

# Georgia's Dual Enrollment Program

## Patterns and Trends 2016-2025

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**GSEFC** | Georgia Student  
Finance Commission

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# Georgia Student Finance Commission Report on Georgia's Dual Enrollment Program Patterns and Trends 2016-2025

## *Executive Summary*

The Dual Enrollment program allows high school students to enroll in postsecondary courses while receiving both high school and postsecondary credit. The purpose of this report is to provide information on Dual Enrollment program participants and their educational outcomes. All results are limited to Dual Enrollment coursework funded through the Dual Enrollment program. Dual Enrollment coursework paid for through other means (e.g., self-pay) is excluded. The report examines enrollment patterns and trends for all public, private, and home study students participating in the program from FY 2016 through FY 2025. Beginning in FY 2021, all reported results were impacted by the implementation of the parameters outlined in House Bill 444 (2020 Session). FY 2021 and FY 2022 results were also affected by the COVID-19 pandemic. The report also includes reporting requirements established by the enactment of Senate Bill 86 (2023 session) commencing on the effective date of July 1, 2023.

- Overall student participation increased by 12% from FY 2024 to FY 2025.
- From FY 2021 to FY 2025, taking courses online has been the largest course modality. In FY 2025 participants took 48% of courses online, a four-percentage point increase over FY 2024.
- Across all subject areas in FY 2025, only 5% of Dual Enrollment courses reported a failing grade, 2% reported a withdrawal, and less than one-tenth of a percent reported an incomplete.
- 3,953 (11.7%) Dual Enrollment students from the 2023 graduation cohort earned a postsecondary credential prior to high school graduation. Certificates and diplomas accounted for 95% of credentials earned across all cohorts studied.
- 72% of Dual Enrollment students from the 2023 graduation cohort enrolled in a HOPE-eligible postsecondary institution within one year of high school graduation. Of those who enrolled within one year, 87% persisted to year two.
- Approximately 79.6% of 2023 Dual Enrollment graduates qualified for either the HOPE or Zell Miller Scholarship. In comparison, 45.1% of 2023 non-Dual Enrollment graduates qualified for the HOPE or Zell Miller Scholarship.
- 72% of 2023 Dual Enrollment graduates who received the HOPE Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship.
- 90% of 2023 Dual Enrollment graduates who received the Zell Miller Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship.
- Approximately 5.2% of Dual Enrollment participants reached their hours cap in FY 2025.
- Due to the grade-level restrictions enacted by HB 444, sophomores accounted for a larger percentage of Dual Enrollment participants in FY 2020 (15.5%) than in subsequent years when their participation ranged from 4.5% to 5.8%.
- The percentage of Career, Technical, and Agricultural Education (CTAE) courses taken by sophomores increased from 31% in FY 2020 to 80% FY 2025. This increase was due to HB 444 course type modifications which limited most sophomores to CTAE courses only.

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# Georgia Student Finance Commission Report on Georgia's Dual Enrollment Program Patterns and Trends 2016-2025

## *Dual Enrollment Background*

The Dual Enrollment Program allows public and private high school students as well as home study students to enroll in postsecondary courses at an eligible participating postsecondary institution while receiving both high school and postsecondary credit. The current form of Georgia's program has been shaped by several legislative actions. During the 2015 legislative session, Senate Bill 132 consolidated the state's three main dual enrollment programs (Accel, HOPE Grant Dual Enrollment, Move On When Ready) into a single entity titled Move On When Ready (MOWR). The consolidated program was initially open to all high school students enrolled in a public high school, private high school, or home study program. No limits were placed on credit hours or course subject, and the program covered a student's tuition, fees, and books.

In 2017, the name of the program changed from Move On When Ready to Dual Enrollment. No other major legislative changes occurred until the 2020 legislative session. House Bill 444 (HB 444) clarified the purpose of the program, changed the eligibility requirements, and placed limits on courses and hours. The program's purpose, as outlined by HB 444, is to promote and increase access to postsecondary opportunities for Georgia high school students while increasing high school graduation rates, preparing a skilled workforce, and decreasing the time and cost to postsecondary credential completion. Beginning in FY 2021, the following modifications were enacted:

- *Students:* Grade-level limitations were placed on student eligibility. All eleventh and twelfth grade high school students remained eligible. However, tenth grade participation was limited to students enrolled in eligible Career, Technical, and Agricultural Education (CTAE) courses at Technical College System of Georgia (TCSG) institutions, students earning a Zell Miller Scholarship-qualifying test score on the SAT (1200) or ACT (26), students previously enrolled in Dual Enrollment as a ninth grader, or students pursuing a high school diploma under the Georgia Department of Education's (GaDOE) Accelerated Career Diploma program.<sup>1</sup>
- *Courses:* Two basic course types remained eligible for Dual Enrollment funding. CTAE courses aligned with the GaDOE Career Clusters and Pathways, and courses in the core subject areas of English, mathematics, science, social studies, and foreign language. Students cannot retake a Dual Enrollment course and are limited to two course withdrawals prior to becoming ineligible for the program unless extenuating circumstances apply.
- *Hours:* Dual Enrollment funding is limited to a cumulative lifetime maximum of 30 semester hours with two caveats. Students with 19 or more hours prior to FY 2021 are limited to 12 additional hours. Students pursuing a high school diploma under GaDOE Accelerated Career

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<sup>1</sup> Senate Bill 2, also passed during the 2015 legislative session, created an alternative path to earning a high school diploma (Georgia Department of Education Accelerated Career Diploma) that incorporated dual enrollment participation. Students could earn a high school diploma by combining a specified number of high school credits with a postsecondary associate degree, technical diploma, or two technical certificates.

Diploma face no hour funding cap if they entered the program by Spring FY 2020. It is important to note that students are also free to take courses at their own expense.

Senate Bill 86 (SB 86), passed during the 2023 legislative session, added another funding option for Dual Enrollment students. The bill allows eligible Dual Enrollment students to access HOPE Grant funding for certain eligible CTAE courses. Eligible students can access this funding whether or not they have reached the 30-semester hour maximum stipulated in HB 444. Fiscal Year 2024 was the first year of implementation.

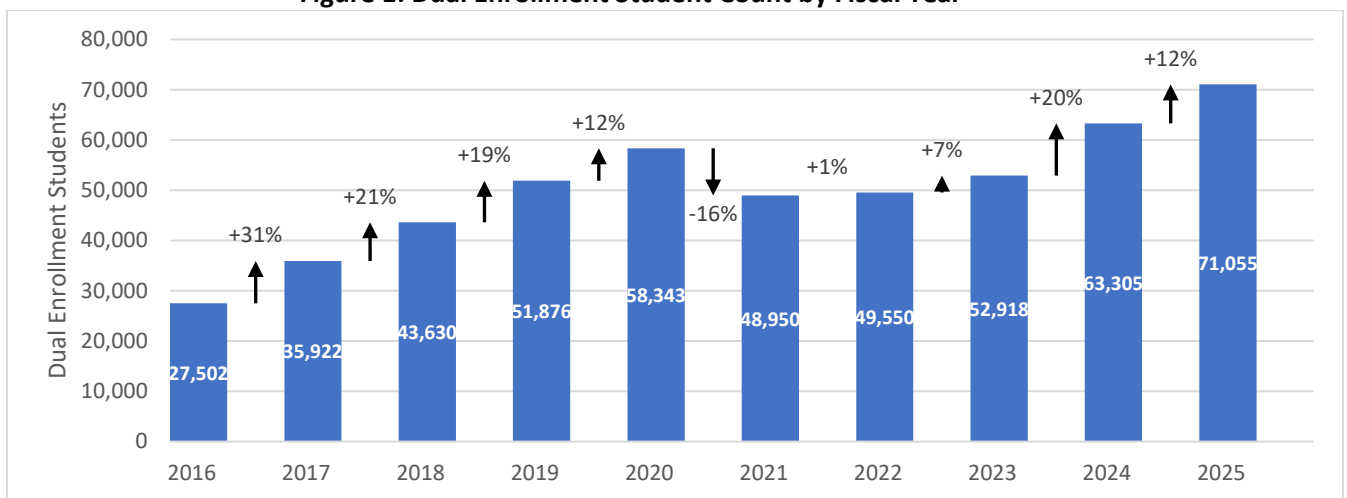
The purpose of this report is to provide information on Dual Enrollment program participants and their educational outcomes, as well as address the reporting requirements of Senate Bill 86 (SB 86). We examine enrollment patterns and trends for all public, private, and home study students participating in the program from FY 2016 through FY 2025. The results discussed in this report are limited to Dual Enrollment coursework paid for through the Dual Enrollment program (i.e., state general fund). Dual or joint enrollment coursework paid for through other means (e.g., self-pay, etc.) are not included in this report.

### *Dual Enrollment Patterns & Trends 2016 – 2025*

#### Students & Dollars by Institution and Campus Type

- The number of students participating in the Dual Enrollment program increased by 12% from FY 2024 to FY 2025, continuing the trend of increased program participation that began in FY 2022.<sup>2</sup>
- From FY 2016 to FY 2025, student participation has increased by 158%. When examining by sector, participation at private postsecondary institutions increased by 184%, University System of Georgia (USG) participation increased by 170%, and TCSG participation increased by 156%. (Figures 1 & 2)

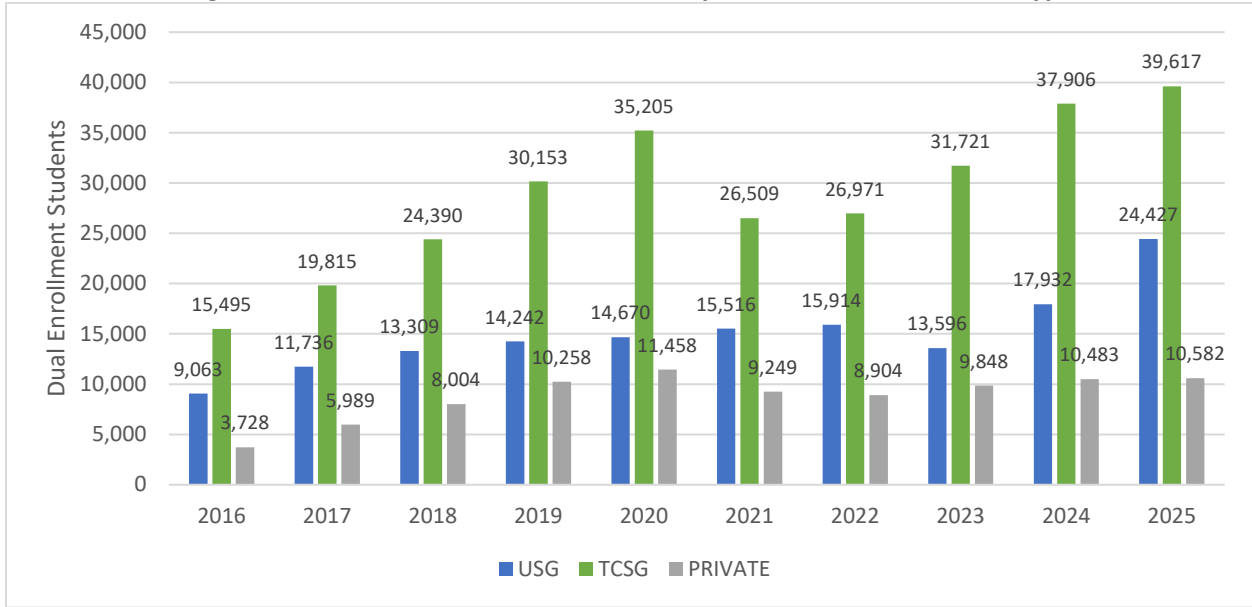
**Figure 1: Dual Enrollment Student Count by Fiscal Year**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>2</sup> Appendix A shows unique student counts, program dollars, and student level summary statistics for the ACCEL program, the Dual Enrollment program, and the HOPE Grant Dual Enrollment program.

