

**Georgia Student Finance
Commission Report on
Georgia's Dual
Enrollment
Program
Patterns and Trends
2016-2024**

Lynne Riley, President

Report Prepared by Ashley Custard

December 2024

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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 2024. 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. Additionally, the report includes reporting requirements established by the enactment of Senate Bill 86 commencing on the effective date of July 1, 2023.

- Overall student participation increased by 20% from FY 2023 to FY 2024.
- From FY 2021 to FY 2024, taking courses online has been the largest course modality. In FY 2024 participants took 44% of courses online, a three-percentage point increase over FY 2023.
- Due to the grade level restrictions enacted by HB 444, sophomores accounted for a larger percentage of Dual Enrollment participants FY 2020 (15.5%) than in any of the following fiscal years (5.3%). Since HB 444 freshman participation fell to nearly zero percent.
- Approximately 4.9% of Dual Enrollment participants reached their hours cap in FY 2024.
- The percentage of Career, Technical, and Agricultural Education (CTAE) courses taken by sophomores increased from FY 2020 (31%) through FY 2024 (82%). This increase was due to HB 444 course type modifications which limited most sophomores to CTAE courses only.
- Across all subject areas, only 5% of Dual Enrollment courses reported a failing grade, 3% reported a withdrawal, and less than one-tenth of a percent reported an incomplete.
- 3,764 (11.6%) Dual Enrollment students from the 2022 graduation cohort earned a postsecondary credential prior to high school graduation. Certificates and diplomas accounted for 95% of credentials earned for this cohort.
- 68% of Dual Enrollment students from the 2022 graduation cohort enrolled in a HOPE-eligible postsecondary institution within one year of high school graduation. Of those who enrolled within one year, 85% persisted to year two.
- Approximately 79.5% of 2022 Dual Enrollment graduates qualified for either the HOPE or Zell Miller Scholarship. In comparison, 45.1% of 2022 non-Dual Enrollment graduates qualified for the HOPE or Zell Miller Scholarship.
- 70% of 2022 Dual Enrollment graduates who received the HOPE Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship.
- 90% of 2022 Dual Enrollment graduates who received the Zell Miller Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship.

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Georgia Student Finance Commission Report on Georgia's Dual Enrollment Program Patterns and Trends 2016-2024

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 (GaDOE) Accelerated Career Diploma.¹
- *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

¹ 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 is the first year of implementation.

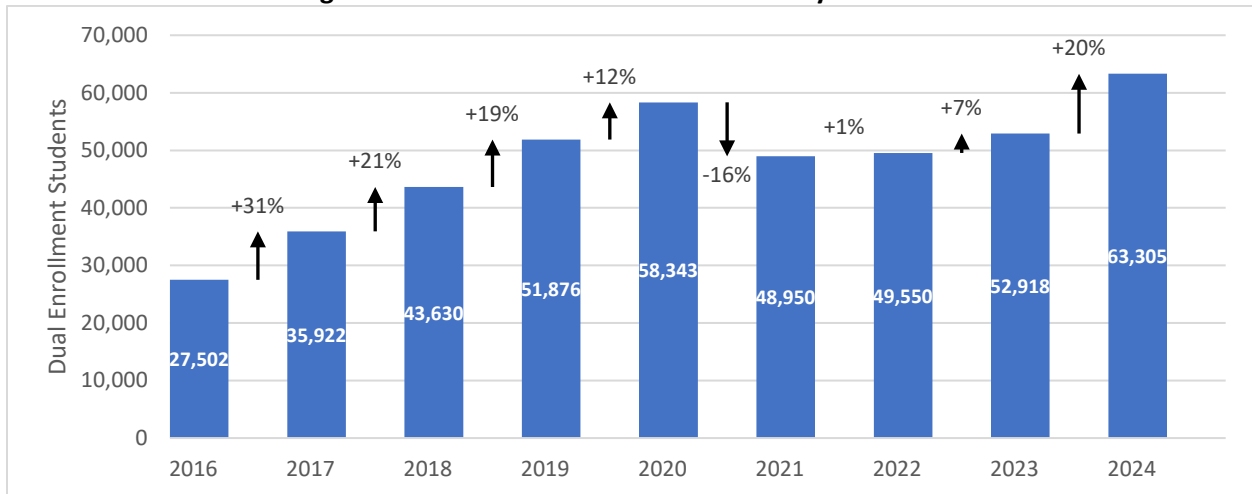
The purpose of this report is to provide information on Dual Enrollment program participants and their educational outcomes. We examine enrollment patterns and trends for all public, private, and home study students participating in the program from FY 2016 through FY 2024. The results discussed in this 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. The report also addresses the reporting requirements of SB 86.

Dual Enrollment Patterns & Trends 2016 – 2024

Students & Dollars by Institution and Campus Type

- The number of students participating in the Dual Enrollment program increased by 20% from FY 2023 to FY 2024, continuing the trend of increased program participation that began in FY 2022.²
- From FY 2016 to FY 2024, student participation has increased by 130%. When examining by sector, participation at private postsecondary institutions increased by 181%, University System of Georgia (USG) participation increased by 98%, and TCSG participation increased by 145%. (Figures 1 & 2)

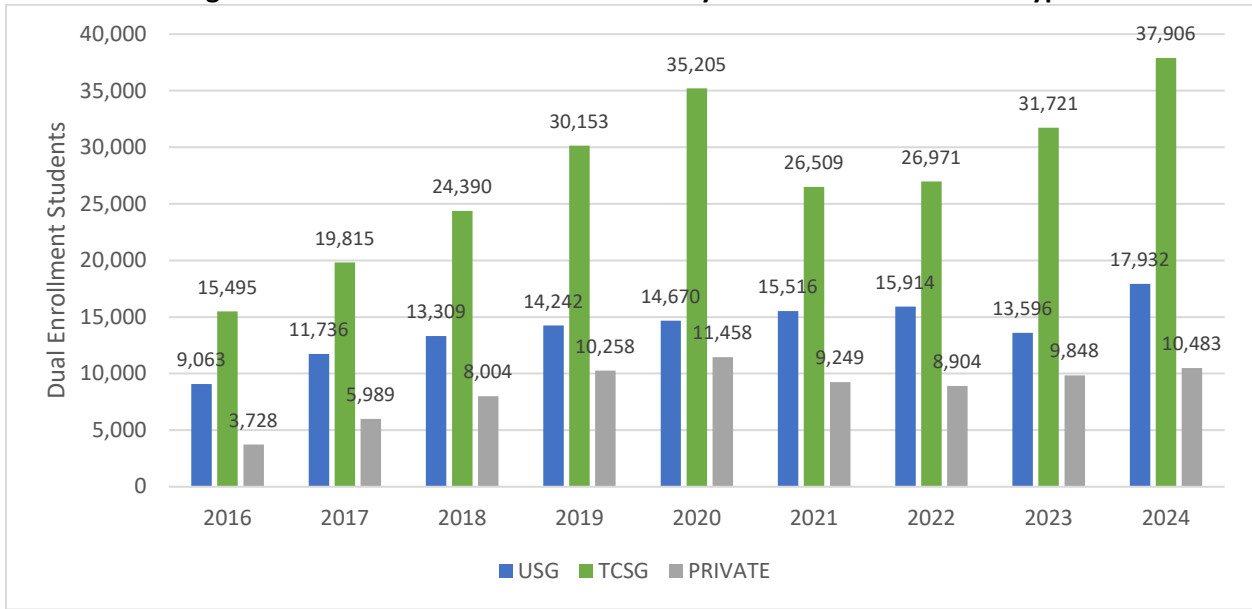
Figure 1: Dual Enrollment Student Count by Fiscal Year



Source: Georgia Student Finance Commission, Scholarships & Grants Database

² 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.

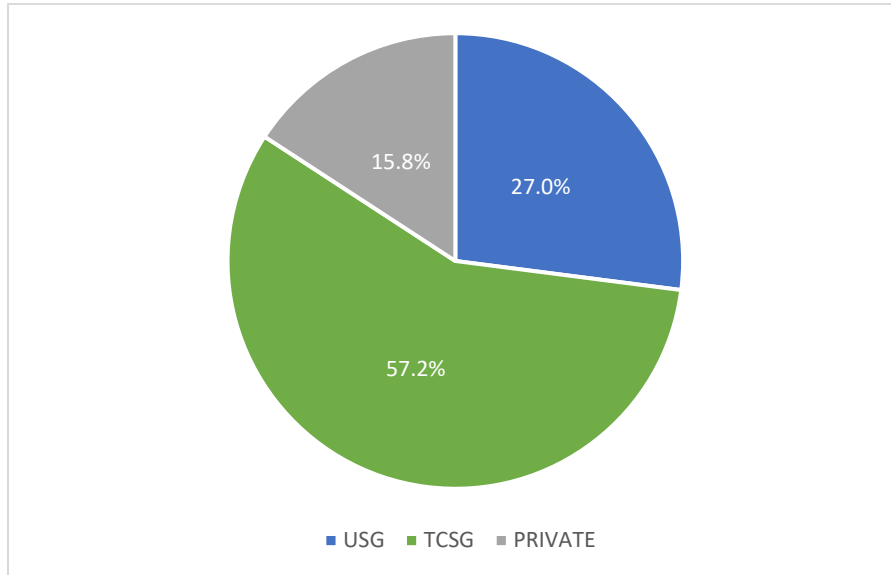
Figure 2: Dual Enrollment Student Count by Fiscal Year & Institution Type



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- TCSG accounted for 57% of Dual Enrollment students in FY 2024. Since 2016, TCSG has accounted for over 50% of every year’s Dual Enrollment population. (Figure 3)

