

Georgia Student Finance Commission Report on
Georgia's Dual Enrollment Program
Patterns and Trends 2016-2022

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Georgia Student Finance Commission Report on Georgia's Dual Enrollment Program Patterns and Trends 2016-2022

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 2016 through 2022. Both FY 2021 and FY 2022 results were impacted by the implementation of the parameters outlined in HB 444 and the COVID-19 pandemic.

- Overall student participation increased by 1% from FY 2021 to FY 2022. However, the private sector saw a 4% decline.
- In FY 2022, participants took 39% of courses online. While this represents a decrease from FY 2021 (47%), taking courses online remained the largest course modality in FY 2022.
- Due to the grade level restrictions enacted by HB 444, sophomores accounted for a smaller percentage of Dual Enrollment participants in FY 2021 (5.8%) and FY 2022 (4.5%) than in FY 2020 (15.5%). In both FY 2021 and FY 2022 freshman participation fell to nearly zero percent.
- 4% of FY 2022 Dual Enrollment participants reached the HB 444 semester-hour funding limit.
- The percentage of Career, Technical, and Agricultural Education (CTAE) courses taken by sophomores increased from FY 2020 (31%) through FY 2022 (80%) due to HB 444 course type modifications.
- Across all subject areas, only 5% of Dual Enrollment courses reported a failing grade.
- 2,213 (6.6%) of Dual Enrollment students from the 2021 graduation cohort earned a postsecondary credential prior to high school graduation. Certificates and diplomas accounted for 93% of credentials earned.
- 71% of Dual Enrollment students from the 2020 graduation cohort enrolled in a HOPE-eligible postsecondary institution within one year of high school graduation. Of those who enrolled within one year, 83% persisted to year two.
- Approximately 77% of 2020 Dual Enrollment graduates qualified for either the HOPE or Zell Miller Scholarship. In comparison, 42% of 2020 non-Dual Enrollment graduates qualified for the HOPE or Zell Miller Scholarship.
- 70% of 2020 Dual Enrollment graduates who received the HOPE Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship at the 30-hour checkpoint.
- 88% of 2020 Dual Enrollment graduates who received the Zell Miller Scholarship and attempted at least 30 additional postsecondary hours retained the scholarship at the 30-hour checkpoint.

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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) High School Graduation Option B.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 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 High School Graduation Option B face no hour funding cap if they

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 High School Graduation Option B) 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.

entered the program by Spring FY 2020. It is important to note that students are also free to take courses at their own expense.

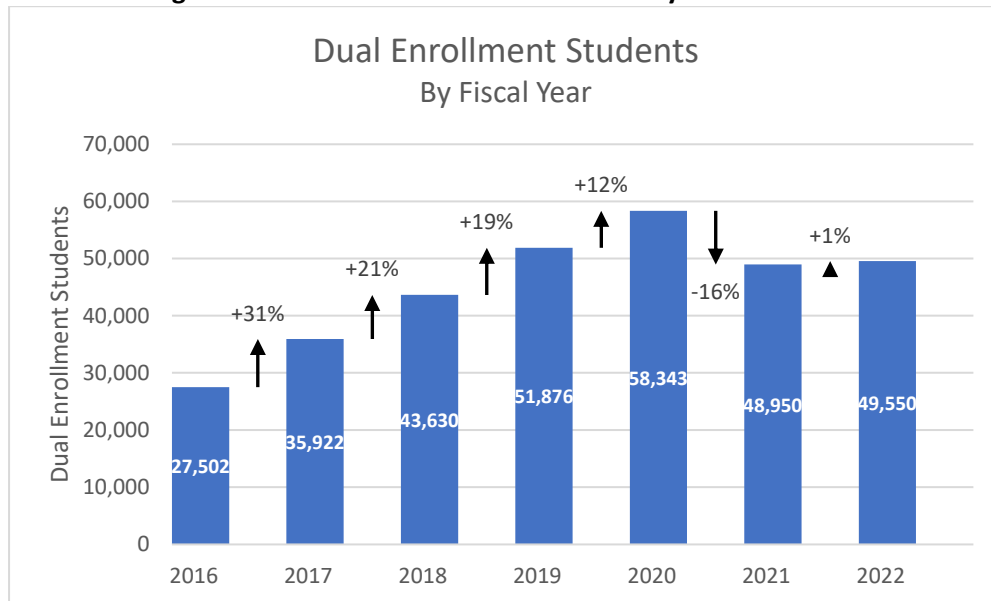
HB 444 also mandated that the Georgia Student Finance Commission (GSFC) annually measure and evaluate the program. Therefore, the purpose of this report is to provide information on Dual Enrollment program participants and their educational outcomes. We examine enrollment patterns and trends for all public, private, and home study students participating in the program from 2016 through 2022. Again, 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 – 2022