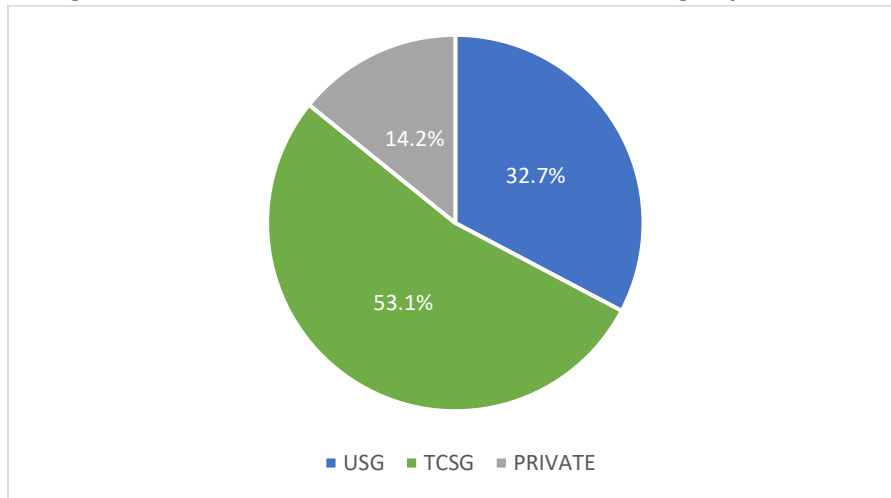
**Figure 2: Dual Enrollment Student Count by Fiscal Year & Institution Type**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- TCSG accounted for 53% of Dual Enrollment students in FY 2025, a four-percentage point decrease from FY 2024 (57%). Since 2016, TCSG has accounted for over 50% of every year’s Dual Enrollment population. (Figure 3)

**Figure 3: FY 2025 Dual Enrollment Student Percentage by Institution Type**

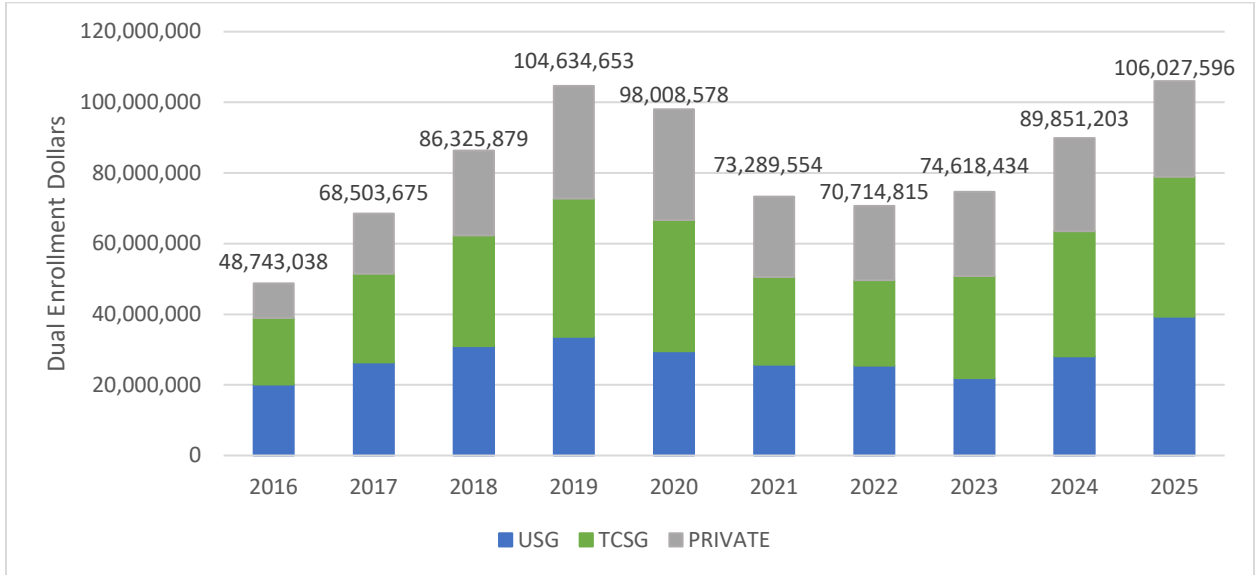


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- From FY 2016 through FY 2025, Dual Enrollment spending increased by 117%. After four years of declining costs (FY 2019 – FY 2022) – driven first by the elimination of book and fee allowances in FY

2020<sup>3</sup> and later by HB 444 eligibility restrictions and the COVID-19 pandemic – spending rose again, increasing 5.5% in FY 2023, 20% in FY 2024, and 18% in FY 2025. (Figure 4)

**Figure 4: Dual Enrollment Dollars by Fiscal Year & Institution Type**

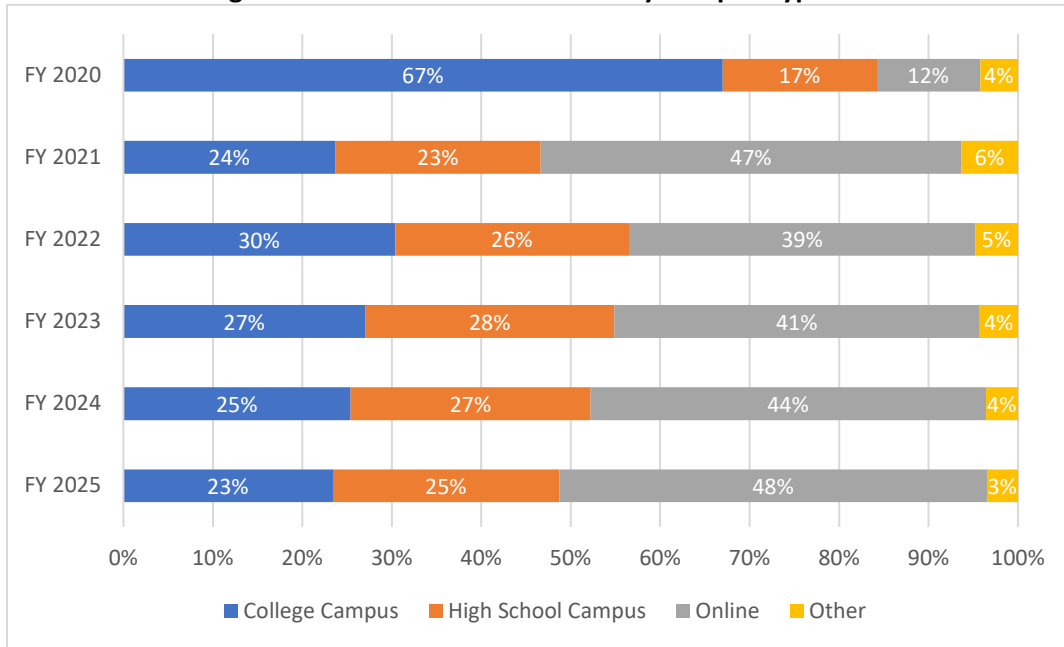


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- In FY 2025, over 400 public high schools participated in the Dual Enrollment program, accounting for almost 89% of Dual Enrollment students; the top five districts (Fulton, Gwinnett, Houston, Forsyth, and Cobb) totaled 20.5% of all public Dual Enrollment students. While the majority of the five counties mentioned above are located within the Atlanta metro area, Dual Enrollment participation occurs in all areas of the state. For instance, in the rural counties of Charlton, Glascock, and Stewart, over 30% of their high school populations participated in the Dual Enrollment program in FY 2025.
- Dual Enrollment courses are offered at postsecondary institutions, high schools, online, or some combination of these options. From FY 2016 through FY 2020 the majority (67%-75%) of Dual Enrollment courses were administered at a postsecondary campus. Beginning in FY 2021 and continuing through FY 2025 most courses were taken online, 47% and 48%, respectively. In FY 2025, 25% of Dual Enrollment courses were taken on high school campuses and 23% on postsecondary campuses – figures consistent with FY 2024. (Figure 5)

<sup>3</sup> Beginning in the Fall term 2019 (FY 2020), the Dual Enrollment program no longer paid book or fee allowances to institutions. This change resulted in \$25M program cost savings, allowing the program to operate within the FY 2020 program appropriation. Note this change only affected participating institutions as they were required to waive fees and provide textbooks at no cost to participating students. Therefore, students continued to face no book or fee charges.

**Figure 5: Dual Enrollment Courses by Campus Type**

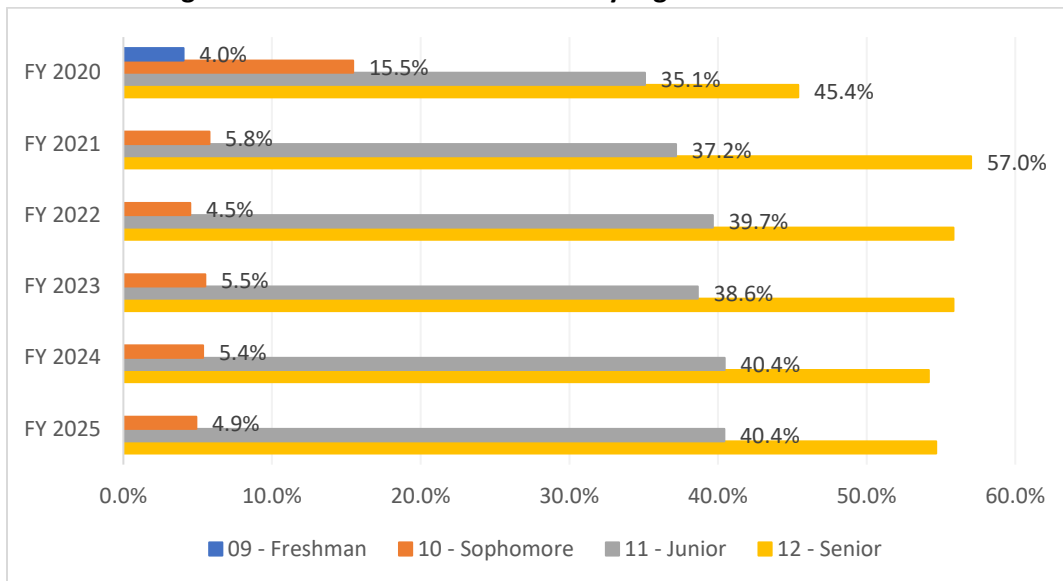


Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Students by High School Classifications**

- In FY 2020, prior to the grade-level limitations imposed by HB 444, freshmen (4%) and sophomores (15.5%) accounted for approximately 20% of the Dual Enrollment population. After the grade level restrictions were implemented – FY 2021 onward – sophomores accounted for a maximum of 5.8% (FY 2021) and a minimum of 4.5% (FY 2022). Freshmen participation dropped to zero following FY 2020. (Figure 6)

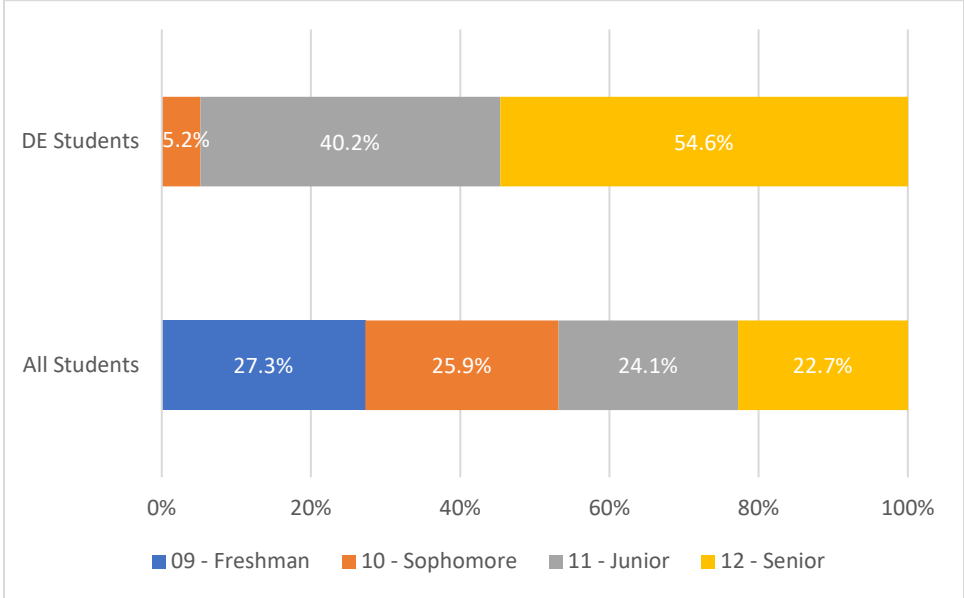
**Figure 6: Dual Enrollment Students by High School Grade Level**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- When stratified by high school type, we see a difference in sophomore participation. From FY 2023 to FY 2025, sophomores made up 1.9% - 2.4% of private high school participants, 3.4% - 5.0% of home study participants, and 5.2% to 5.9% of public high school participants.
- Even prior to the HB 444 grade limitations, when compared to all high school students, Dual Enrollment participants were predominantly juniors or seniors. In FY 2025 seniors accounted for 22.7% of the total public high school population but were 54.6% of Dual Enrollment students. Juniors accounted for 24.1% of the total public high school population but were 40.2% of Dual Enrollment students. (Figure 7)