Figure 3: FY 2024 Dual Enrollment Student Percentage by Institution Type

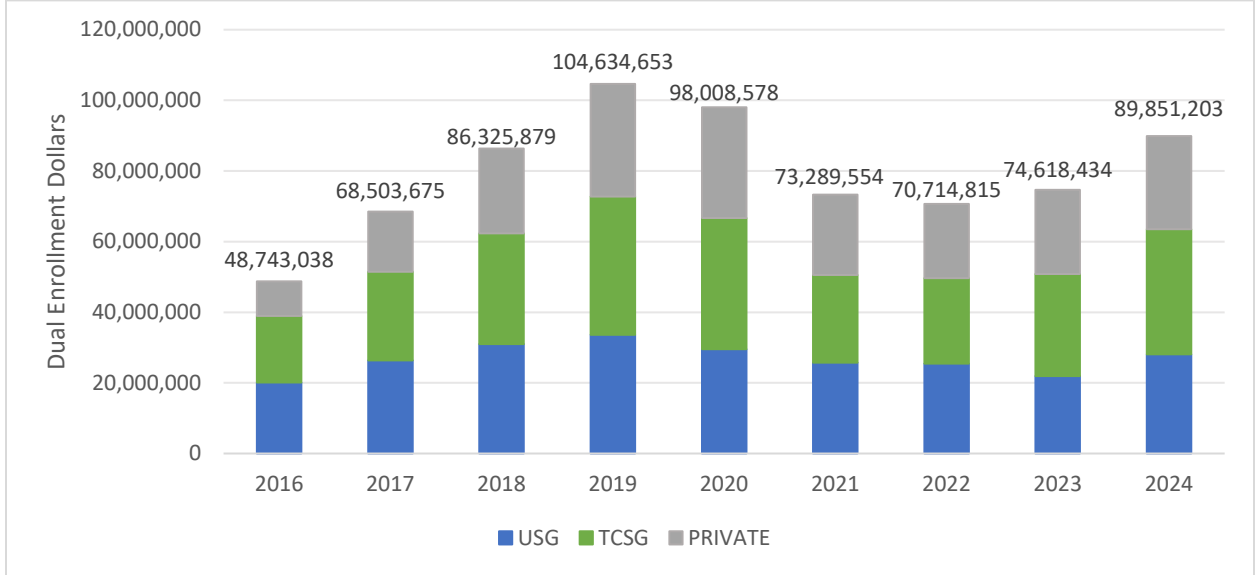


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- From FY 2016 through FY 2024, Dual Enrollment spending has grown by 84%. While costs increased by 6% in FY 2023, and 20% in FY 2024, the previous four fiscal years (FY 2019 – FY 2022) experienced a decline in annual spending. The elimination of book and fee allowances accounts for the decrease

from FY 2019 to FY 2020.³ Since FY 2020, the Dual Enrollment tuition award rate has remained constant. The decline from FY 2020 to FY 2022 can be attributed to the implementation of the HB 444 eligibility restrictions and the COVID-19 pandemic. (Figure 4)

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

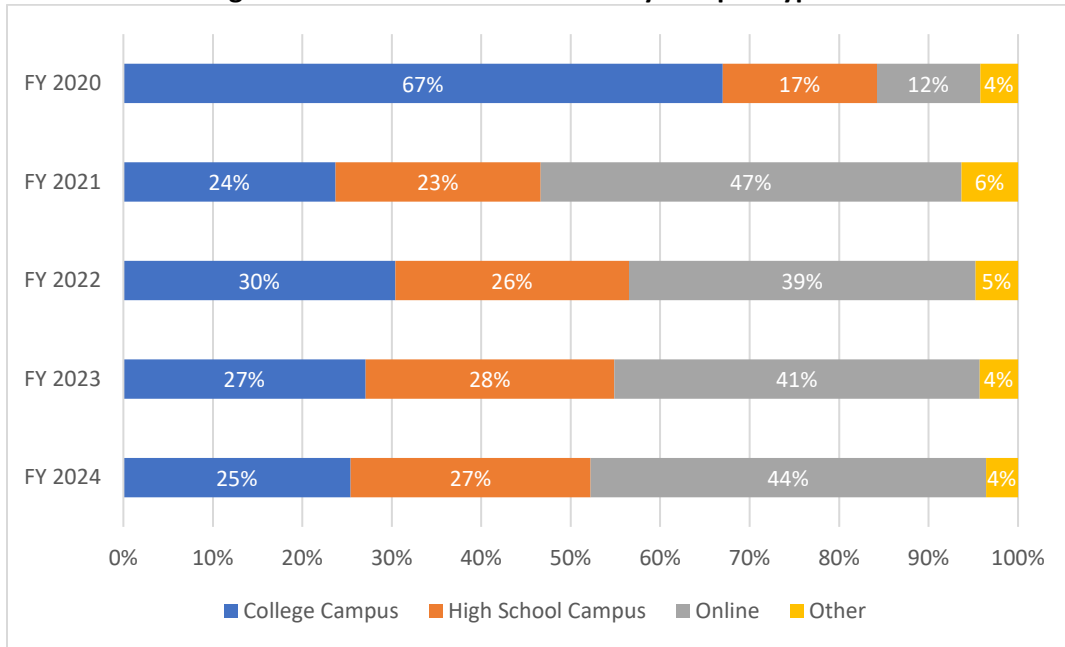


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- In FY 2024, over 400 public high schools participated in the Dual Enrollment program, accounting for almost 88% of Dual Enrollment students; the top five districts (Houston, Gwinnett, Fulton, Forsyth, and DeKalb) totaled 19% 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 southern counties of Ben Hill, Candler, and Mitchell over 35% of their high school populations participated in the Dual Enrollment program in FY 2024.
- 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 2024 most courses were taken online, 47% and 44% respectively. Those taken on a high school campus accounted for 27% of FY 2024 Dual Enrollment courses, and 25% of courses were taken on a postsecondary campus. This result aligns with the figures from FY 2023, which are very similar. (Figure 5)

³ 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

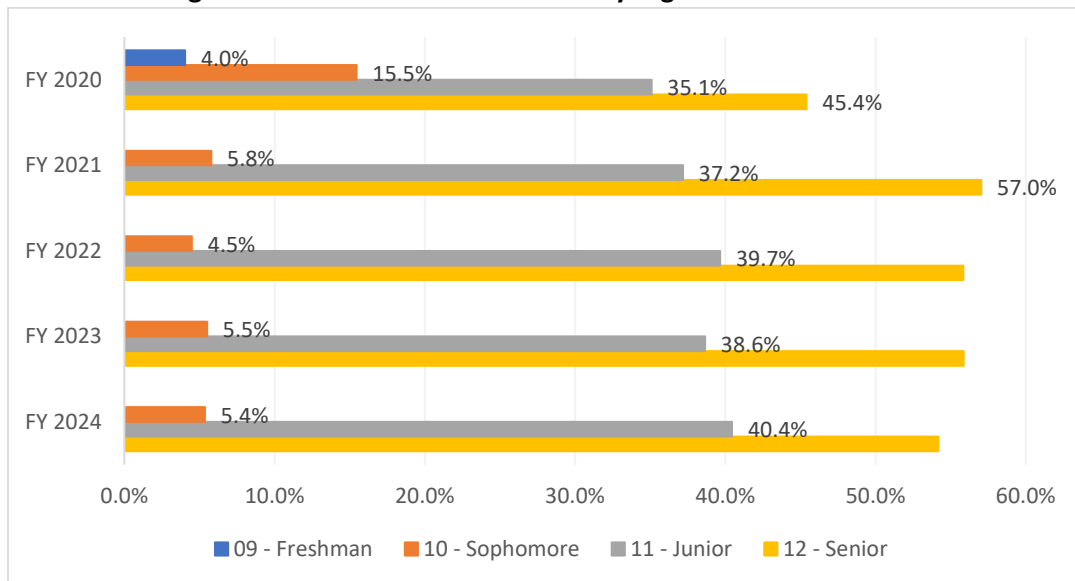


Source: Georgia Student Finance Commission, Scholarships & Grants Database

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, between FY 2021 and FY 2024 sophomores accounted for a maximum of 5.8% (FY 2021) and a minimum of 4.5% (FY 2022). Freshmen participation dropped to nearly zero following FY 2020. (Figure 6)

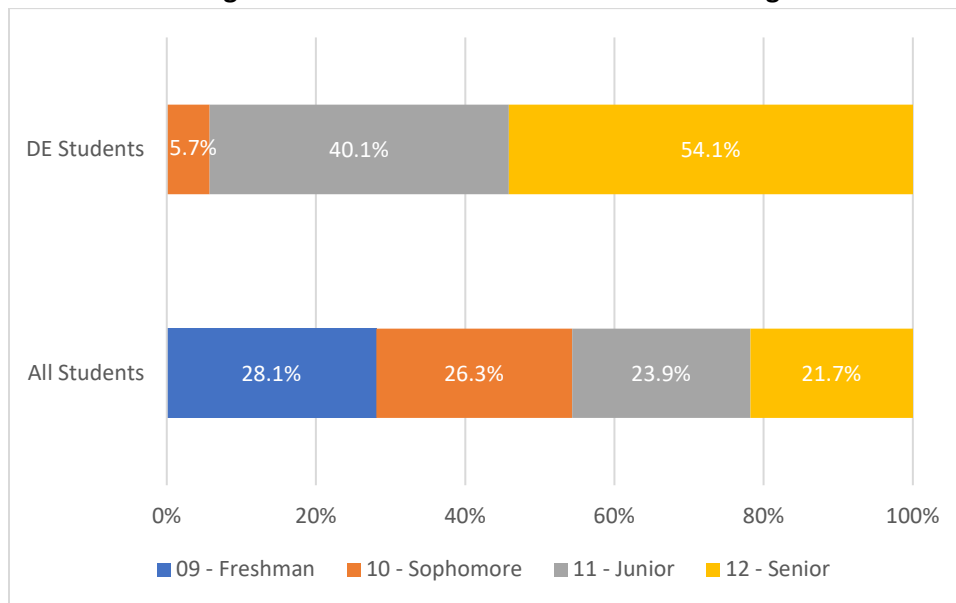
Figure 6: Dual Enrollment Students by High School Grade Level



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- When stratifying by high school type, we see a difference in sophomore participation. In both FY 2023 and FY 2024 private high schools had lower sophomore participation than public high schools or home study programs. In FY 2023 sophomores accounted for 2.1% of the private Dual Enrollment population, 5% of home study program participants, and 5.9% of the public population. In FY 2024 sophomores accounted for 1.9% of privates, 4.6% of home study programs, and 5.7% of the public population.
- Even prior to the HB 444 grade limitations, when compared to all high school students, Dual Enrollment participants have been predominantly juniors or seniors. In FY 2024 seniors accounted for 21.7% of the total public high school population but were 54.1% of Dual Enrollment students. Juniors accounted for 23.9% of the total public high school population but were 40.1% of Dual Enrollment students. (Figure 7)