Students & Dollars by Institution and Campus Type

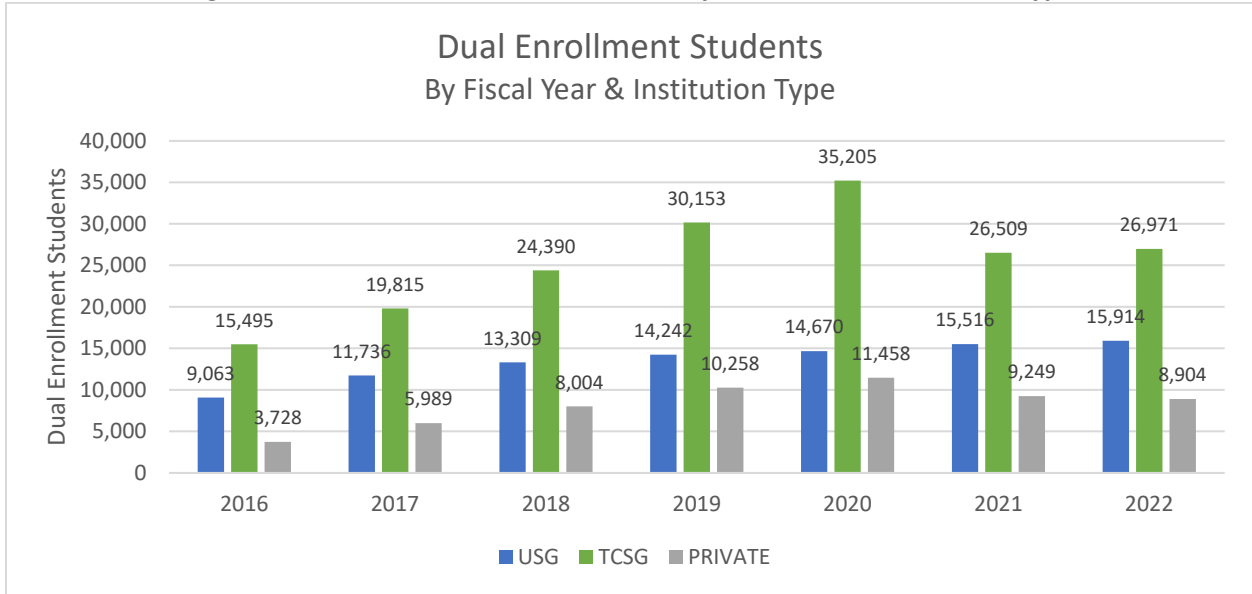
- The number of students participating in the Dual Enrollment program increased by 1% from 2021 to 2022. **This reflects** a leveling of the decline seen in FY 2021 that was attributed to both the start of the HB 444 and COVID-19.
- Over the life of the program (2016 to 2022), student participation increased by 80%. When examining by sector, participation at private postsecondary institutions increased by 138%, USG participation increased by 76%, and TCSG participation increased by 74%. (Figures 1 & 2)

Figure 1: Dual Enrollment Student Count by Fiscal Year



Source: Georgia Student Finance Commission, Scholarships & Grants Database

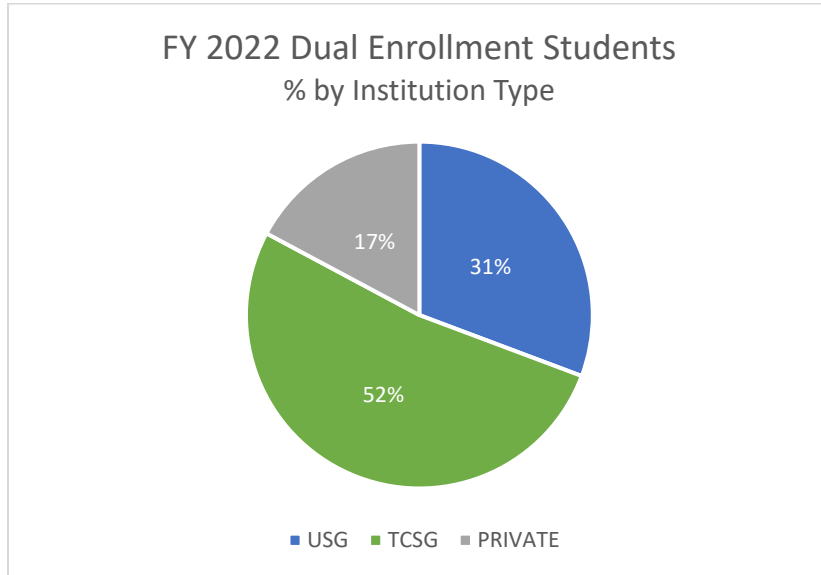
Figure 2: Dual Enrollment Student Count by Fiscal Year & Institution Type



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Similar to FY 2021 results, TCSG accounted for over 50% of Dual Enrollment students in FY 2022. Since 2016, TCSG has accounted for over 50% of each year’s Dual Enrollment population. (Figure 3)