**Figure 7: FY 2025 Grade Level Distribution for Public High Schools**



Sources: Georgia Student Finance Commission; Georgia Department of Education

- Approximately 11.6% of Georgia public high school students participated in the Dual Enrollment program in FY 2025, up from 10% in FY 2024, 8.6% in FY 2023, and 8% in FY 2022. Participation is higher among seniors: 28% of all public-school seniors participated in the Dual Enrollment program in FY 2025, compared to 25% in FY 2024, 22% in FY 2023, and 21% in FY 2022. (Figure 8)

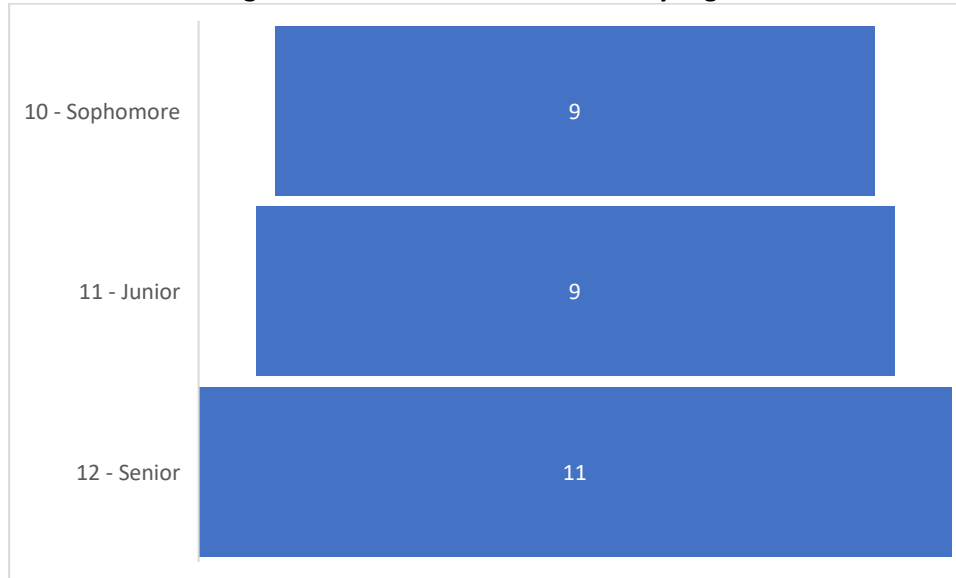
**Figure 8: Public High School Dual Enrollment Participation by Grade Level**

Grade Level	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
09 - Freshman	2%	0%	0%	0%	0%	0%
10 - Sophomore	6%	2%	2%	2%	2%	2%
11 - Junior	16%	15%	14%	14%	17%	19%
12 - Senior	22%	24%	21%	22%	25%	28%

Sources: Georgia Student Finance Commission; Georgia Department of Education FTE data

- The average Dual Enrollment student applied for 10 credit hours in FY 2022 through FY 2025. Exploring differences by grade level shows that the average number of credit hours ranges from 9 (sophomores) to 11 (seniors). These figures are like those found in FY 2020 through FY 2024. (Figure 9)

**Figure 9: FY 2025 Average Dual Enrollment Credit Hours by High School Grade Level**



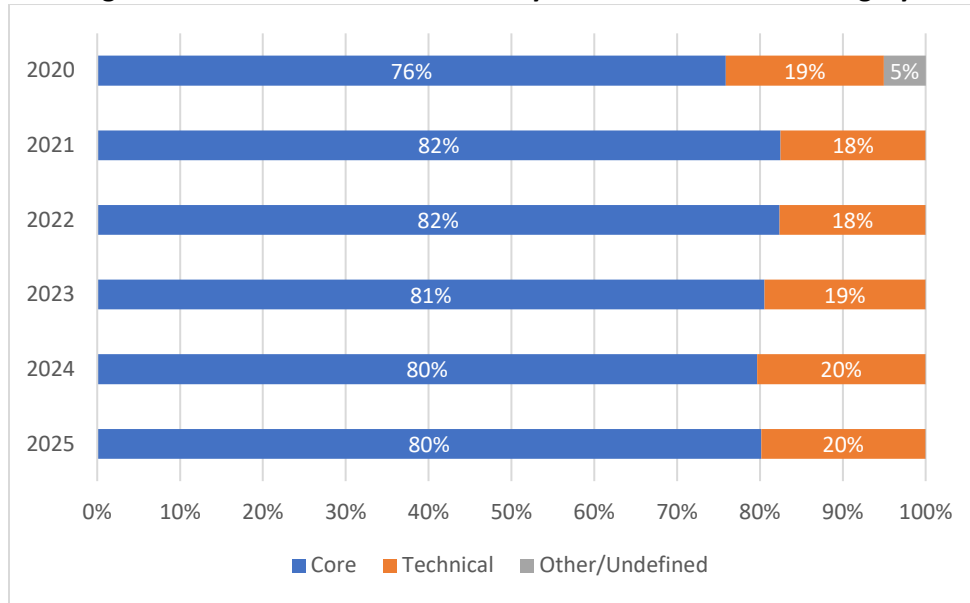
Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Beginning in FY 2021, HB 444 placed limitations on the number of state-funded Dual Enrollment hours a student can take over the course of their high school career. Dual Enrollment funding was limited to 30 semester hours with two caveats. First, students with 19 or more hours prior to FY 2021, were limited to 12 additional hours. Second, legacy SB 2 students—i.e., students who were designated as Option B prior to FY 2021—faced no cap, as specified by HB 444.
- In FY 2021, 90% of Dual Enrollment participants faced a 30-hour lifetime cap on state-funded Dual Enrollment hours. Only 10% of students met conditions for grandfathering – 8% qualified for an additional 12 credit hours; legacy SB 2 students comprised the remaining 2%. In FY 2022 and FY 2023, 99% of participants faced a 30-hour lifetime cap, and in FY 2024 and FY 2025 all participants faced the 30-hour lifetime cap.
- Approximately 5.2% of Dual Enrollment participants reached their hours cap in FY 2025. 92.6% of these Dual Enrollment participants were seniors, and 7.1% were juniors.

### Courses Taken by Type & Subject Area

- The distribution of courses across course categories (core, CTAE, and other) remained constant from FY 2016 through FY 2020. During this period, core courses – English, mathematics, science, social studies, and foreign language – accounted for 76%, CTAE accounted for 19%, and the remaining 5% were classified as “other.”<sup>4</sup> In FY 2021, when eligible courses were limited to only core and CTAE, the core course percentage rose to 82%, and the CTAE percentage remained relatively unchanged at 18%. The FY 2025 distribution was similar to the FY 2021 through FY 2024 distributions. (Figure 10)

**Figure 10: Dual Enrollment Courses by Fiscal Year & Course Category**

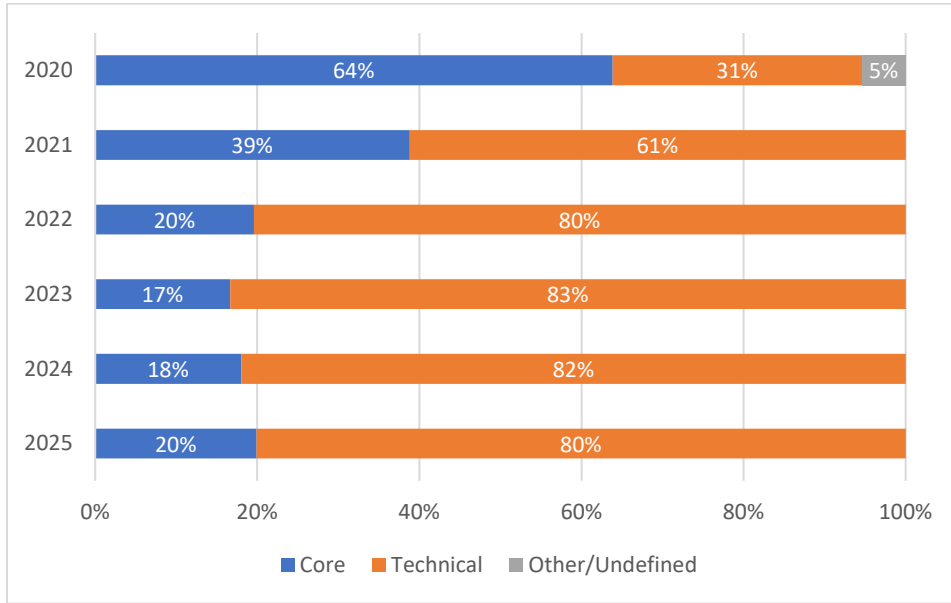


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Since FY 2021, CTAE courses have been a larger percentage of courses taken by sophomores than those taken by juniors or seniors. HB 444 limitations impacted the type of courses sophomores were allowed to take, and therefore the composition changed drastically from FY 2020 to FY 2021. In FY 2021, the majority (61%) of courses taken by sophomores were CTAE, as opposed to FY 2020 where the majority (64%) were taken in core subject areas. Since FY 2022, over 80% of courses taken by sophomores were classified as CTAE. In FY 2025, 80% of Dual Enrollment courses taken by sophomores were CTAE. Leaving only 20% of courses in the core subject areas. (Figure 11)
- 88% of CTAE courses and 43% of core courses were taken at a TCSG institution in FY 2025. USG accounted for 40% of core courses and only 8% of CTAE courses. Private institutions accounted for 17% of core courses and 4% of CTAE courses.

<sup>4</sup> The “other” course category was eliminated in FY 2021 per HB 444.

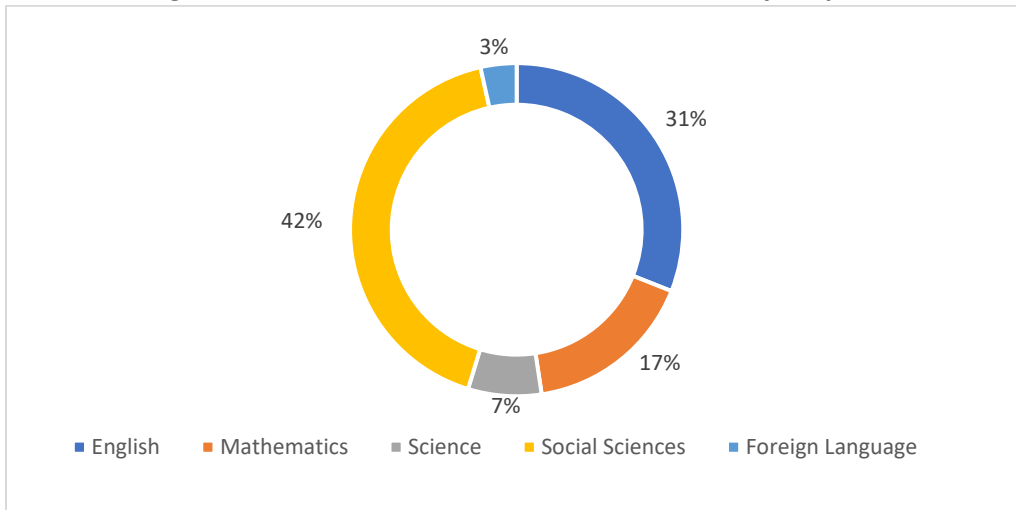
**Figure 11: Dual Enrollment Courses by Category - Sophomores**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The distribution of core courses by subject area is nearly identical from FY 2020 to FY 2025. The most prevalent core subject area in FY 2025 was social science (42%), followed by English (31%). Combined, mathematics and science are 24% of all core courses and foreign language accounts for the remaining 3%. It should be noted that social science and English have more course offerings than mathematics or science. (Figure 12)
- Consistent with the previous three fiscal years, College Algebra was the most frequently taken Dual Enrollment course in FY 2025. This was the only mathematics course in the top ten most frequently taken courses. The remaining nine included five English courses and four social science courses.