Figure 7: Grade Level Distribution for Public High Schools



Sources: Georgia Student Finance Commission; Georgia Department of Education

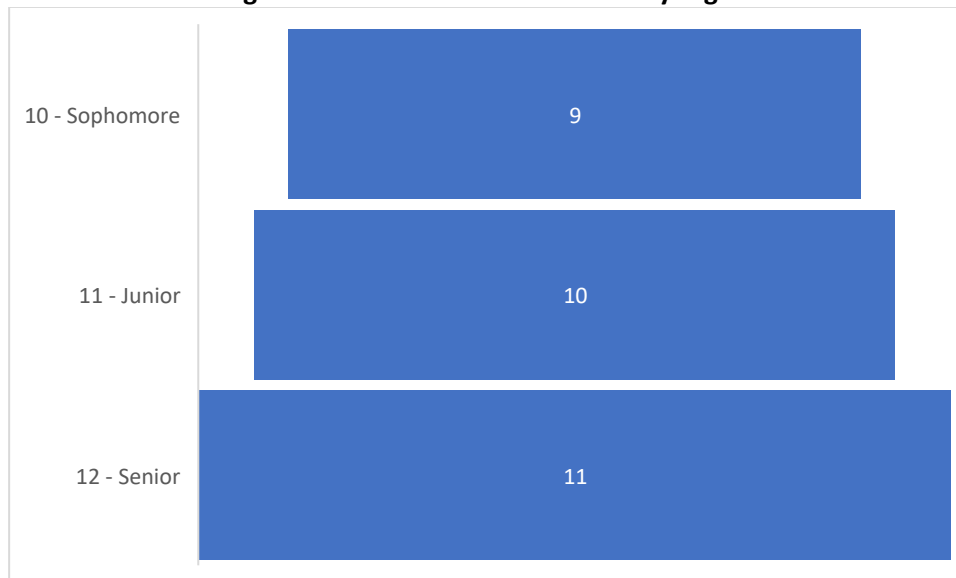
- Approximately 10% of all public high school students in Georgia participated in the Dual Enrollment program in FY 2024, compared to 9% in FY 2023, and 8% in FY 2022. However, when stratified by grade level, we see that 25% of all public-school seniors participated in the Dual Enrollment program in FY 2024, compared to 22% in FY 2023, and 21% in FY 2022. (Figure 8)
- The average Dual Enrollment student applied for 11 credit hours in FY 2024, and 10 credit hours in both FY 2022 and FY 2023. Exploring differences by grade level shows that the average number of credit hours ranges from 9 (sophomores) to 11 (seniors). These figures are similar to those found in FY 2020 through FY 2023. (Figure 9)

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

Grade Level	FY 2020	FY 2021	FY 2022	FY 2023	FY2024
09 - Freshman	2%	0%	0%	0%	0%
10 - Sophomore	6%	2%	2%	2%	2%
11 - Junior	16%	15%	14%	14%	17%
12 - Senior	22%	24%	21%	22%	25%

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

Figure 9: FY 2024 Average Dual Enrollment Credit Hours by High School Grade Level



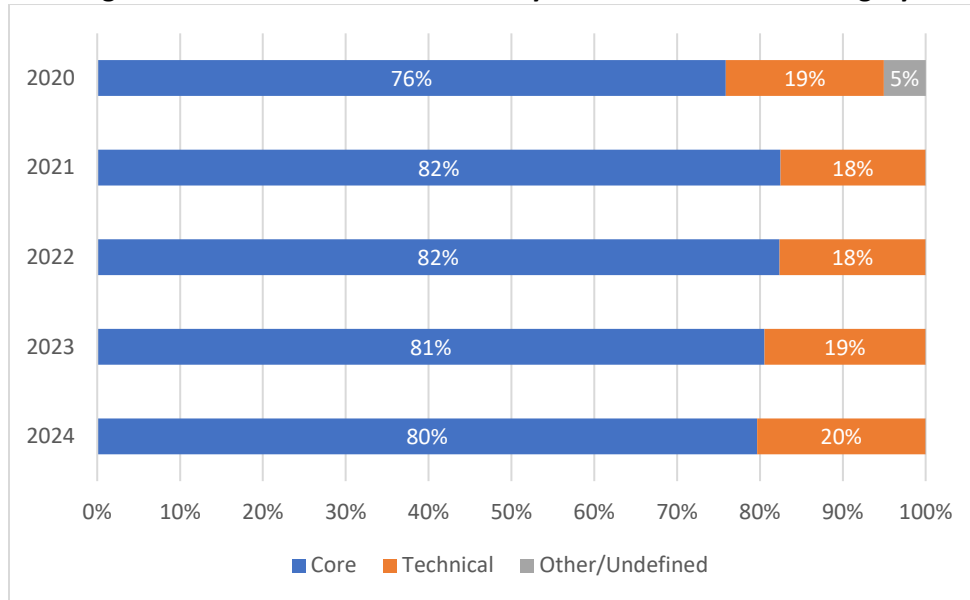
Source: Georgia Student Finance Commission, Scholarships & Grants Database

- 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 all participants faced the 30-hour lifetime cap.
- Approximately 4.9% of Dual Enrollment participants reached their hours cap in FY 2024. 90.3% of these Dual Enrollment participants were seniors, and 9.5% were juniors.

Courses Taken by Type & Subject Area

- The distribution of courses across course category (core, CTAE, and other) remained constant from FY 2016 through FY 2020. ⁴ 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.” 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 distribution for FY 2024 was nearly identical to FY 2021 through FY 2023. (Figure 10)

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

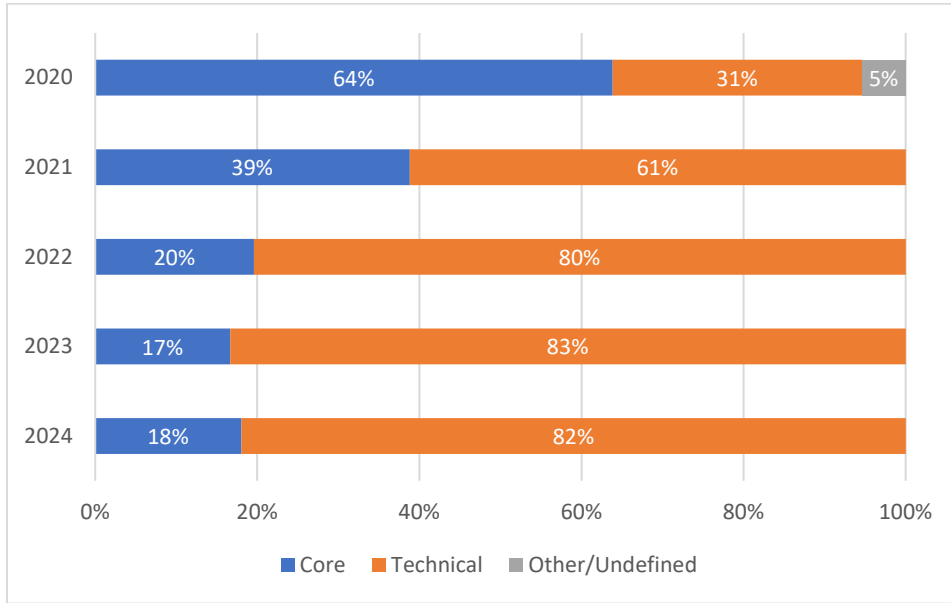


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- 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 2024 the exact percentage was 82%, leaving only 18% of courses in the core subject areas. (Figure 11)
- 90% of CTAE courses and 46% of core courses were taken at a TCSG institution in FY 2024. USG accounted for 34% of core courses and only 6% of CTAE courses. Private institutions accounted for 20% of core courses and 4% of CTAE courses.

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

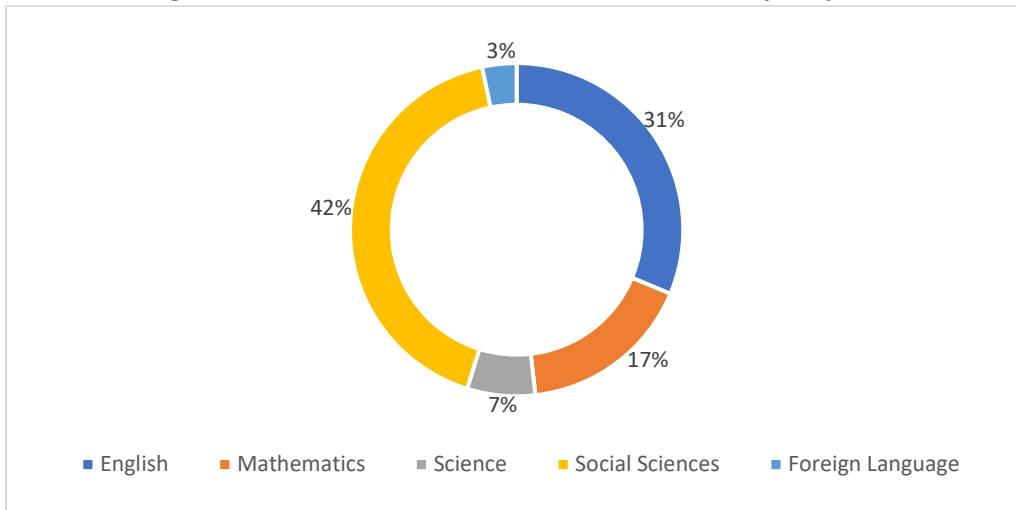
Figure 11: Dual Enrollment Courses by Category - Sophomores



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The distribution of core courses by subject area is nearly identical from FY 2020 to FY 2024. The most prevalent core subject area in FY 2024 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 2024. This was the only mathematics course in the top ten most frequently taken courses. The remaining nine included four English courses and five social science courses.

Figure 12: FY 2024 Dual Enrollment Core Courses by Subject Area



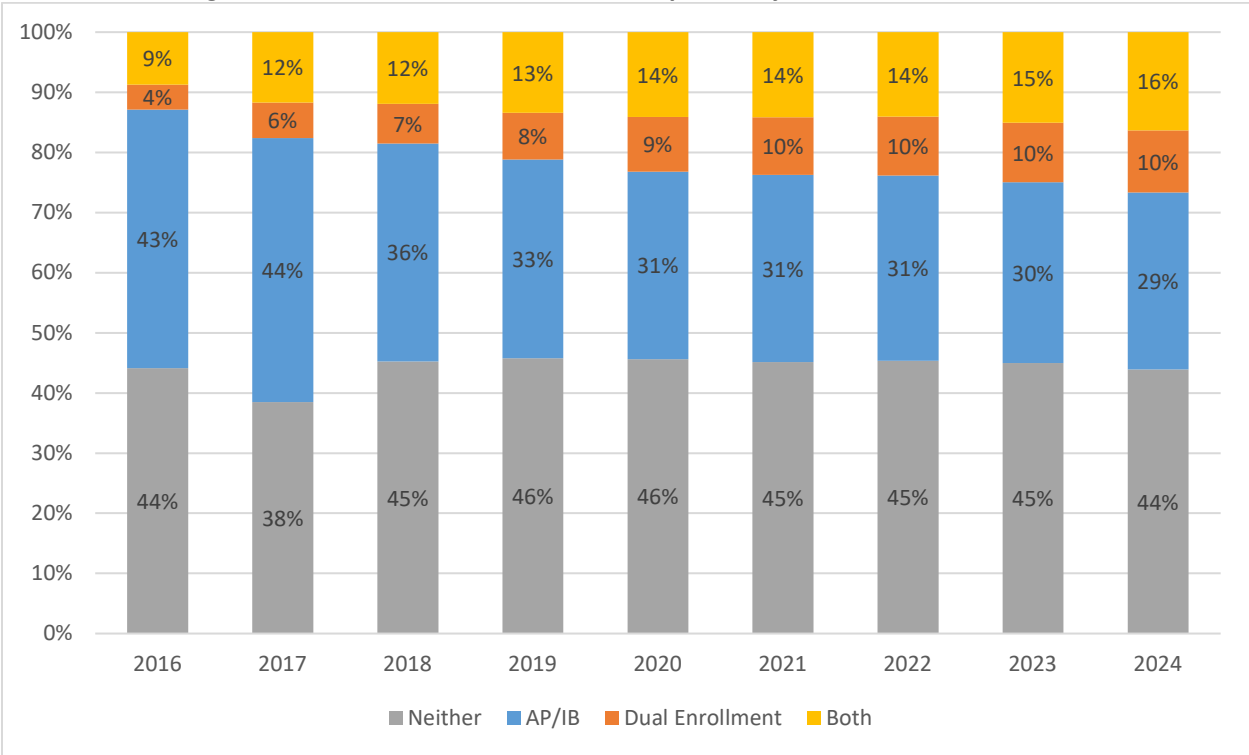
Source: Georgia Student Finance Commission, Scholarships & Grants Database

