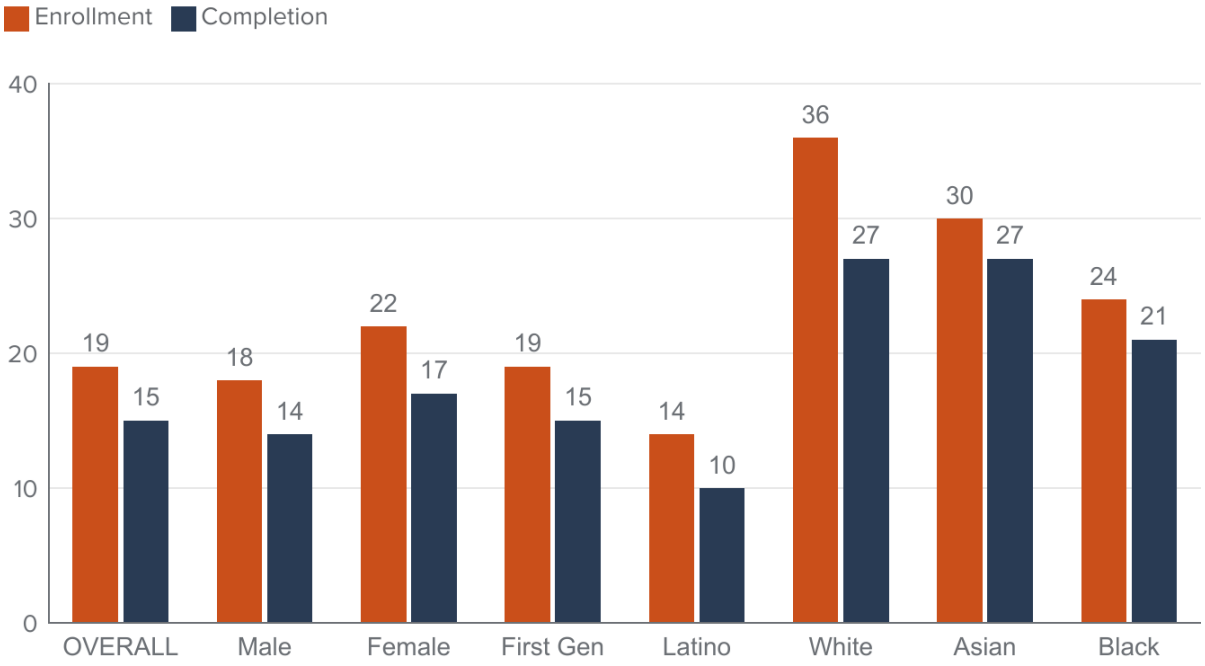
NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2023-24 who enrolled in at least one dual enrollment credit course at a CCC.

Because enrollment numbers are small, we combine the different high school cohorts of students who have enrolled in DE ESL in order to report on enrollment and completion rates by race/ethnicity. We find that for the 2015-16 through the 2024-25 cohorts, TLE / TLE – ESL enrollment rates of these students were 19 percent and completion rates were 15 percent, for a success rate of 77 percent (Figure C3). Latino students are the least likely to enroll in and complete TLE DE ESL courses and white students are the most likely to do both. Combining cohorts, enrollment and completion rates in IGETC 1A courses were 9 percent and 7 percent, respectively.

FIGURE C3

Latino ESL DE students are least likely to enroll in Transfer Level English

Share of ESL DE students enrolling and completing TL English/ESL



SOURCE: Authors' calculations using MIS data.

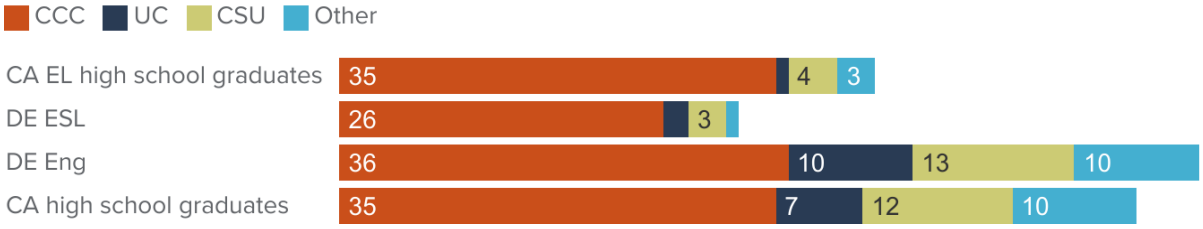
NOTES: Sample is restricted to high school graduating cohorts between 2015-16 and 2024-25 who enrolled in at least one dual enrollment credit course at a CCC. Data for the 2024-25 high school cohort excludes any dual enrollments that occurred in the spring of their senior year. Cohorts are combined due to low numbers.

One clear indication that the group of students enrolled in ESL DE are not representative of EL students taking DE courses nor representative of EL high school completers is college enrollment within 12 months of high school completion (Figure C4). We find that high school EL completers are more likely to enroll in college (43%) than ESL DE students (33%).

FIGURE C4

DE ESL students less likely to enroll in college than high school ELs

% college-going rates, 2015-16 to 2021-22 cohorts



SOURCE: Author's calculations using MIS data and CDE's DataQuest.

NOTES: Sample is restricted to high school graduating cohorts of 2015-16 to 2021-22 who enrolled in at least one dual enrollment credit course in English at a CCC. FERPA blocks may lower the college-going rates shown in this figure. Information about FERPA blocks and block rates can be found on the NSC website at https://nscresearchcenter.org/workingwithourdata/.

Based on the data above, we conclude that most high school ELs in dual enrollment courses are probably bypassing DE ESL and taking DE courses across subject areas, including English, but our data do not allow us to identify these students.

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