**Figure 12: FY 2025 Dual Enrollment Core Courses by Subject Area**



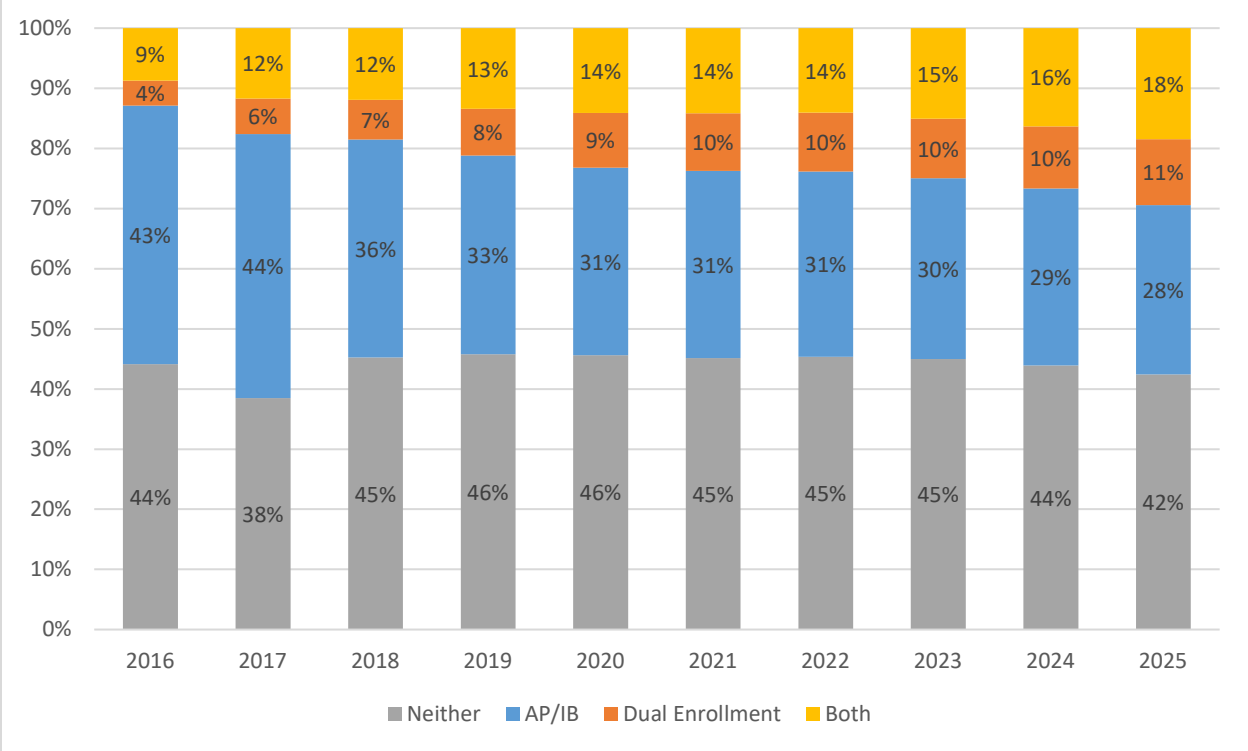
Source: Georgia Student Finance Commission, Scholarships & Grants Database

Dual Enrollment Student Outcomes 2016 – 2025

High School Transcripts – Advanced Coursework

- For the purposes of this analysis, we define Advanced Coursework as any Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment course.<sup>5</sup> From 2016 to 2025, the percentage of graduates participating in Advanced Coursework ranged between 54% and 62%. However, the type of Advanced Coursework taken has shifted. The percentage of students participating in AP/IB alone decreased from 43% in 2016 to 28% in 2025. The percentage of students in Dual Enrollment, alone or in conjunction with AP/IB, increased from 13% to 29% over this same period. (Figure 13)

Figure 13: Advanced Coursework Participation by Graduation Cohort

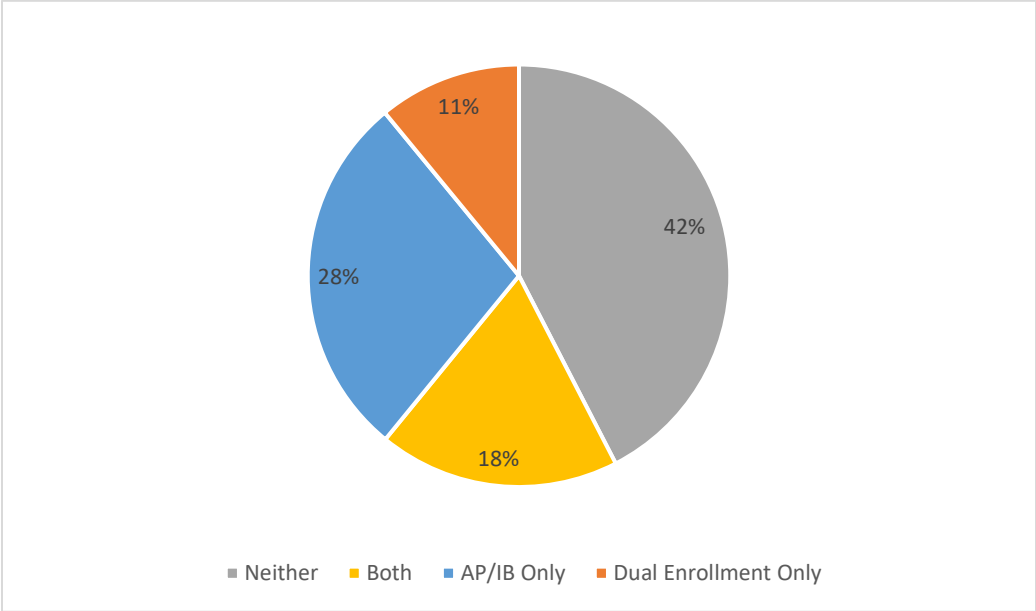


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Focusing on the 2025 graduation cohort specifically, we see that 58% of graduates participated in some form of Advanced Coursework. 18% of graduates participated in both the Dual Enrollment program and AP/IB coursework, 11% of graduates participated in the Dual Enrollment program only, and 28% of graduates took AP/IB coursework with no participation in the Dual Enrollment program. (Figure 14)
- For the 2025 graduation cohort, Dual Enrollment students took an average of 4 Dual Enrollment courses over their high school careers. AP/IB students took an average of 7 AP/IB courses over their high school career.

<sup>5</sup> Dual Enrollment coursework includes CTAE courses, which may not be comparable to AP or IB coursework.

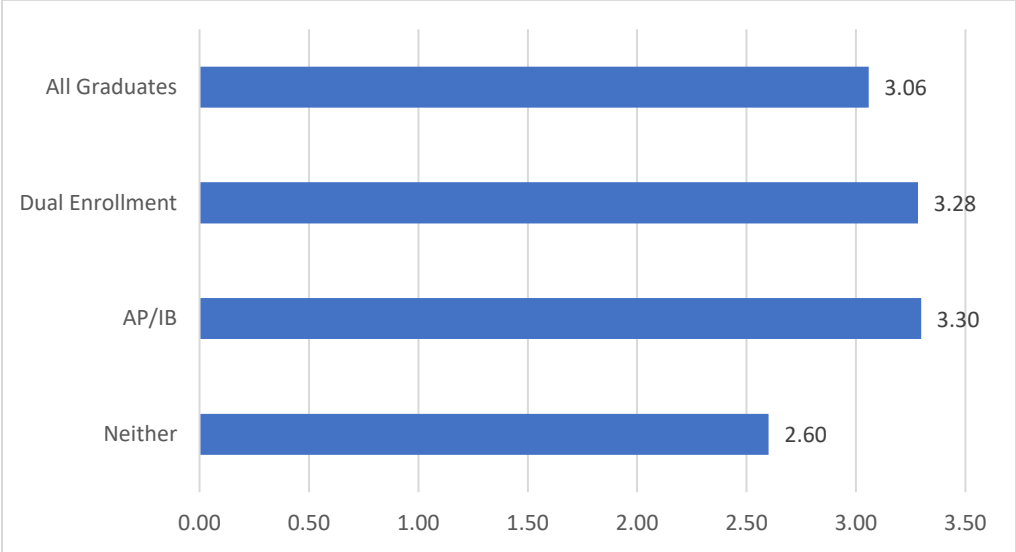
**Figure 14: 2025 Graduates by Advanced Coursework Type**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The average high school HOPE GPA for the entire 2025 graduation cohort was 3.06, slightly above the HOPE Scholarship requirement. Graduates who participated in the Dual Enrollment program had an average HOPE GPA of 3.28, slightly lower than the average of 3.30 of AP/IB students. Students who participated in neither program had an average high school HOPE GPA of 2.60. (Figure 15)

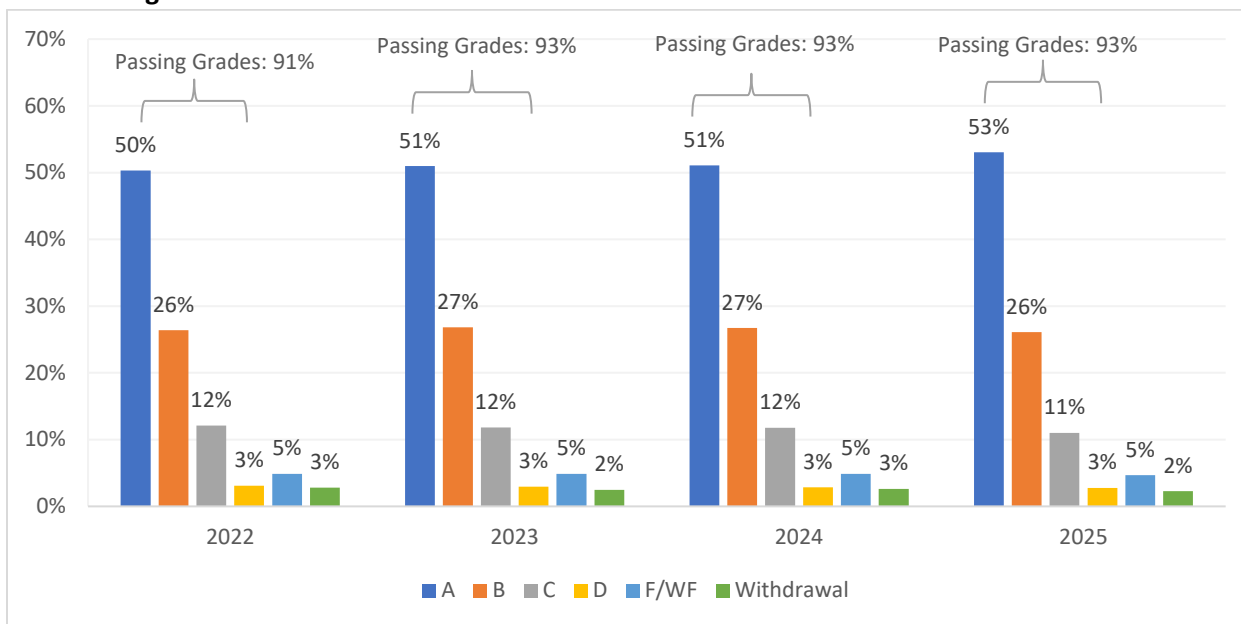
**Figure 15: Average High School HOPE GPA by Advanced Coursework Type for 2025 Graduates**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Using postsecondary course data, we determine that most students received passing (A, B, C, or D) grades in their Dual Enrollment courses. In FY 2025, 93% of courses received a passing grade and only 5% received a failing grade. 2% of courses were withdrawals. (Figure 16)

**Figure 16: Dual Enrollment Courses Grade Distribution – FY 2021 to FY 2025**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

Note: Category Totals may not sum to 100% due to omitted grading categories (e.g., Incomplete, Unsatisfactory, and Not Graded) that account for 1% or less of courses.