Dual Enrollment Student Outcomes 2016 – 2024

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.⁵ From 2016 to 2024, 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 29% in 2024. The percentage of students in Dual Enrollment, alone or in conjunction with AP/IB, increased from 13% to 26% over this same period. (Figure 13)

Figure 13: Advanced Coursework Participation by Graduation Cohort

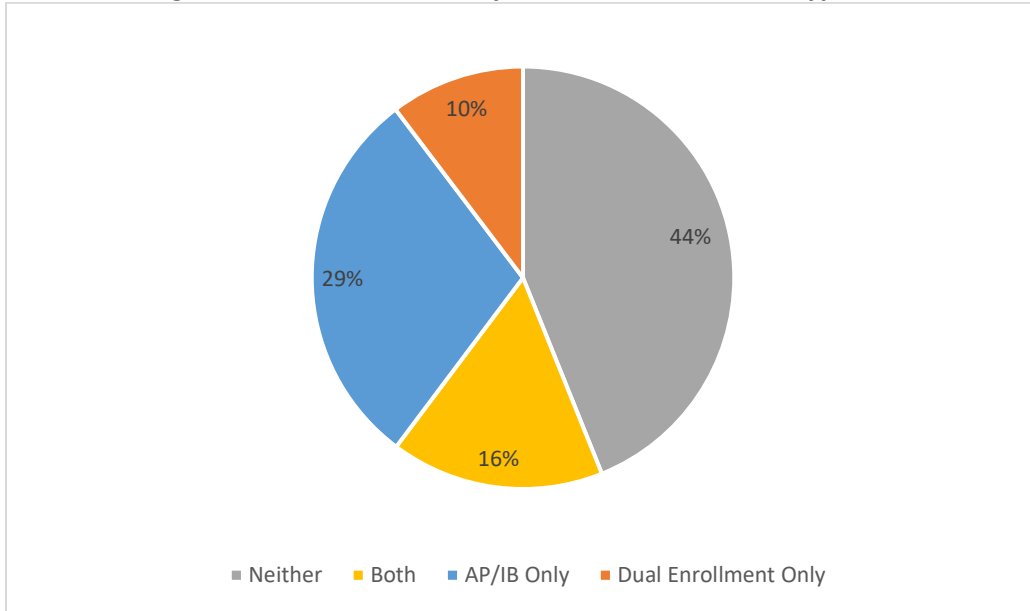


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Focusing on the 2024 graduation cohort specifically, we see that 56% of graduates participated in some form of Advanced Coursework. 16% of graduates participated in both the Dual Enrollment program and AP/IB coursework, 10% of graduates participated in the Dual Enrollment program only, and 29% of graduates took AP/IB coursework with no participation in the Dual Enrollment program. (Figure 14)
- For the 2024 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.

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

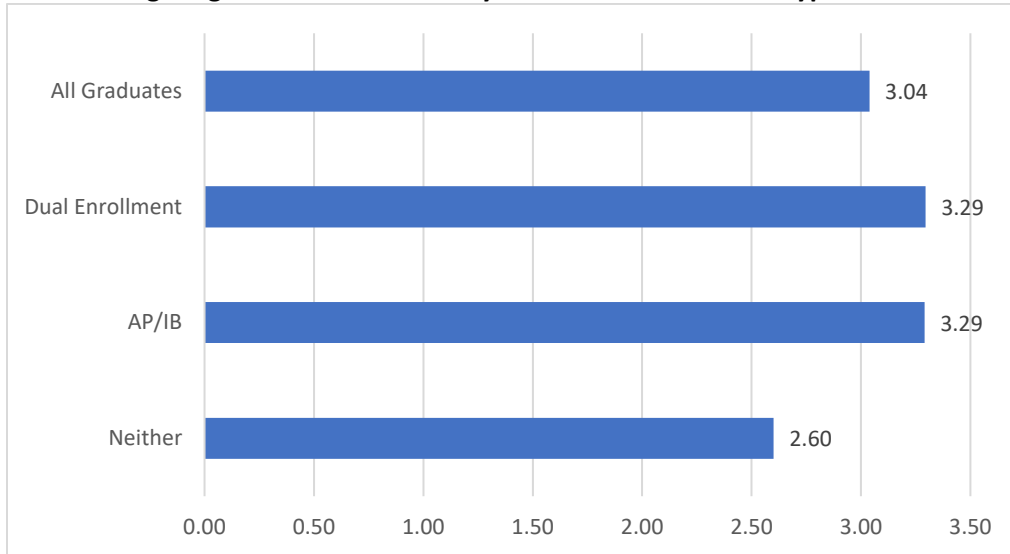
Figure 14: 2024 Graduates by Advanced Coursework Type



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The average high school HOPE GPA for the entire 2024 graduation cohort was 3.04, slightly above the HOPE Scholarship requirement. Graduates who participated in the Dual Enrollment program had an average HOPE GPA of 3.29, exactly matching the average of AP/IB. Students who participated in neither program had an average high school HOPE GPA of 2.60. (Figure 15)

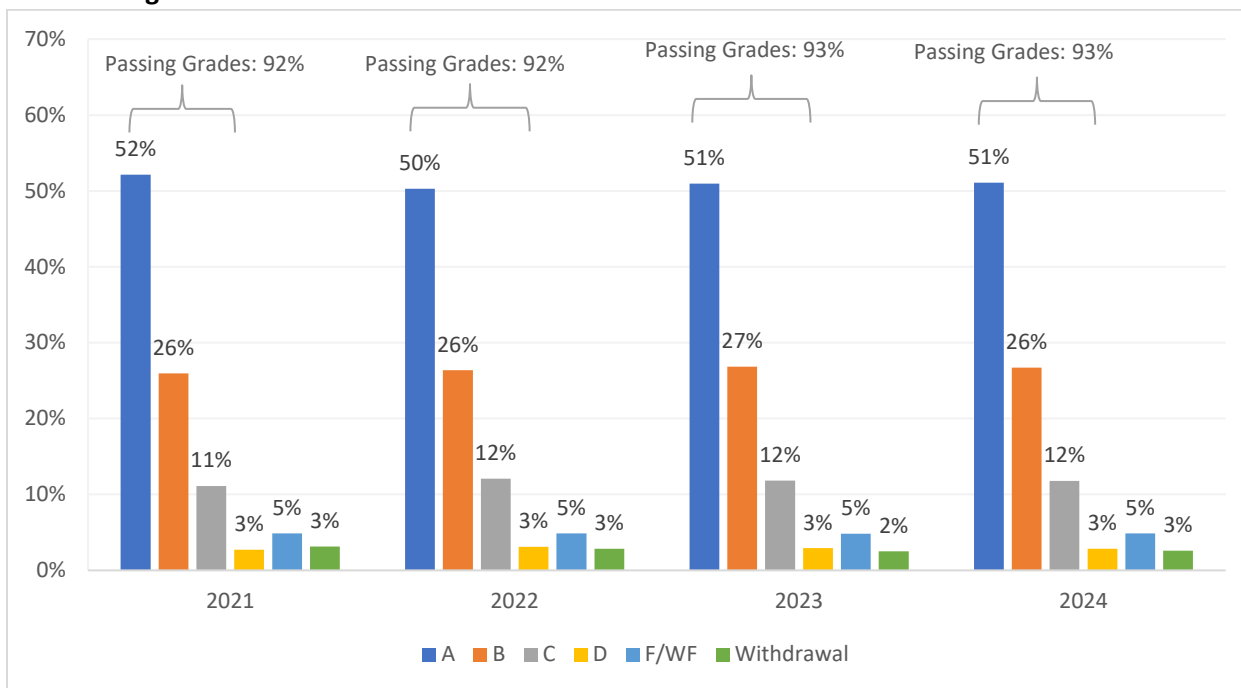
Figure 15: Average High School HOPE GPA by Advanced Coursework Type for 2024 Graduates



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 2024, 92% of courses received a passing grade and only 5% received a failing grade. 3% of courses were withdrawals. (Figure 16)

Figure 16: Dual Enrollment Courses Grade Distribution – FY 2021 to FY 2024



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 stratifying 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 2024. Within USG and the private sector withdrawals remained constant during this period at 2% and 3% respectively.

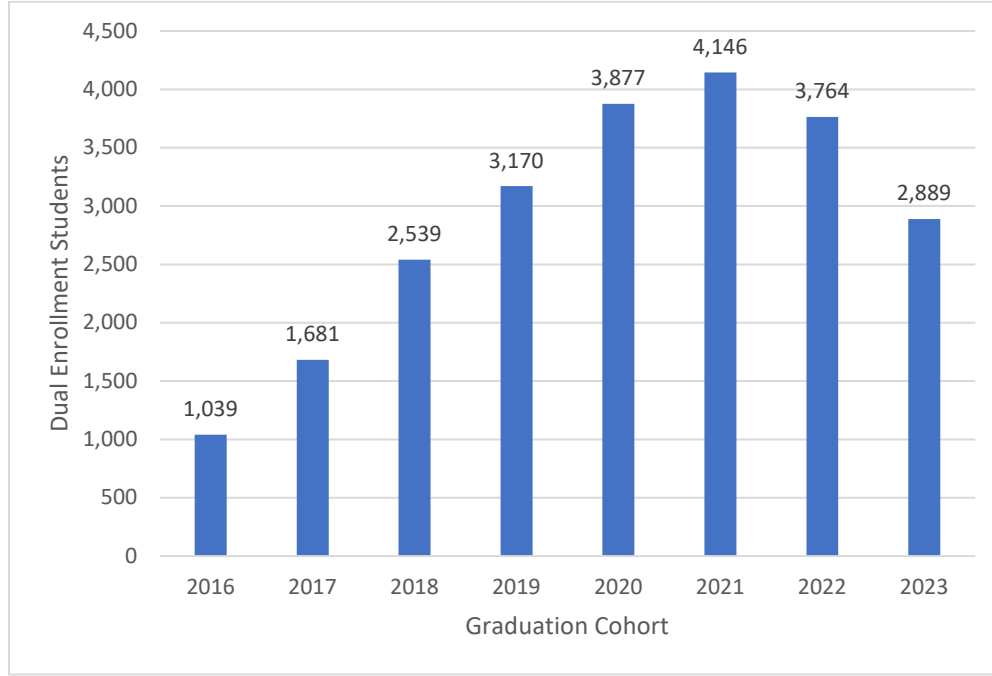
Postsecondary Credentials Earned Prior to High School Graduation

- 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.⁶ The number of Dual Enrollment graduates earning a credential increased

⁶ 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.

from 1,039 in 2016 to 4,146 in 2021. Based on the data currently available, this upward trend ended with the graduation cohort of 2022. Among this cohort of dual enrollment participants, 3,764 students earned a postsecondary credential. (Figure 17)

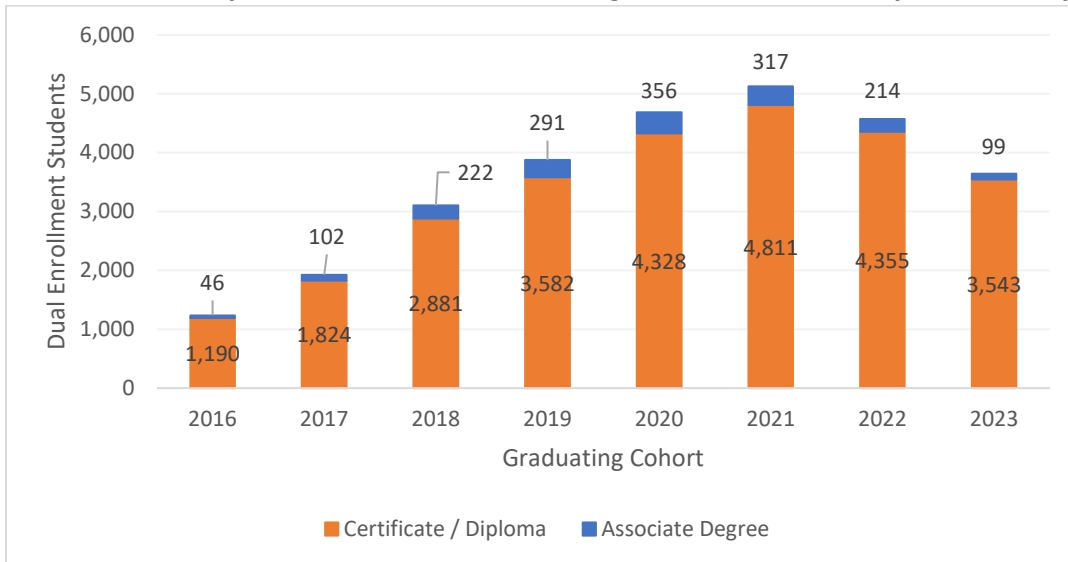
Figure 17: Students Earning Postsecondary Credentials Prior to High School Graduation



Source: Georgia Student Finance Commission; GAAWARDS

- Certificates and diplomas accounted for 94% of the credentials earned for the 2016 through 2024 cohorts. Associate degrees account for the remaining 6%. (Figure 18)

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



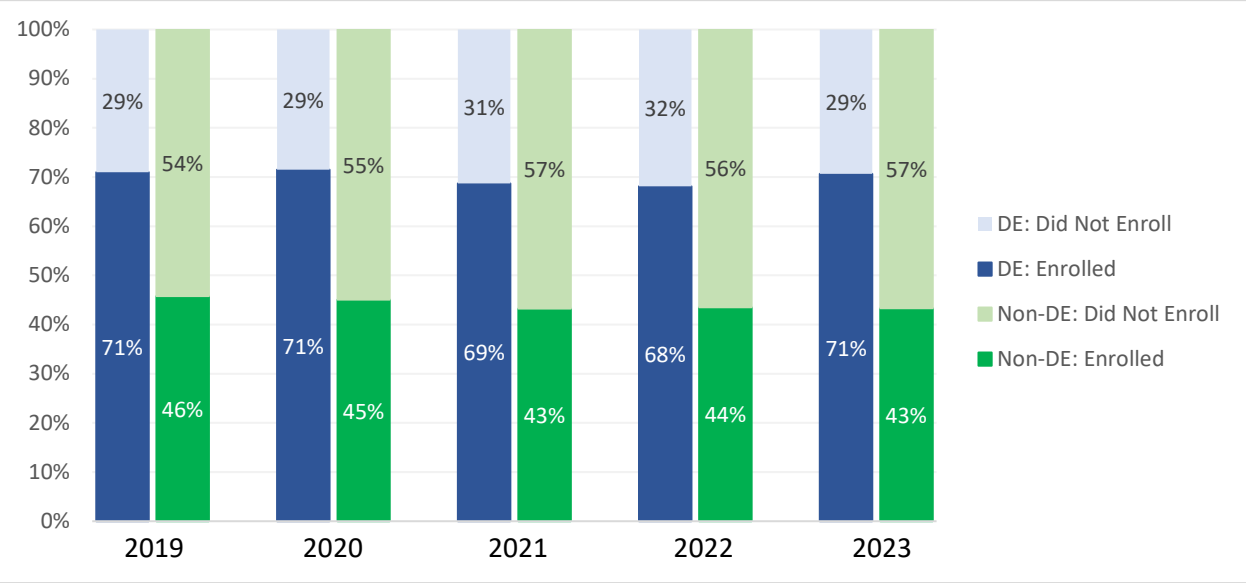
Source: Georgia Student Finance Commission; GAAWARDS

- 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 approximately 10% of credentials earned by the 2019, 2020, and 2021 graduation cohorts, and 12% of credentials earned by the 2022 and 2023 cohorts.
- For the 2016 through 2023 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 (99.85%) credentials earned were from TCSG institutions.

Postsecondary Enrollment

- On average 70% of Dual Enrollment students from the 2019 through 2023 high school graduation cohorts enrolled in a HOPE-eligible postsecondary institution within one year of high school graduation,⁷ compared to 45% of Non-Dual Enrollment students within the same period.⁸ (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



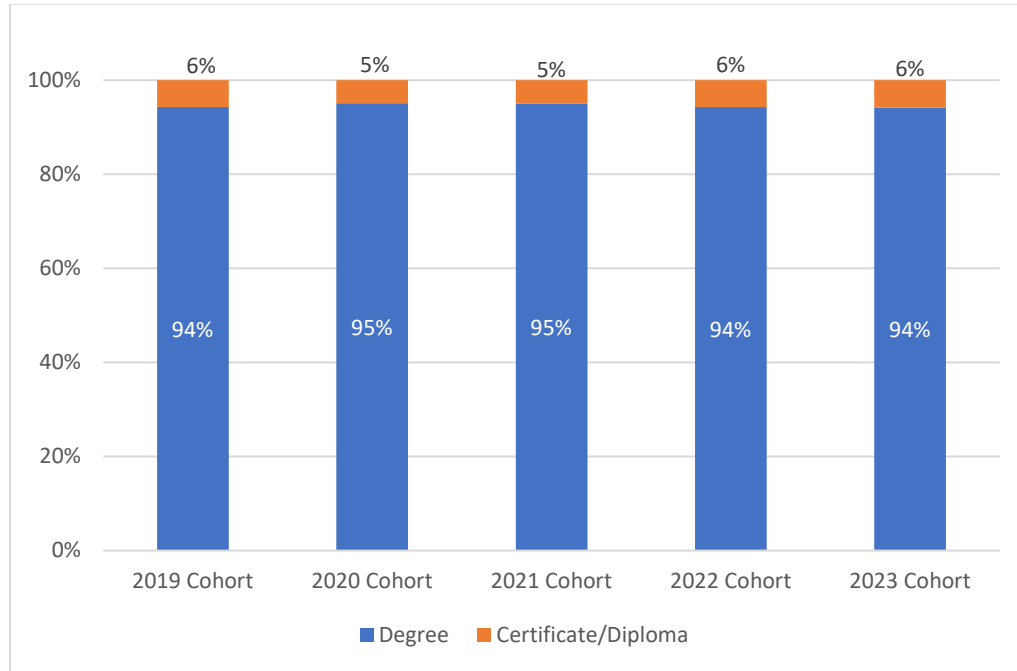
Source: Georgia Student Finance Commission, Scholarships & Grants Database

⁷ Enrollment data is limited to the 80 HOPE-eligible postsecondary institutions in Georgia. Enrollment data for students who attend institutions outside of this category is unavailable.