- Beginning in FY 2021, under HB 444 restrictions, Dual Enrollment participants are limited to two withdrawals over their high school careers. In FY 2020, the withdrawal percentage was 4%. Since FY 2021, the withdrawal rate has remained relatively stable, ranging between 2% and 3%. (Figure 16)
- When stratified by institution type, the largest shift in withdrawals occurred within TCSG. Withdrawals decreased from 6% of all grades in FY 2020 to 3% in FY 2025. Within USG and the private sector withdrawals remained constant during this period at 2% and 3%, respectively.

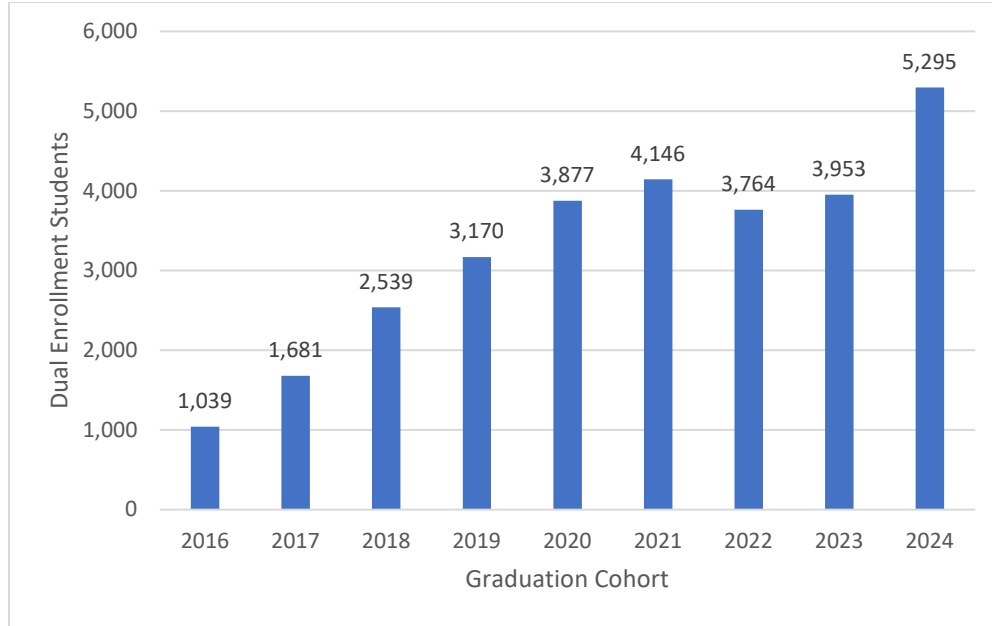
### Postsecondary Credentials Earned Prior to High School Graduation

- For the purpose of this report, “postsecondary credentials” refer to certificates, diplomas, and associate degrees. The number of students earning postsecondary credentials prior to high school completion increased with each graduating cohort from 2016 through 2020. This period of growth coincides with the fact that each of these high school cohorts had progressively greater Dual Enrollment opportunities.<sup>6</sup> The number of Dual Enrollment graduates earning a credential increased from 1,039 in 2016 to 4,146 in 2021. Based on currently available data, this upward trend paused

<sup>6</sup> From FY 2016 through FY 2020 the Dual Enrollment program allowed for unlimited hours. Rate of growth may change as a result of the hour and grade level limitations put in place under HB 444.

with the 2022 cohort but resumed in 2023 when 3,953 Dual Enrollment participants earned a postsecondary credential<sup>7</sup>. (Figure 17)

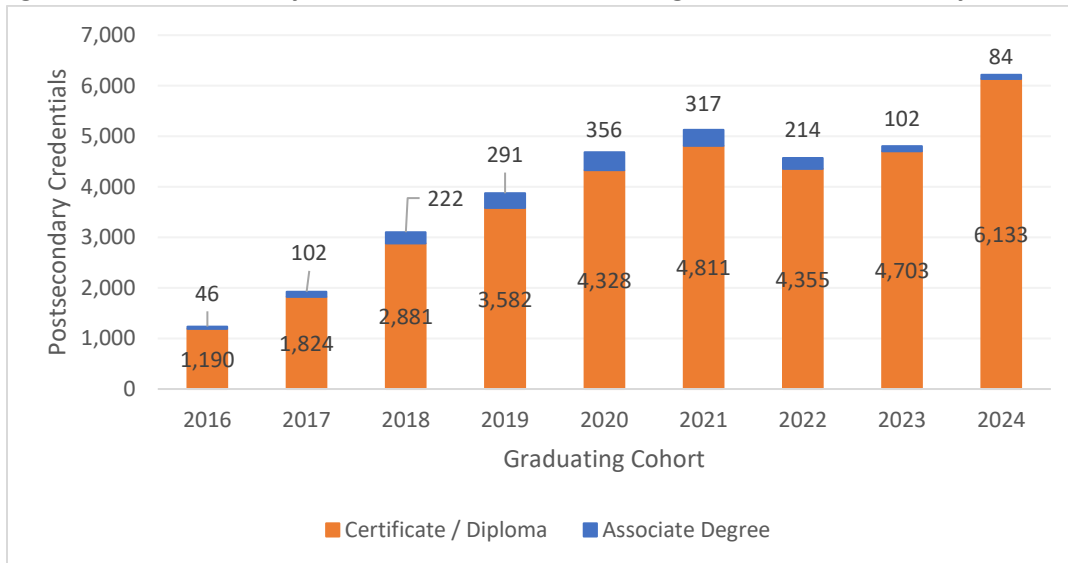
**Figure 17: Students Earning Postsecondary Credentials Prior to High School Graduation**



Source: Georgia Student Finance Commission; GAAWARDS

- Certificates and diplomas accounted for 95% of the credentials earned for the 2016 through 2025 cohorts. Associate degrees account for the remaining 5%. (Figure 18)

**Figure 18: Postsecondary Credentials Earned Prior to High School Graduation by Credential Type**



Source: Georgia Student Finance Commission; GAAWARDS

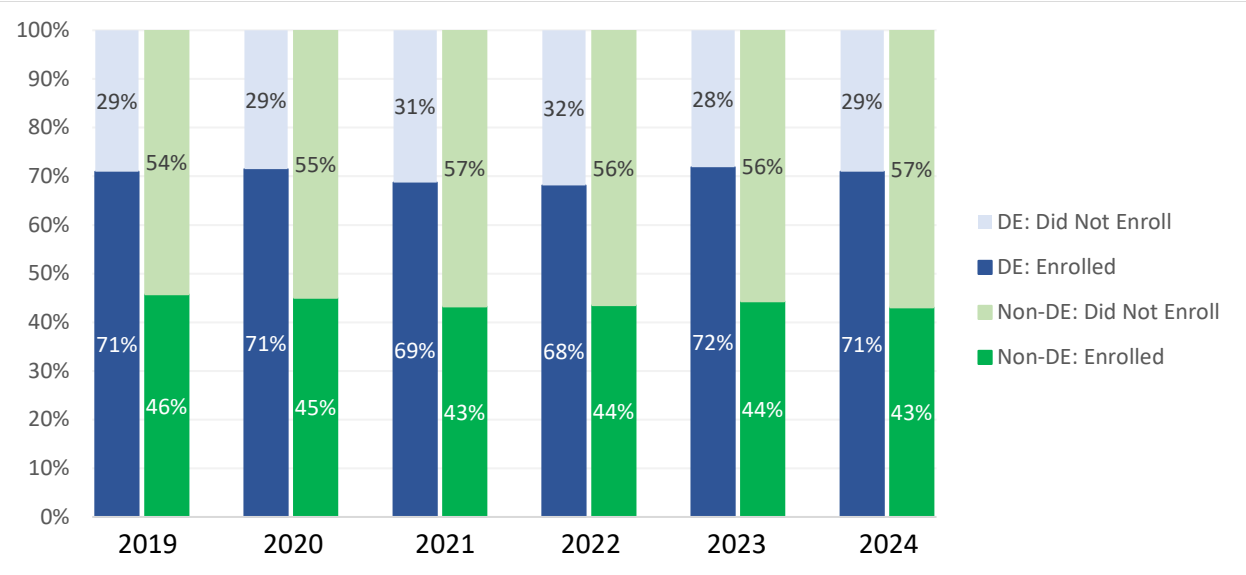
<sup>7</sup> The 2024 cohort data on postsecondary credentials earned prior to high school graduation is subject to change.

- For the 2016 through 2018 graduating cohorts, 95% of credentials were earned during the graduates’ junior or senior year. The remaining 5% were earned during their sophomore year. In contrast, sophomores accounted for 10% to 12% of credentials earned by the 2019 cohort and beyond.
- For the 2016 through 2024 graduation cohorts, 95% of all credentials earned prior to high school graduation were from TCSG institutions. When examining sophomores specifically, we see that nearly all (99.9%) credentials earned were from TCSG institutions.

**Postsecondary Enrollment**

- On average 70% of Dual Enrollment students from the 2019 through 2024 high school graduation cohorts enrolled in a HOPE-eligible postsecondary institution within one year of high school graduation,<sup>8</sup> compared to 45% of Non-Dual Enrollment students within the same period.<sup>9</sup> (Figure 19)
- When we extend the time frame to two years post high school graduation, 76% of Dual Enrollment graduates enrolled in a HOPE-eligible postsecondary institution within this time period.

**Figure 19: Postsecondary Enrollment First Year Post High School Graduation by Graduation Cohort**



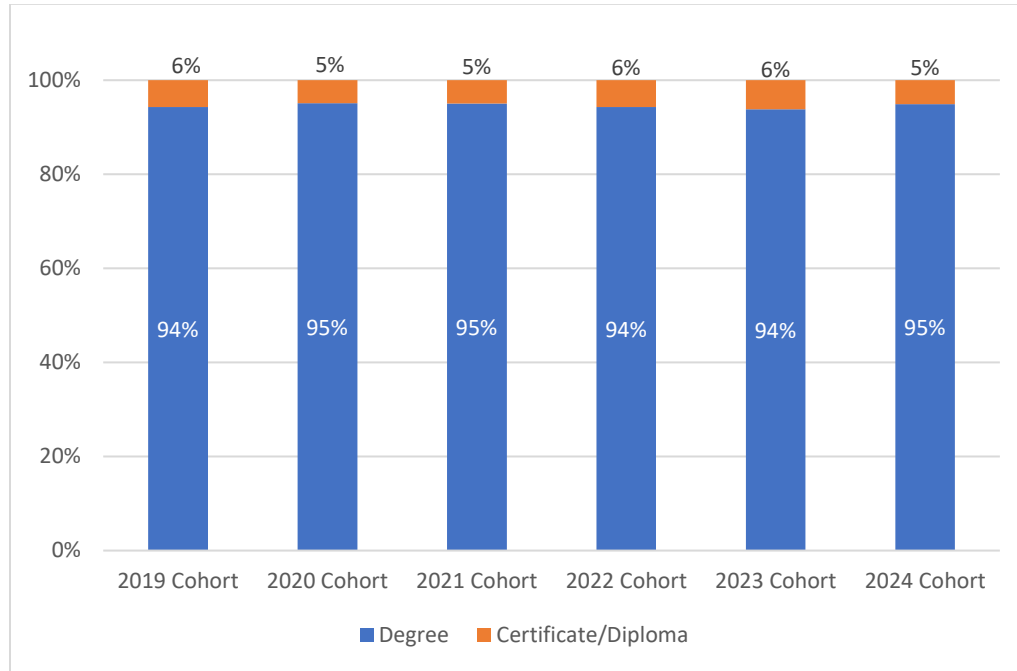
Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>8</sup> Enrollment data is limited to the 82 HOPE-eligible postsecondary institutions in Georgia. Enrollment data for students who attend institutions outside of this category is unavailable.

<sup>9</sup> Dual Enrollment students are students who have taken at least one state-funded Dual Enrollment course during their high school career. Non-Dual Enrollment students have taken no state-funded Dual Enrollment courses. Both groups include students who have participated in other advanced coursework (i.e., AP and/or IB).