⁸ 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)

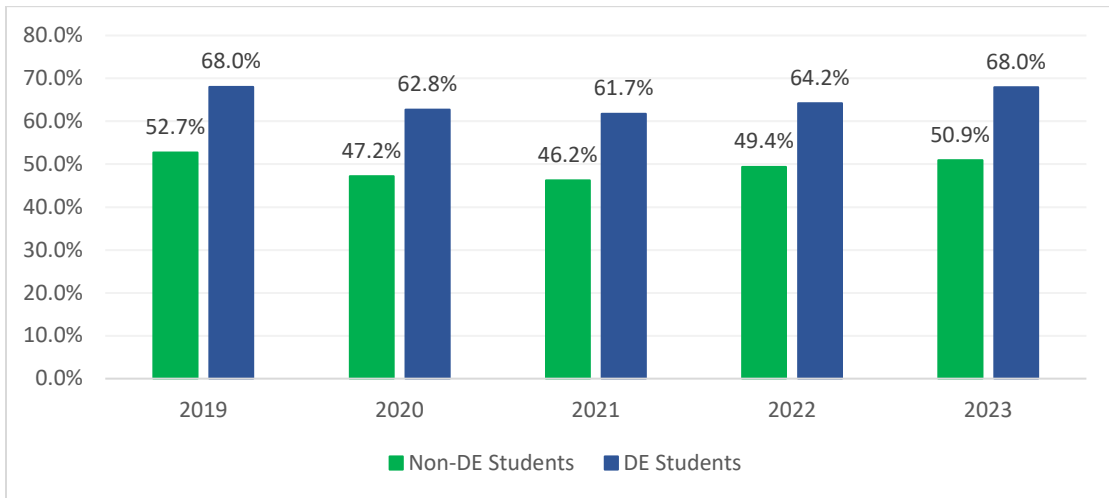
Figure 20: Postsecondary Enrollment First Year Post High School Graduation by Credential Type



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.
- On average 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 accounted 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 stratifying 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 ≥ 3.0 than Non-Dual Enrollment students across all cohorts. (Figure 21)

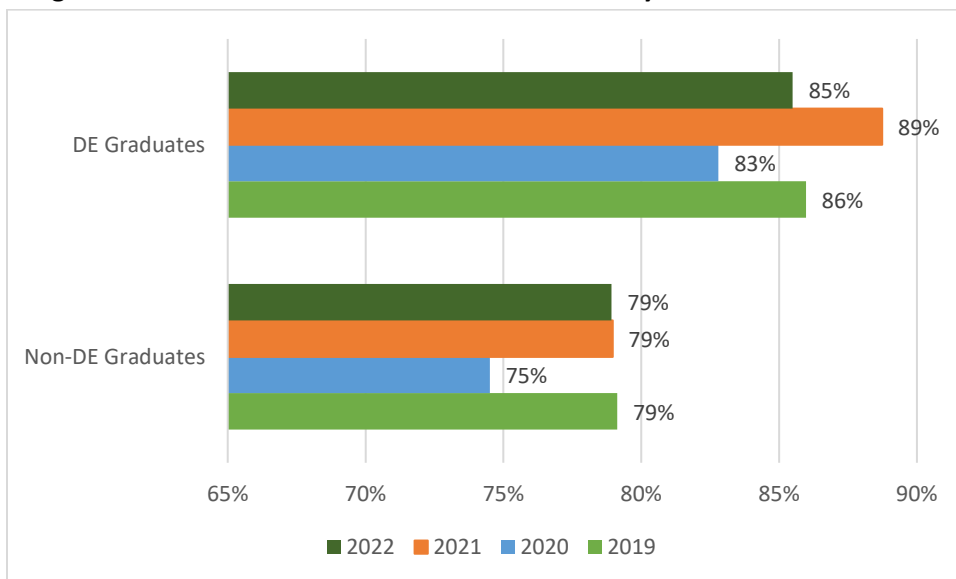
Figure 21: First Year Postsecondary HOPE GPA \geq 3.0 by High School Graduation Cohort



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

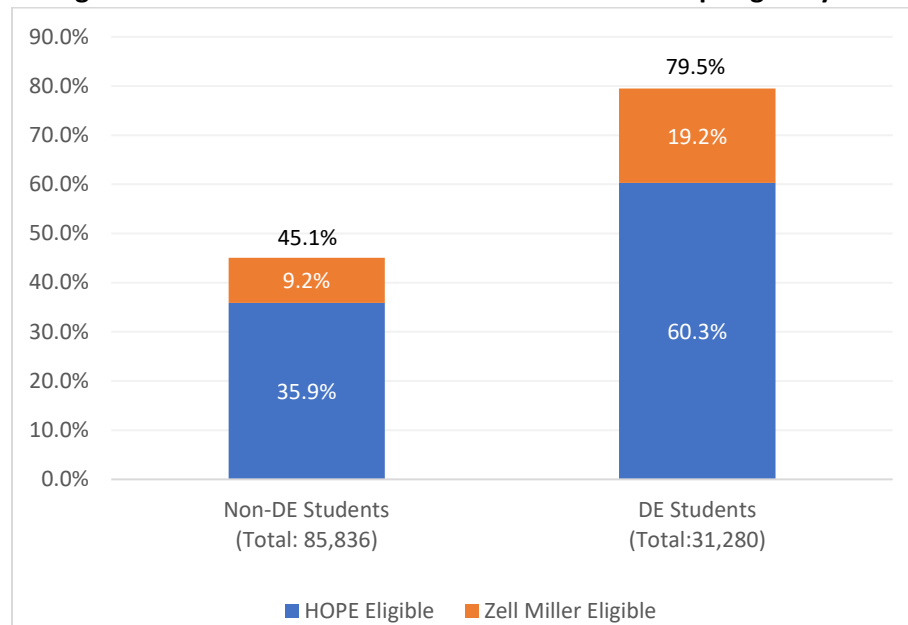


Source: Georgia Student Finance Commission, Scholarships & Grants Database

HOPE & Zell Miller Scholarship Initial Eligibility

- Dual Enrollment students were 27.6% of the 2022 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 2022. Public high schools account for approximately 91% of Dual Enrollment students and privates account for 9%.⁹
- 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.¹⁰ 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 2022 graduation cohort, 79.5% of Dual Enrollment students qualified for either a HOPE or Zell Miller Scholarship. 60.3% of Dual Enrollment graduates met the academic requirements for HOPE Scholarship eligibility and 19.2% 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: 2022 Graduation Cohort - Initial Scholarship Eligibility



Source: Georgia Student Finance Commission, Scholarships & Grants Database

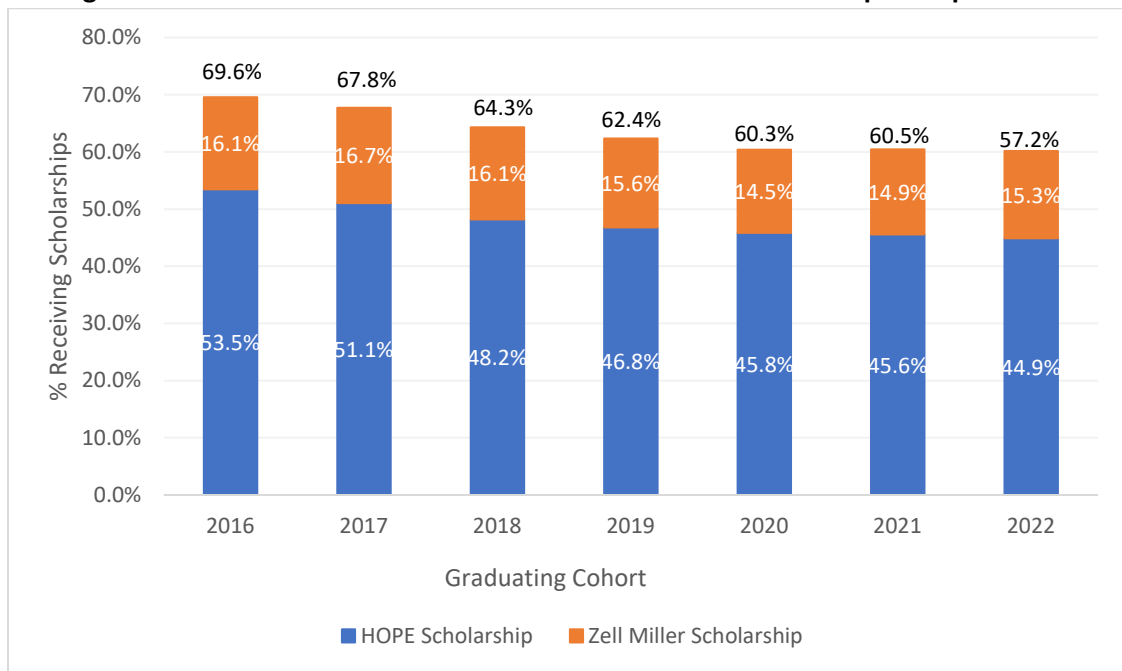
⁹ Home study students face a different set of HOPE Scholarship eligibility requirements, requirements that are not reliant on a qualifying GPA. Therefore, home study students are not included in these analyses.

¹⁰ 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 2022 graduating cohorts, allowing for a minimum of two years for postsecondary entrance, 47.3% 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.¹¹ (Figure 24)
- Across all cohorts examined (2016-2022), 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

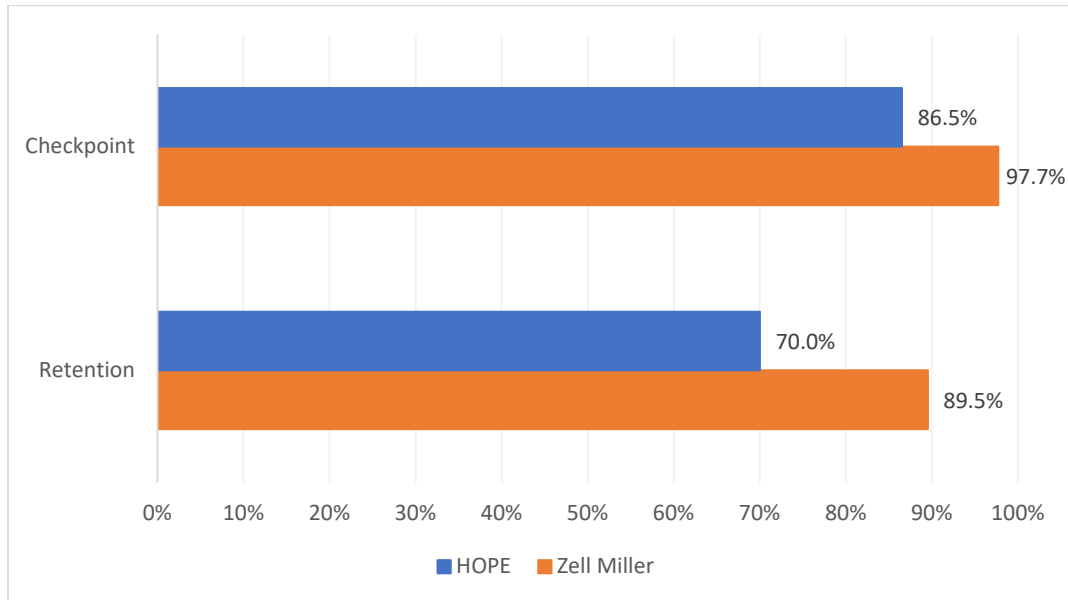
- To examine scholarship retention (i.e., retained scholarship eligibility), we limit the population to 2022 Dual Enrollment graduates who were initially eligible to receive either the HOPE or Zell Miller Scholarship. This becomes the population upon which we base all retention calculations. The

¹¹ 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 nearly 2 percentage points from 2016 to 2022. 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 2024.

- Of the nearly 19,000 Dual Enrollment graduates who were initially eligible for the HOPE Scholarship, 71% went on to receive a HOPE Scholarship award at one of the state’s 80 eligible postsecondary institutions. And of the over 5,900 students who were initially eligible for the Zell Miller Scholarship, 79.7% 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, 86.5% of HOPE Scholarship recipients and 97.7% of Zell Miller Scholarship recipients reached the 30-hour checkpoint within the two-year period.¹² (Figure 25)
- Finally, of those who reached the checkpoint, 70% retained the HOPE Scholarship and nearly 90% retained the Zell Miller Scholarship. (Figure 25)

Figure 25: Retention for 2022 Dual Enrollment HOPE & Zell Miller Recipients



Source: Georgia Student Finance Commission, Scholarships & Grants Database

¹² 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

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 is the first year of implementation, as such there is not yet data available on the 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.
 5. The number of students employed in a high-demand field after completing a focused program of study identified by the State Board of the Technical College System of Georgia as part of the High-demand Career Initiatives Program.
- GSFC engaged the services of the Center for State and Local Finance at the Georgia State University Andrew Young School of Policy Studies to assist in the analysis and presentation of this information. GSFC requested the following additional data be collected and included in the presentation:
 6. The transferability/acceptance of courses from the providing school to the post-high school college overall, by examining patterns of dual enrollment courses taken while in high school and comparing those taken after entering college.
 7. The transferability/acceptance of Technical College System of Georgia dual enrollment courses to University System of Georgia institutions.
 8. Evaluation of HOPE and Zell Miller Scholarship eligibility for dual enrollment students.
- The following sections present data in accordance with these guidelines.

1: Student Enrollment in and Completion of Eligible CTAE courses

- Georgia State University examined passage rates specifically for CTAE Dual Enrollment students. From FY 2019 through FY 2023, 90% of CTAE students passed their Dual Enrollment course with a grade of C or higher. (Figure 26)

Figure 26: Enrollment and Completion of at Least One CTAE Dual Enrollment Course

Fiscal Year	Total Students in CTAE Course	Unique Students Passing CTAE Course with C or better	% Passing
2019	20,282	18,465	91.0%
2020	19,136	16,922	88.4%
2021	15,606	14,033	89.9%
2022	17,078	15,534	91.0%
2023	11,472	10,498	91.5%

Source: Georgia State University, Dual Enrollment Addendum Report

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

- Figure 27 shows the number of unique dual enrollment students, the total number of Dual Enrollment credits taken, and total program funding received by year. The table in Appendix A further breaks this down by Dual Enrollment type.
- From FY 2007 to FY 2023, participation in dual enrollment programs grew from 3,832 students to 52,915. (Figure 27)

Figure 27: Yearly Dual Enrollment Summary

Fiscal Year	Unique Students	Total Credit Hours	Total Dollars
2007	3,832	53,396	\$4,708,469
2008	3,983	55,324	\$5,411,705
2009	9,126	126,634	\$10,841,314
2010	8,234	116,258	\$10,964,116
2011	8,706	114,900	\$12,125,888
2012	8,631	90,993	\$11,125,146
2013	11,518	120,397	\$12,530,880
2014	14,622	156,922	\$16,446,346
2015	19,710	210,944	\$22,881,645
2016	27,536	315,192	\$48,777,686
2017	35,924	440,992	\$68,506,989
2018	43,629	554,676	\$86,322,702
2019	51,874	660,723	\$104,632,788
2020	58,318	726,268	\$97,993,870
2021	48,947	530,928	\$73,282,303
2022	49,547	513,974	\$70,709,453
2023	52,915	547,248	\$74,613,119

Source: Georgia State University, Dual Enrollment Addendum Report

- Figure 28 shows basic summary statistics for the 335,814 students participating in Dual Enrollment from 2007 through 2023. Note that the funding and credit hour amounts per student are totaled across all four years in which the student was in high school. Additionally, it should be noted that the credit hour totals may include a mix of semester credit hours from semester-system institutions and quarter credit hours from institutions on the quarter system. It should also be noted that funding totals include book and fee funding during fiscal years 2016 through 2019.

Figure 28: Student-Level Summary Statistics 2007 Through 2023

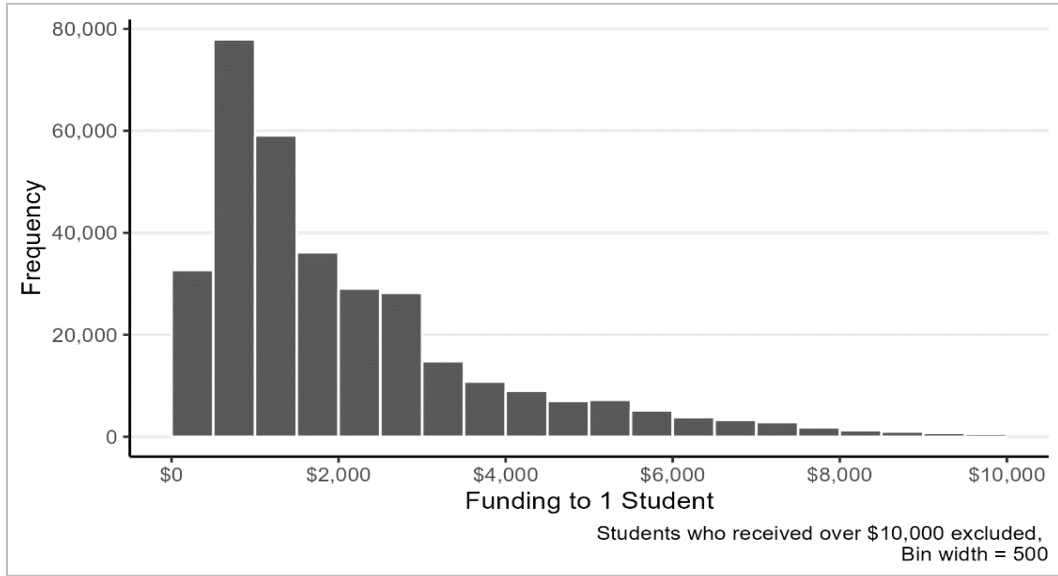
Descriptive Statistic	Total Funding	Total Credit Hours
Mean	\$2,179	16
Std. Dev.	\$2,035	13
Minimum	\$11	1
25th Percentile	\$795	6
Median	\$1,500	12
75th Percentile	\$2,872	21
Maximum	\$41,424	235 ¹³

Source: Georgia State University, Dual Enrollment Addendum Report

- The average funding per student was \$2,179 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 28)
- Figure 29 shows the distribution of Dual Enrollment funding received by a single student. Because the distribution is skewed to the right, students who received more than \$10,000 are excluded from the figure. From 2007 through 2023, 3,280 students received \$10,000 or more in funding. This represents 0.98% of students.
- The bin width of the histogram in Figure 29 is \$500, meaning the first bar represents the count of students who received up to \$500 in program funding. The most common amount of funding for a student to receive is \$500-\$1,000 followed by \$1,000-\$1,500.
- Figure 30 shows the distribution of Dual Enrollment college credit hours earned by the same students. Since this distribution is also skewed right, outlying students who took more than 100 credit hours are excluded. There were 193 students who took more than 100 Dual Enrollment credit hours, representing only 0.05% of total Dual Enrollment students.

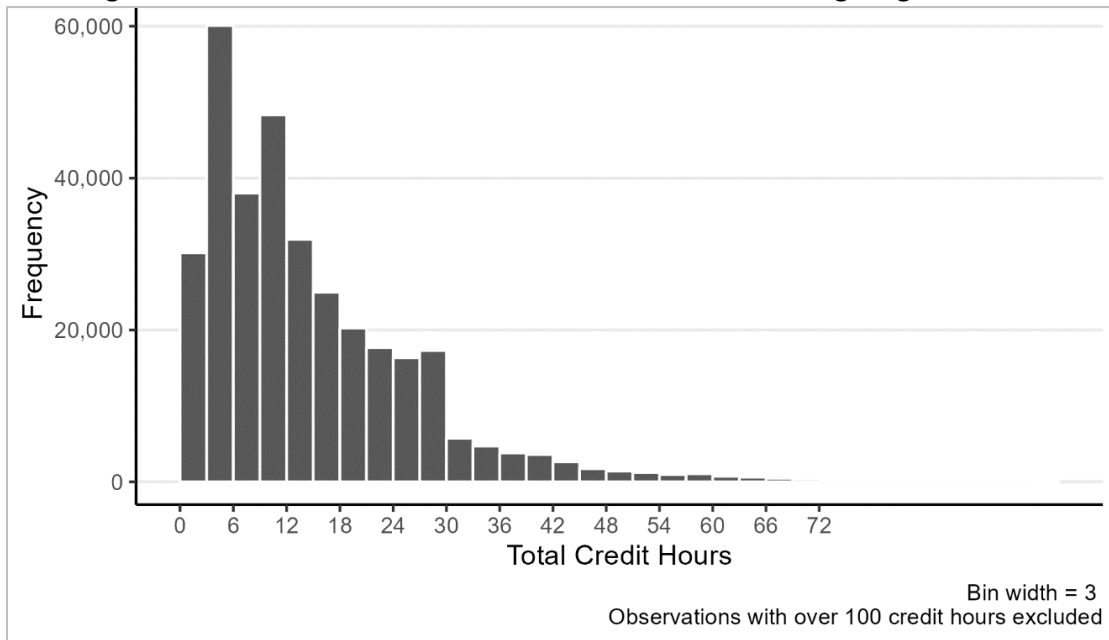
¹³ The student who accumulated 235 hours took Dual Enrollment courses during the “unlimited” time period. The student took a large number of both semester and quarter hours summer, fall, and spring terms across all grade levels (9th - 12th).

Figure 29: Distribution of Total Funding to Single Student, All Data Years



Source: Georgia State University, Dual Enrollment Addendum Report

Figure 30: Distribution of Dual Enrollment Credits Earned using Program Funds



Source: Georgia State University, Dual Enrollment Addendum Report

- The Dual Enrollment program has changed significantly several times between 2007 and 2023. To get a better understanding of the program and how it functions currently, Figure 31 below shows summary statistics for fiscal year 2023 only.

Figure 31: Student-Level Summary Statistics 2023 (Summer, Fall, Winter, and Spring Terms)

Variable	N	Mean	Std. Dev.	Min	25th %ile	50th %ile	75th %ile	Max
2023 Funding	52,915	\$1,410	\$1,096	\$49	\$600	\$1,160	\$1,800	\$9,232
2023 Credit Hours	52,915	10	6.3	1	6	9	13	57

Source: Georgia State University, Dual Enrollment Addendum Report

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

- Georgia State University also analyzed the number of students who enrolled in a postsecondary degree program after completing a program of study that includes at least one eligible CTAE Dual Enrollment course.
- The authors utilized postsecondary transcript data from GSFC and postsecondary credential data from GAAWARDS to identify students who had taken a CTAE Dual Enrollment course prior to (as a part of) obtaining their first postsecondary credential.
- The authors identified instances in which students enrolled in a degree level program after obtaining their first postsecondary credential and tabulated a count of unique students.
- 10,937 students enrolled in a degree program after obtaining a credential which included taking a CTAE Dual Enrollment course.