- Of Dual Enrollment graduates who enrolled in postsecondary within one year post high school graduation, on average 94.5% enrolled in degree-seeking programs and 5.5% enrolled in certificate/diploma programs. (Figure 20)

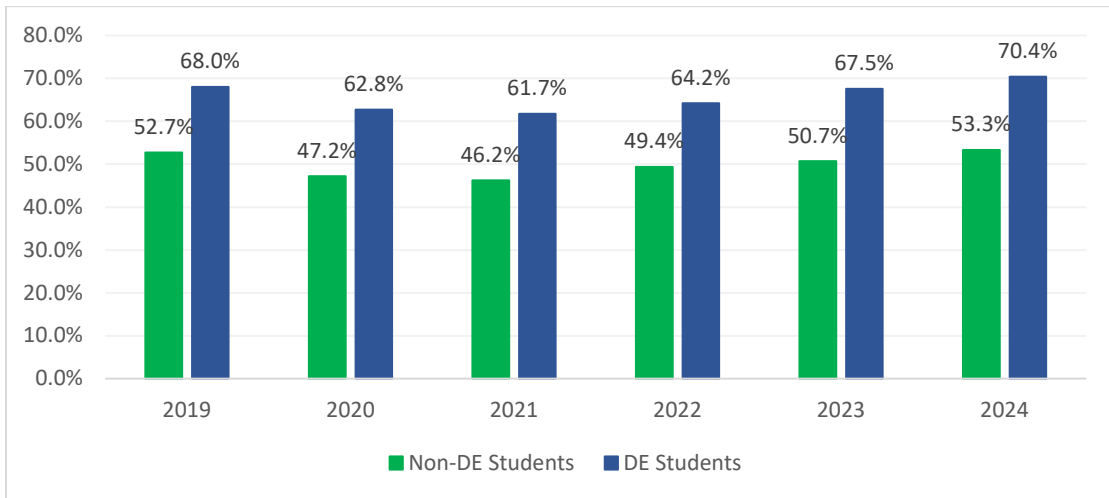
**Figure 20: Postsecondary Enrollment First Year Post High School Graduation by Credential Type**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Nearly 100% of certificate/diploma enrollees attended TCSG institutions, and approximately 90% of degree enrollees attended a USG institution.
- For the 2018-2024 cohorts, an average of 77% of Dual Enrollment graduates who enrolled within one year post high school graduation attended a USG institution. Private institutions account for 10% and TCSG institutions account for 13%.
- The average attempted hours for both Dual Enrollment and Non-Dual Enrollment students in the first year following high school graduation ranged between 24 and 27 hours. When stratified by institution type, we see that the average hours for students attending TCSG institutions is lower at 16 to 19 hours.
- A higher percentage of Dual Enrollment students have a first year postsecondary HOPE GPA  $\geq 3.0$  than Non-Dual Enrollment students across all cohorts. (Figure 21)

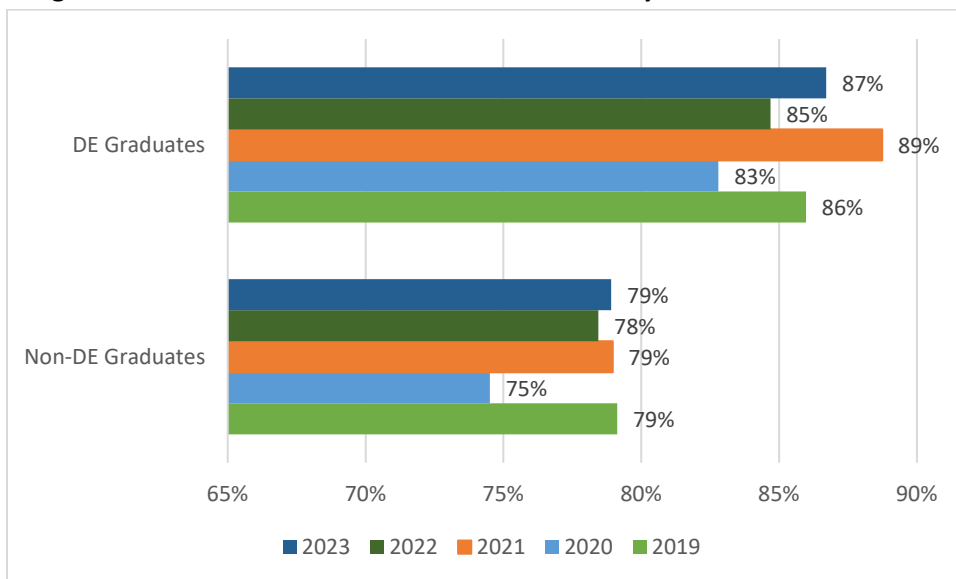
**Figure 21: First Year Postsecondary HOPE GPA  $\geq$  3.0 by High School Graduation Cohort**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- For the purposes of this study, we define persistence as re-enrolling at any HOPE-eligible postsecondary institution for a second year.
- On average 86% of Dual Enrollment students who enrolled in their first year following high school graduation return for a second year. (Figure 22)

**Figure 22: First to Second Year Persistence Rates by Dual Enrollment Status**

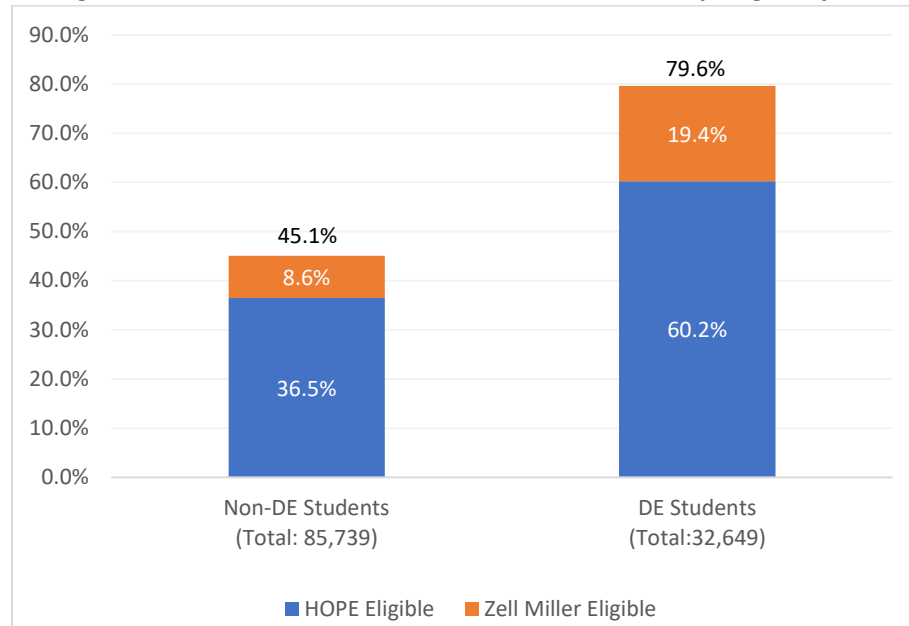


Source: Georgia Student Finance Commission, Scholarships & Grants Database

## HOPE & Zell Miller Scholarship Initial Eligibility

- Dual Enrollment students were 27.6% of the 2023 high school graduation cohort. Again, Dual Enrollment students were identified as students who have taken one or more Dual Enrollment courses at any point during their high school career.
- Based on analyses of high school transcripts, the breakdown between public and private high schools has been constant from 2016 through 2023. Public high schools account for approximately 91% of Dual Enrollment students and privates account for 9%.<sup>10</sup>
- Initial HOPE or Zell Miller Scholarship eligibility is not limited to GPA requirements upon high school graduation. To qualify for the HOPE Scholarship, students must obtain a qualifying HOPE GPA of 3.0 or higher and earn the required number of rigor course credits.<sup>11</sup> To qualify for the Zell Miller Scholarship students must obtain a qualifying HOPE GPA of 3.7 or higher, earn the required number of rigor course credits, and receive a qualifying test score on the SAT (1200) or ACT (26).
- When examining the 2023 graduation cohort, 79.6% of Dual Enrollment students qualified for either a HOPE or Zell Miller Scholarship. 60.2% of Dual Enrollment graduates met the academic requirements for HOPE Scholarship eligibility and 19.4% met the academic requirements for Zell Miller Scholarship eligibility. When compared to non-Dual Enrollment students, we see that a greater proportion of Dual Enrollment students are eligible for HOPE or Zell Miller Scholarships. (Figure 23)

**Figure 23: 2023 Graduation Cohort - Initial Scholarship Eligibility**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

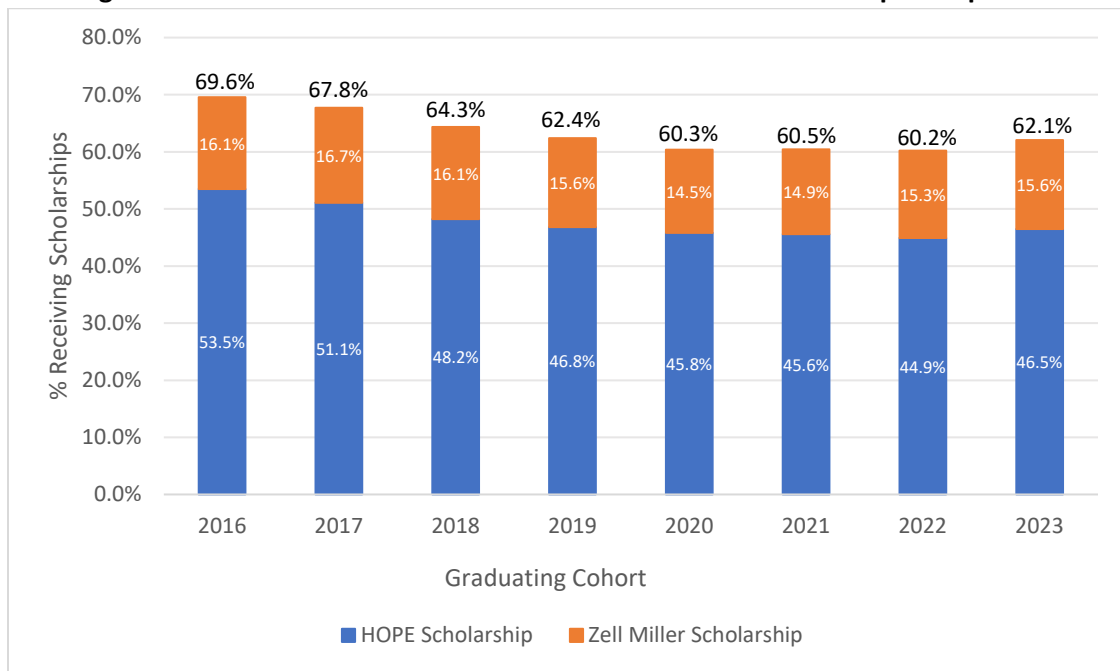
<sup>10</sup> Home study students face a different set of HOPE Scholarship eligibility requirements, requirements that are not reliant on a qualifying GPA. Therefore, home study students are not included in these analyses.

<sup>11</sup> The High School HOPE GPA is limited to core courses (English, mathematics, science, social sciences, and foreign language) and calculated by GSFC.

### HOPE & Zell Miller Scholarship Receipt

- A significant percentage of Dual Enrollment students go on to receive either the HOPE Scholarship or the Zell Miller Scholarship. Across the 2016 through 2023 graduating cohorts, allowing for a minimum of two years for postsecondary entrance, 47.2% of Dual Enrollment students later received the HOPE Scholarship and 15.5% received the Zell Miller Scholarship. These HOPE Scholarship figures are not limited to initial eligibility. Students not initially eligible for HOPE Scholarship may earn HOPE at the 30-semester hour point with a HOPE GPA of 3.0 or higher; Zell Miller Scholarship receipt is limited to those eligible at the point of high school graduation. The figures presented document award receipt at any point during the student’s postsecondary career.<sup>12</sup> (Figure 24)
- Across all cohorts examined (2016-2023), approximately 80% of Dual Enrollment HOPE Scholarship recipients and 88% of Dual Enrollment Zell Miller Scholarship recipients attended a USG institution.

**Figure 24: Dual Enrollment Students HOPE & Zell Miller Scholarship Receipt**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

### HOPE & Zell Miller Scholarship Retention

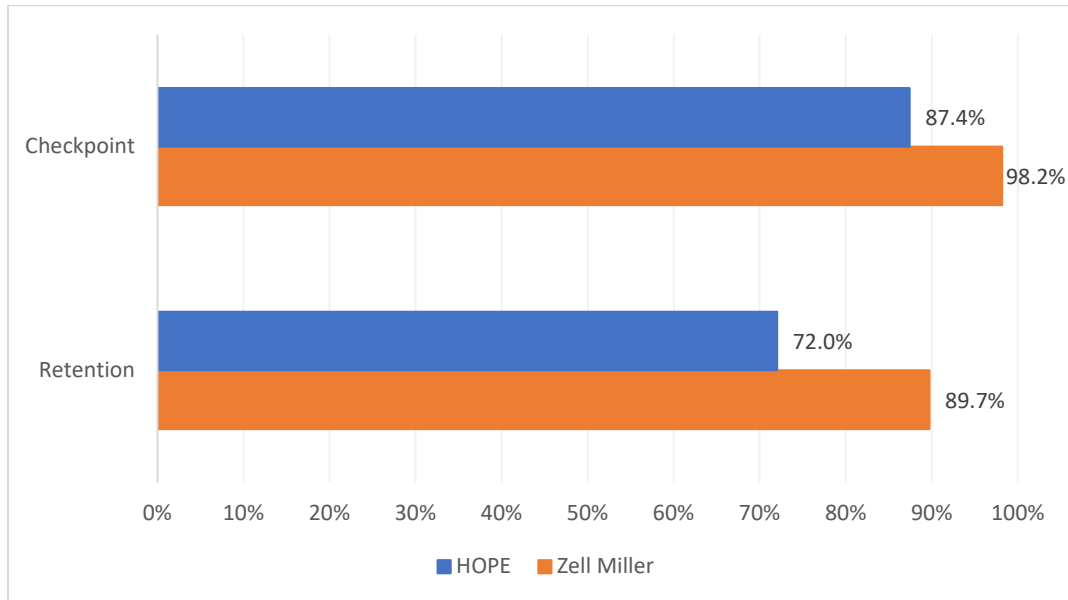
- To examine scholarship retention (i.e., retained scholarship eligibility), we limit the population to 2023 Dual Enrollment graduates who were initially eligible to receive either the HOPE or Zell Miller Scholarship. This becomes the population upon which we base all retention calculations. The

<sup>12</sup> It is important to note that while the number of Dual Enrollment students has increased over this time, the percentage of Dual Enrollment students qualifying academically for the HOPE and/or Zell Miller Scholarship decreased by a percentage point from 2016 to 2025. This decrease may impact the decline in recipients shown.

calculations of interest are the percentage of these students who reached the 30-hour checkpoint within two years and the percentage who retained scholarship eligibility. The time frame for this analysis spans from FY 2022 to FY 2025.

- Of the over 19,600 Dual Enrollment graduates who were initially eligible for the HOPE Scholarship, 73% went on to receive a HOPE Scholarship award at one of the state’s 82 eligible postsecondary institutions. And of the over 6,300 students who were initially eligible for the Zell Miller Scholarship, 80.5% received an award. (Note: Some HOPE/Zell Miller Scholarship eligible students choose to attend out-of-state institutions.)
- For the Dual Enrollment graduates in question, 87.4% of HOPE Scholarship recipients and 98.2% of Zell Miller Scholarship recipients reached the 30-hour checkpoint within the two-year period.<sup>13</sup> (Figure 25)
- Finally, of those who reached the checkpoint, 72% retained the HOPE Scholarship and nearly 90% retained the Zell Miller Scholarship. (Figure 25)

**Figure 25: Retention for 2023 Dual Enrollment HOPE & Zell Miller Recipients**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>13</sup> To continue receiving the HOPE Scholarship, a student must maintain a minimum cumulative postsecondary GPA of 3.0 at designated checkpoints. To continue receiving the Zell Miller Scholarship a student must maintain a minimum cumulative postsecondary GPA of 3.3 at designated checkpoints. These checkpoints occur at the following intervals: end-of-spring and 30/60/90 attempted semester hours.

## *Senate Bill 86 (2023 Session)*

### **Background & Reporting Requirements**

- Senate Bill 86 (SB 86) allows eligible Dual Enrollment students to access HOPE Grant funding for certain eligible CTAE courses.
- Eligible students may access this funding whether or not they have reached the 30-semester hour maximum stipulated in HB 444.
- Fiscal Year 2024 was the first year of implementation, as such there is not yet data available on labor force and degree completion outcomes of specific recipients.
- The reporting requirements of SB 86 direct the Georgia Student Finance Commission (GSFC) to collect and report data on the following:
  1. Student enrollment in and completion of at least one eligible CTAE (Career, Technical, and Agricultural Education) course.
  2. HOPE grant funding and Dual Enrollment program funding, including, but not limited to, the number of students who received such funding and the maximum, mean, median, and mode amounts of such funding received by students.
  3. Postsecondary credits earned by students who received such funding.
  4. The number of students who enrolled in a postsecondary degree program after completing a program of study that includes at least one eligible CTAE course.
- The following sections present data in accordance with these guidelines.

### **1: Student Enrollment in and Completion of Eligible CTAE courses**

- From FY 2019 through FY 2025, 28.3% of Dual Enrollment students attempted at least one CTAE course. 92% of these students passed their CTAE Dual Enrollment course with a grade of D or higher. (Figure 26)

**Figure 26: Enrollment and Completion of at Least One CTAE Dual Enrollment Course – Student Counts**

<u>Fiscal Year</u>	<u>Dual Enrollment Students</u>	<u>Attempted CTAE Course</u>	<u>Earned CTAE Credit</u>
2019	51,870	15,142	14,164
2020	58,313	17,592	16,262
2021	48,947	13,139	12,063
2022	49,545	12,716	11,776
2023	52,896	14,654	13,592
2024	63,298	18,198	16,861
2025	71,055	20,556	19,069

Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 27: Enrollment and Completion of at Least One CTAE Dual Enrollment Course – Percentages**

Fiscal Year	Dual Enrollment Students	Attempted CTAE Course	Earned CTAE Credit
2019	51,870	29.2%	93.5%
2020	58,313	30.2%	92.4%
2021	48,947	26.8%	91.8%
2022	49,545	25.7%	92.6%
2023	52,896	27.7%	92.8%
2024	63,298	28.7%	92.7%
2025	71,055	28.9%	92.8%

Source: Georgia Student Finance Commission, Scholarships & Grants Database

**2 & 3: HOPE Grant and Dual Enrollment Program Funding and Credit Hour Statistics**

- From FY 2005 to FY 2025, participation in dual enrollment programs ranged from 3,832 students to 71,055 students, and program funding ranged from \$4.7M to \$106M<sup>14</sup>. (Figure 28)

**Figure 28: Yearly Dual Enrollment Summary: Students, Credit Hours, and Dollars**

Fiscal Year	Students	Total Credit Hours <sup>15</sup>	Total Dollars
2005	5,112	63,498	\$5,843,223
2006	4,177	51,976	\$4,852,386
2007	3,832	47,303	\$4,708,469
2008	3,982	49,356	\$5,411,705
2009	9,126	98,101	\$10,841,314
2010	8,234	91,666	\$10,964,116
2011	8,706	92,225	\$12,125,888
2012	8,631	90,134	\$11,125,146
2013	11,518	119,588	\$12,530,880
2014	14,622	155,746	\$16,446,346
2015	19,710	208,907	\$22,882,815
2016	27,536	308,342	\$48,777,686
2017	35,924	427,862	\$68,506,989
2018	43,629	531,607	\$86,322,702
2019	51,872	632,645	\$104,632,788
2020	58,313	695,186	\$97,993,820
2021	48,947	510,409	\$73,281,268
2022	49,545	495,214	\$70,708,136
2023	52,899	527,502	\$74,603,203
2024	63,299	637,992	\$89,849,799
2025	71,056	716,843	\$106,031,296

Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>14</sup> Appendix A further breaks this down by Dual Enrollment type.

<sup>15</sup> Credit Hours shown are Semester Credit Hours.

- For the 438,941 students participating in Dual Enrollment from 2005 through 2025, the average student received \$2,138 program dollars, funding 15 semester credit hours. Note that the funding and credit hour amounts per student are totaled across their entire high school career. It should also be noted that funding totals include book and fee funding during fiscal years 2016 through 2019. (Figure 29)

**Figure 29: Student-Level Summary Statistics 2005 Through 2025**

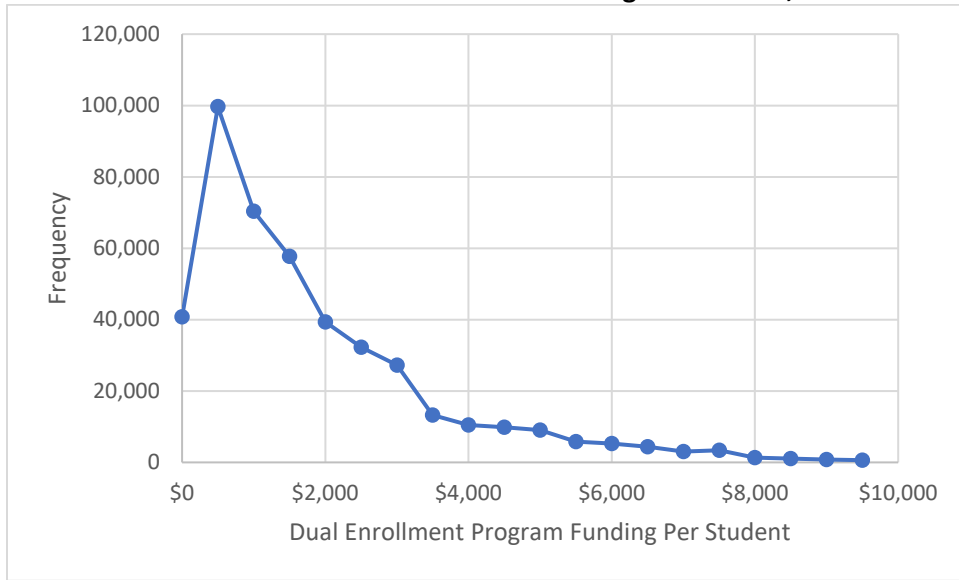
Descriptive Statistic	Total Credit Hours <sup>16</sup>	Total Program Dollars
Mean	15	\$2,138
Minimum	0.67	\$11
25th Percentile	6	\$800
Median	12	\$1,500
75th Percentile	21	\$2,813
Maximum	199	\$41,424
Mode	6	\$600

Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The average funding per student was \$2,138 while the median funding per student was \$1,500 and the mode was \$600, which demonstrates that the distribution of funding per student is skewed to the right. This means that most students received smaller amounts of funding while a few students received large amounts of funding, thus bringing the average up. (Figure 29)
- The most common total funding amount for a student to receive over their entire high school career is \$500-\$1,000 (22.7%), followed by \$1,000 -\$1,500 (16%). (Figure 30)
- From 2005 through 2025, 3,296 students received \$10,000 or more in funding. This represents 0.75% of students. These students were excluded from Figure 30.
- The most common amount of credit hours taken by Dual Enrollment students over their entire high school career is 6 to 9 semester hours (20.7%), followed by 12 to 15 semester hours (16%). (Figure 31)
- There were 2,955 students who took more than 60 Dual Enrollment credit hours, representing only 0.67% of total Dual Enrollment students. These students were excluded from Figure 31.

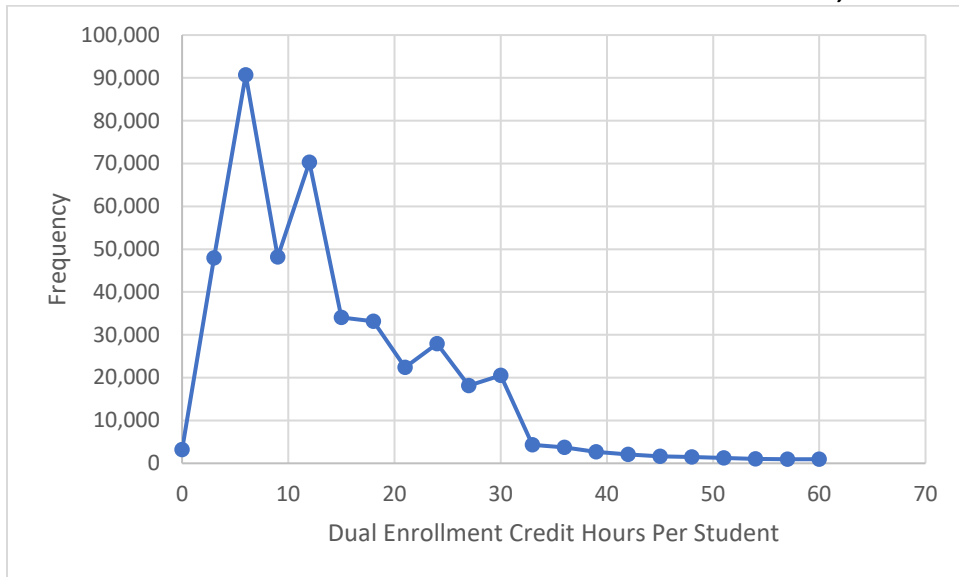
<sup>16</sup> Credit Hours shown are Semester Credit Hours.