5: Students Employed in High Demand Fields After Completing a Focused Program of Study

- Based on 2023 data from the Bureau of Labor Statistics (BLS), there were 718 unique occupations in Georgia with employment large enough to yield valid estimates. The state’s High Demand Career Initiative (HDCI) currently includes 282 unique occupations. These occupations represent 39.2% of the BLS occupation list.
- The HDCI list has been grouped into 11 industrial sectors: Agriculture, Aerospace, Advanced Manufacturing, Automotive, Construction, E-mobility, Life Sciences & Healthcare, Logistics & Supply Chain, Information Technology, Public Services, and Film & Entertainment. These areas represent 33.5% of employment in Georgia in 2023.
- Georgia Department of Labor Unemployment Insurance Wage Data were used to identify former Dual Enrollment students working in an industry that employs an HDCI occupation. Figure 32 shows

the count of Core and CTAE Dual Enrollment students employed in these occupations for the 2016 - 2020 Dual Enrollment cohorts.

Figure 32: Likely Working in an HDCI Industry / Occupation in the 4th Quarter of 2024

Dual Enrollment Completion Cohort	All Dual Enrollment Students	Core-Ever Students	CTAE-Ever Students
2016	5,269	4,247	1,445
2017	5,991	5,121	1,694
2018	5,671	4,862	1,934
2019	4,062	3,418	1,700
2020	3,711	2,985	1,659

Source: Georgia State University, Dual Enrollment Addendum Report

- These cohorts were chosen because they were after the inception of HDCI (launched in 2014) and have had enough time to enter the workforce. A “Core-ever” Dual Enrollment student is defined as any student who has completed at least one Core Dual Enrollment course, and a “CTAE-ever” student as one who has taken one or more CTAE courses. The “All” column is the unduplicated count of Dual Enrollment students in each cohort. Because many students take both Core and CTAE courses, the unduplicated “All” column is smaller than adding the “Core-ever” and “CTAE-ever” columns together.

6: Transferability / Acceptance of Courses from the Providing School to Postsecondary Institutions

- Short of conducting a full degree audit (taking into account students changing majors) and a potentially 8+ year transcript review (covering high school and college) for every Dual Enrollment student, Georgia State was not able to explicitly determine if a Dual Enrollment course was accepted by the post-high school institution and whether it eventually counted towards a degree / credential.
- However, estimates of the proportion of courses likely to have transferred and likely to have counted towards the students’ eventual postsecondary credential are possible.
- Based on the available information, it is highly likely for a student’s Dual Enrollment credits to count towards a postsecondary credential when the Dual Enrollment class aligns with their eventual degree (e.g., Dual Enrollment Accounting courses would be accepted and count toward an Accounting degree). It is almost certain that Dual Enrollment credits transfer when a student attends the same postsecondary institution after high school where they also took Dual Enrollment classes.
- Based on Dual Enrollment students who obtained a postsecondary credential:
 - 40.5% of Dual Enrollment courses found on college transcripts were core classes taken by students who enrolled in degree programs which have general education requirements.

- Any bachelor's degree and a subset of associates degrees require students to take general education courses in subjects such as mathematics, literature, and science. Core Dual Enrollment classes were nearly guaranteed to fulfill part of these general education requirements.
 - An additional 51% of Dual Enrollment courses were taken by a student who received some type of postsecondary award from the same institution at which they took Dual Enrollment classes. Furthermore, these students tend to earn the postsecondary degree at a younger than normal age, indicating the Dual Enrollment courses were counted towards a degree and giving students a head start in credits.
 - Of the Dual Enrollment courses taken by students who obtained bachelor's degrees, 12% were taken by students who obtained that bachelor's degree in 3 years or less.
 - Nearly all (99%) were taken by students who obtained their degree in four years or less (less than 1% took extra time).
 - Another 1.5% of Dual Enrollment courses were CTAE courses taken by students who later earned a technical / career certificate, indicating the Dual Enrollment course was applied towards the certificate. (It should be noted that this percentage is based on students completing a certificate / diploma after leaving high school and does not incorporate all the Dual Enrollment students who earned a certificate / diploma before graduating high school.)
 - In summary, of the Dual Enrollment courses taken by students found in the Postsecondary Awards data, approximately 93% seem likely to have transferred with the student post-high school and contributed towards their eventual degree.
- As a separate but parallel analysis compares the number of credit hours funded by Dual Enrollment to the credits found in the college transcript data from the HOPE-eligible colleges and universities in Georgia. While not measuring the exact same thing, this analysis can serve as a robustness check and can help confirm the current assumptions and conclusions.
- Figure 33 shows the Dual Enrollment college credit hours on college transcripts and the Dual Enrollment credit hours funded through the Dual Enrollment Program. From 2019 to 2023, 86 to 96 percent of the total invoiced Dual Enrollment credits appear on college transcripts at a HOPE-eligible institution in Georgia.

Figure 33: Credit Comparison between Invoices and College Transcripts

Year	Dual Enrollment Credits in College Transcripts	Dual Enrollment Credits Invoiced	Pct of Invoiced Credits in College Transcripts
2019	573,350	660,723	86.8%
2020	678,836	726,268	93.5%
2021	512,983	530,928	96.6%
2022	491,587	513,974	95.6%
2023	526,050	547,248	96.1%

Source: Georgia State University, Dual Enrollment Addendum Report

7: Transferability / Acceptance of TCSG Dual Enrollment Courses to USG Institutions

- By state law, students taking Dual Enrollment courses earn both high school and college credit for their Dual Enrollment courses. Courses transferring will be accepted as credit toward degree requirements or accepted as elective credit.
- All courses taken at TCSG, whether Core or CTAE, have a chance to count towards some sort of postsecondary award, depending on the path chosen by the student (a Dual Enrollment culinary arts course may count toward a Hospitality and Food Industry Management baccalaureate degree but may not count toward degree requirements for an Electrical Engineering degree).
- However, certain CTAE courses (e.g., welding) from TCSG institutions are less likely to transfer to a four-year USG university, explaining the lower percentage of transferable credits.
- Of Dual Enrollment courses taken at TCSG institutions, 66% were in Core subjects that are likely to transfer to many 4-year degree programs.
- Of Dual Enrollment courses taken at TCSG institutions, 60% were courses / subjects found on the General Education Course Transfer Chart for the Technical College System of Georgia and the University System of Georgia. These courses are guaranteed to transfer in accordance with the transfer articulation agreement signed by USG and TCSG.
- The remaining Dual Enrollment courses taken at TCSG are CTAE courses that may be less likely to transfer to USG degree programs. These courses may still transfer to USG degree programs if they are relevant to the student’s intended program of study.

8: HOPE & Zell Miller Scholarship Eligibility for Dual Enrollment Students

- GSFC determines initial HOPE Scholarship and Zell Miller Scholarship eligibility based on high school GPA (3.0 for HOPE, 3.7 for Zell Miller), rigor course credits, and (for Zell Miller Scholarship) SAT or ACT test scores.

- Figures 34, 35, and 36 show initial eligibility counts and percentages for Dual Enrollment students for fiscal years 2019 – 2023 combined. For this analysis, Dual Enrollment students are categorized as Core or CTAE based on which type of course represented the majority of their Dual Enrollment credits.

Figure 34: Initial Scholarship Eligibility, All Dual Enrollment

Initial Eligibility Status	Count	Percent of Total
Zell Miller eligible	28,051	18.70%
HOPE eligible, Zell Miller ineligible	90,542	60.20%
HOPE and Zell Miller ineligible	31,694	21.10%

Source: Georgia State University, Dual Enrollment Addendum Report

Figure 35: Initial Scholarship Eligibility, Core Dual Enrollment Students

Initial Status	Count	Percent of Total
Zell Miller eligible	26,586	21.60%
HOPE eligible, Zell Miller ineligible	79,052	64.10%
HOPE and Zell Miller ineligible	17,669	14.30%

Source: Georgia State University, Dual Enrollment Addendum Report

Figure 36: Initial Scholarship Eligibility, CTAE Dual Enrollment Students

Initial Status	Count	Percent of Total
Zell Miller eligible	966	4.00%
HOPE eligible, Zell Miller ineligible	9,110	40.00%
HOPE and Zell Miller ineligible	12,819	56.00%

Source: Georgia State University, Dual Enrollment Addendum Report

Appendix A

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

Fiscal Year	ACCEL		Dual Enrollment		HOPE Grant Dual Enrollment	
	Unique Students	Program Funding	Unique Students	Program Funding	Unique Students	Program Funding
2007	3,090	\$4,023,079			742	\$685,390
2008	3,349	\$4,754,184			634	\$657,521
2009	3,736	\$5,856,181			5,434	\$4,985,134
2010	3,916	\$6,542,823			4,366	\$4,421,293
2011	4,474	\$7,684,834			4,294	\$4,441,054
2012	5,161	\$9,078,152			3,548	\$2,046,994
2013	7,070	\$10,022,371			4,562	\$2,508,509
2014	9,921	\$13,416,818			4,968	\$3,029,528
2015	13,996	\$19,092,598			6,313	\$3,789,046
2016	-	-	27,502	\$48,743,038	97	\$34,648
2017	-	-	35,921	\$68,503,675	6	\$3,314
2018	-	-	43,629	\$86,322,702	-	-
2019	-	-	51,872	\$104,632,058	2	\$730
2020	-	-	58,318	\$97,993,870	-	-
2021	-	-	48,947	\$73,278,579	14	\$3,724
2022	-	-	49,547	\$70,708,465	4	\$988
2023	-	-	52,912	\$74,610,395	4	\$2,724
2024	-	-	63,305	\$89,851,203	9	\$5,050

Source: Georgia Student Finance Commission, Scholarships & Grants Database

Table A2: FY 2024 Dual Enrollment Student Level Summary Statistics

FY 2024 Dual Enrollment		
	Program Funding	Semester Credit Hours
Mean	\$1,419	10
Minimum	\$22	0.67
Median	\$1,170	9
Maximum	\$10,258	30

Source: Georgia Student Finance Commission, Scholarships & Grants Database

Table A3: FY 2024 HOPE Grant Dual Enrollment Student Level Summary Statistics

<i>FY 2024 HOPE Grant Dual Enrollment</i>		
	<u>Program Funding</u>	<u>Semester Credit Hours</u>
Mean	\$561	6
Minimum	\$200	2
Median	\$450	5
Maximum	\$1,200	12

Source: Georgia Student Finance Commission, Scholarships & Grants Database

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.