**Figure 30: Distribution of Total Dual Enrollment Funding Per Student, FY 2005 – FY 2025**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 31: Distribution of Total Dual Enrollment Credits<sup>17</sup> Earned Per Student, FY 2005 – FY 2025**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>17</sup> Credit Hours shown are Semester Credit Hours.

- The Dual Enrollment program has undergone several major changes between 2005 and 2025, including the implementation of HB 444 in FY 2021. To better illustrate how the program functioned before and after HB 444 – and how it operates today – the figures below represent three time periods: FY 2025 in isolation, FY 2016 – FY 2020, and FY 2021 – FY 2025.

**Figure 32: Student-Level Summary Statistics FY 2025**

	N	Mean	Min.	25th %tile	50th %tile	75th %tile	Max.	Mode
2025 Credit Hours	71,055	10	0.67	6	9	13	33	6
2025 Funding	71,055	\$1,492	\$40	\$642	\$1,263	\$1,926	\$9,291	\$642

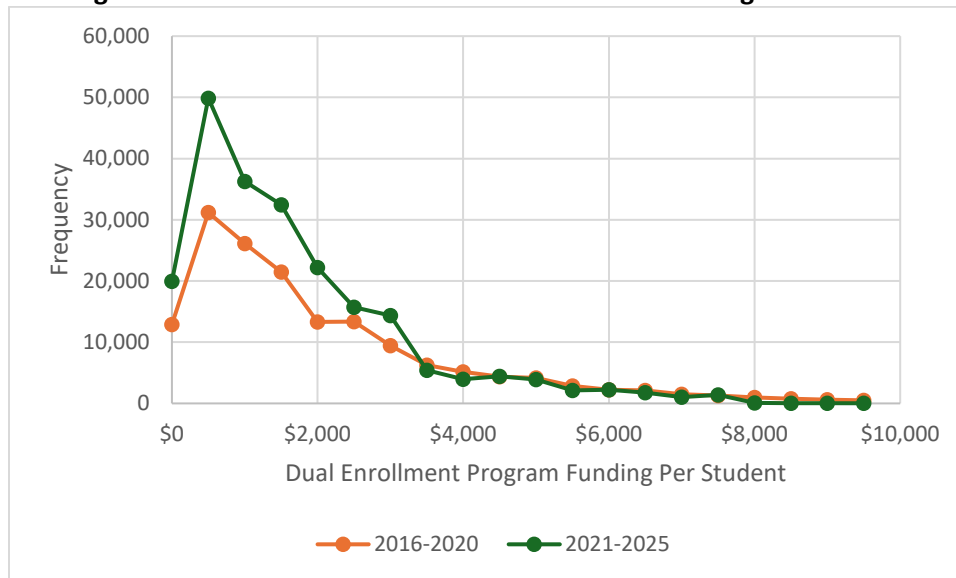
Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 33: Student-Level Program Funding Summary Statistics**

Fiscal Years	N	Mean	Min.	25th %tile	50th %tile	75th %tile	Max.	Mode
FY2016 - FY2020	163,216	\$2,489	\$48	\$900	\$1,704	\$3,200	\$41,424	\$392
FY2021 - FY2025	217,386	\$1,907	\$11	\$800	\$1,500	\$2,547	\$18,143	\$600

Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 34: Distribution of Total Dual Enrollment Funding Per Student**



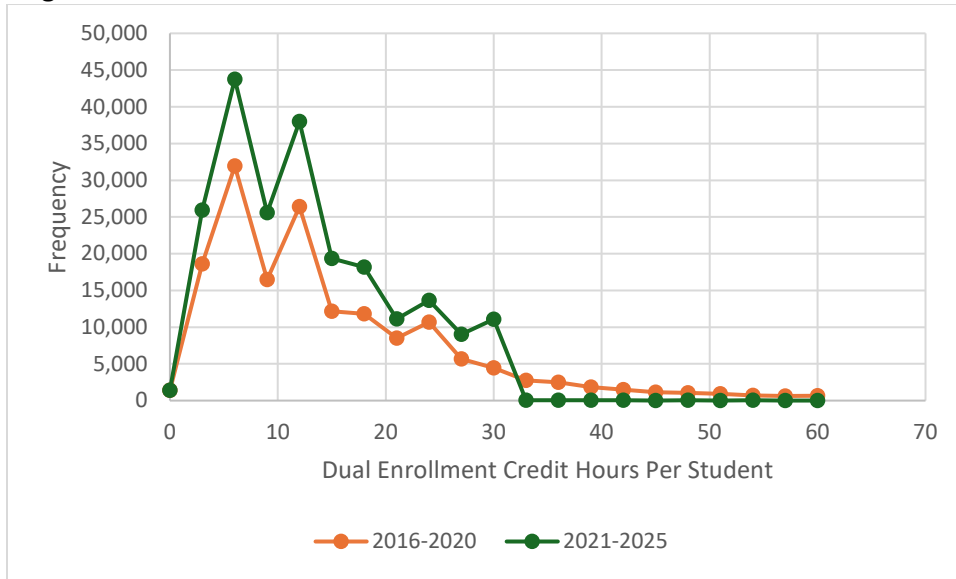
Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 35: Student-Level Credit Hour Summary Statistics**

Fiscal Years	N	Mean	Min.	25th %tile	50th %tile	75th %tile	Max.	Mode
FY2016 - FY2020	163,216	16	1	6	12	21	199	6
FY2021 - FY2025	217,386	13	1	6	12	18	111	6

Source: Georgia Student Finance Commission, Scholarships & Grants Database

**Figure 36: Distribution of Total Dual Enrollment Credits<sup>18</sup> Earned Per Student**



Source: Georgia Student Finance Commission, Scholarships & Grants Database

**4: Postsecondary Program Enrollment after Completing a Course of Study that Included at least One Eligible CTAE Course**

- Of the 2024 graduating cohort, 6,634 students who completed a Dual Enrollment CTAE course enrolled in a HOPE-Eligible postsecondary institution after high school graduation. Of these, 5,907 pursued a degree program, and 826 pursued a certificate or diploma program. Note, students were categorized as pursuing a degree or certificate/diploma based on their postsecondary HOPE GPA calculation<sup>19</sup> type, and a student may appear in more than one category.

**Figure 37: CTAE Dual Enrollment Students Enrolled in Postsecondary**

Graduation Cohort	Enrolled in Postsecondary	Certificate / Diploma Program	Degree Program
2020	6,495	1,210	5,910
2021	6,721	1,190	6,065
2022	6,343	1,104	5,661
2023	6,499	1,101	5,693
2024	6,634	826	5,907

Source: Georgia Student Finance Commission, Scholarships & Grants Database

<sup>18</sup> Credit Hours shown are Semester Credit Hours.

<sup>19</sup> HOPE GPA Scholarship Calculation: Degree / Grant HOPE GPA Calculation: Certificate or Diploma Programs

Appendix A

**Table A1: Unique Students and Program Funding by Fiscal Year & Program Type**

Fiscal Year	ACCEL			Dual Enrollment			HOPE Grant Dual Enrollment		
	Students	Total Credit Hours	Total Dollars	Students	Total Credit Hours	Total Dollars	Students	Total Credit Hours	Total Dollars
2005	3,318	40,755	\$4,410,477	---	---	---	1,795	22,743	\$1,432,747
2006	3,035	35,008	\$3,798,565	---	---	---	1,144	16,968	\$1,053,821
2007	3,090	36,484	\$4,023,079	---	---	---	742	10,819	\$685,390
2008	3,348	39,392	\$4,754,184	---	---	---	634	9,964	\$657,521
2009	3,736	43,727	\$5,856,181	---	---	---	5,434	54,374	\$4,985,134
2010	3,916	46,050	\$6,542,823	---	---	---	4,366	45,616	\$4,421,293
2011	4,474	49,935	\$7,684,834	---	---	---	4,294	42,290	\$4,441,054
2012	5,161	56,700	\$9,078,153	---	---	---	3,548	33,434	\$2,046,994
2013	7,070	78,336	\$10,022,371	---	---	---	4,562	41,252	\$2,508,509
2014	9,921	107,229	\$13,416,818	---	---	---	4,968	48,517	\$3,029,528
2015	13,996	150,329	\$19,092,599	---	---	---	6,313	58,578	\$3,790,216
2016	---	---	---	27,502	307,810	\$48,743,038	97	532	\$34,648
2017	---	---	---	35,921	427,812	\$68,503,675	6	50	\$3,314
2018	---	---	---	43,629	531,607	\$86,322,702	---	---	---
2019	---	---	---	51,870	632,635	\$104,632,058	2	10	\$730
2020	---	---	---	58,313	695,186	\$97,993,820	---	---	---
2021	---	---	---	48,947	510,360	\$73,277,544	14	49	\$3,724
2022	---	---	---	49,545	495,201	\$70,707,148	4	13	\$988
2023	---	---	---	52,896	527,472	\$74,600,479	4	30	\$2,724
2024	---	---	---	63,298	637,940	\$89,844,749	9	52	\$5,050
2025	---	---	---	71,055	716,806	\$106,027,596	11	37	\$3,700

Source: Georgia Student Finance Commission, Scholarships & Grants Database

Note: Appendix A is limited to dual enrollment programs administered by the Georgia Student Finance Commission.

## *Glossary of Terms*

**Advanced Coursework** – Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment coursework taken during a student’s high school career.

**Core Courses** – Courses in core academic areas of English, mathematics, science, social studies, and world (foreign) languages used by GSFC to calculate the grade point average for high school HOPE Scholarship academic eligibility.

**CTAE Courses** – Career, Technical, and Agricultural Education courses that are aligned with the GaDOE Career Clusters and Pathways. These pathways include:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV/Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

**Dual Enrollment Program** – The program administered by GSFC in accordance with O.C.G.A. §20-2-161 that provides state funding for students who are dually enrolled at a participating eligible public or private high school, or home study program in Georgia, and a participating eligible postsecondary institution in Georgia.

**Eligible Participating Postsecondary Institution** – One of the public and private postsecondary institutions in Georgia eligible for participation in state and Lottery-funded scholarship, grant, and loan programs. Each eligible postsecondary institution must sign a four-year Institutional Participation Agreement with GSFC. Note: Not all eligible postsecondary institutions elect to participate in the Dual Enrollment Program.

**GaDOE** – Georgia Department of Education.

**GaDOE Accelerated Career Diploma** – Public high school graduation route where the student chooses to simultaneously receive a high school diploma and an associate degree, or a technical college diploma or two (2) technical college certificates of credit in one specific career pathway, as identified by TCSG, in accordance with O.C.G.A. §20-2-149.2. It is also known as High School Postsecondary Graduation Opportunity and sometimes referred to simply as SB 2.

**GSFC** – Georgia Student Finance Commission.

**Home Study** – An arrangement whereby a school-aged child participates in a course of study in which instruction is conducted at the direction of the parent rather than in a traditional classroom setting and is governed by and operating in accordance with the requirements of O.C.G.A. § 20-2-690(c).

**Other Courses** – Courses taken as Dual Enrollment that are neither core nor CTAE. These included courses in health and physical education, fine arts, and college orientation. These courses were eligible as Dual Enrollment from FY 2016 through FY 2020. With the passage of HB444, these courses are no longer eligible for state Dual Enrollment funding.

**Persistence** - Re-enrolling at any HOPE-eligible postsecondary institution for a second year.

**TCSG** – Technical College System of Georgia.

**USG** – University System of Georgia.