Figure 3: Dual Enrollment Students by Institution Type

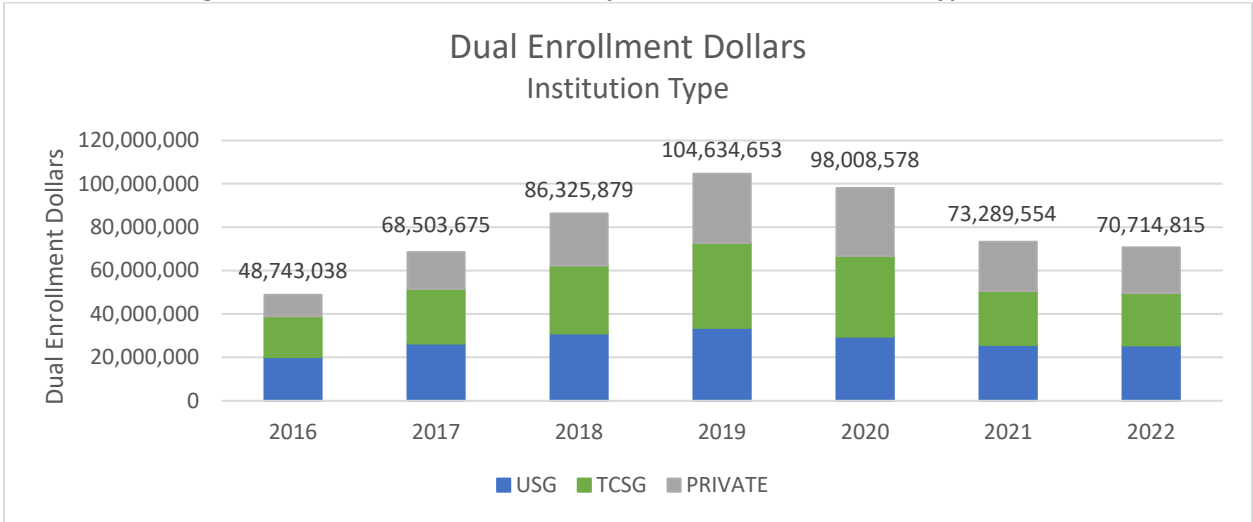


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Throughout the life of the program (2016-2022), Dual Enrollment dollars have grown by 45%. Despite this fact, each fiscal year from 2019 through 2022 has shown a ***decline in annual spending***.

The elimination of book fees accounts for the decrease from FY 2019 to FY 2020.² 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

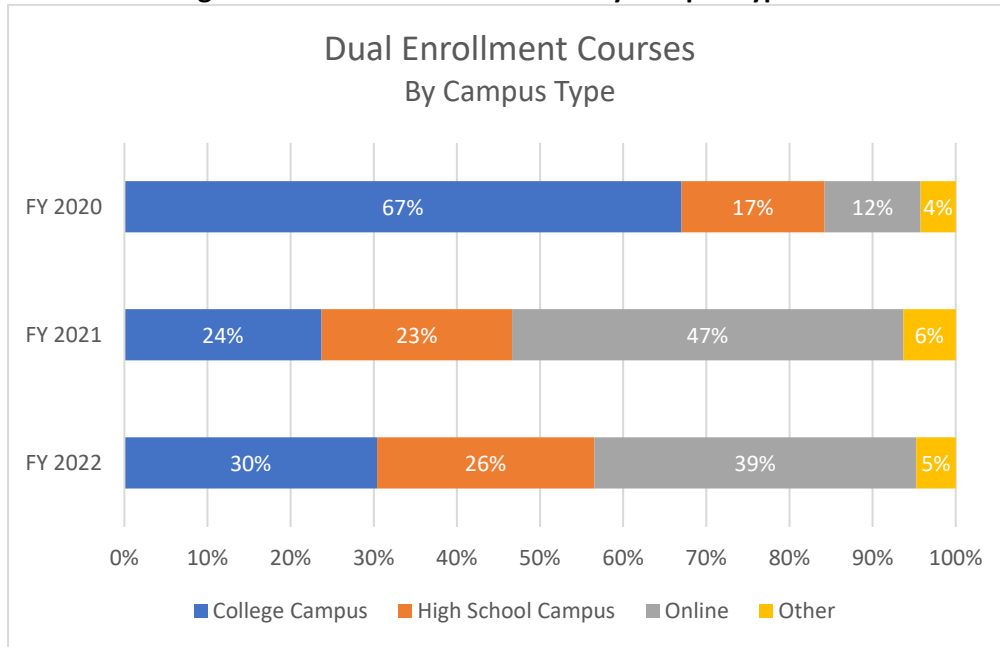


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- In FY 2022, over 400 public high schools participated in the Dual Enrollment program accounting for almost 87% of Dual Enrollment students; the top five districts (Houston, Fulton, Gwinnett, Forsyth, and Cobb) contributed 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 rural counties of Brantley, Glascock, and Heard over 20% of their high school populations participated in the Dual Enrollment program in FY 2022.
- 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. However, in both FY 2021 and FY 2022 most courses were taken online, 47% and 39% respectively. Postsecondary campuses were the second largest category. In all years examined, Dual Enrollment courses taken on a high school campus accounted for the smallest percentage of courses. (Figure 5)

² 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

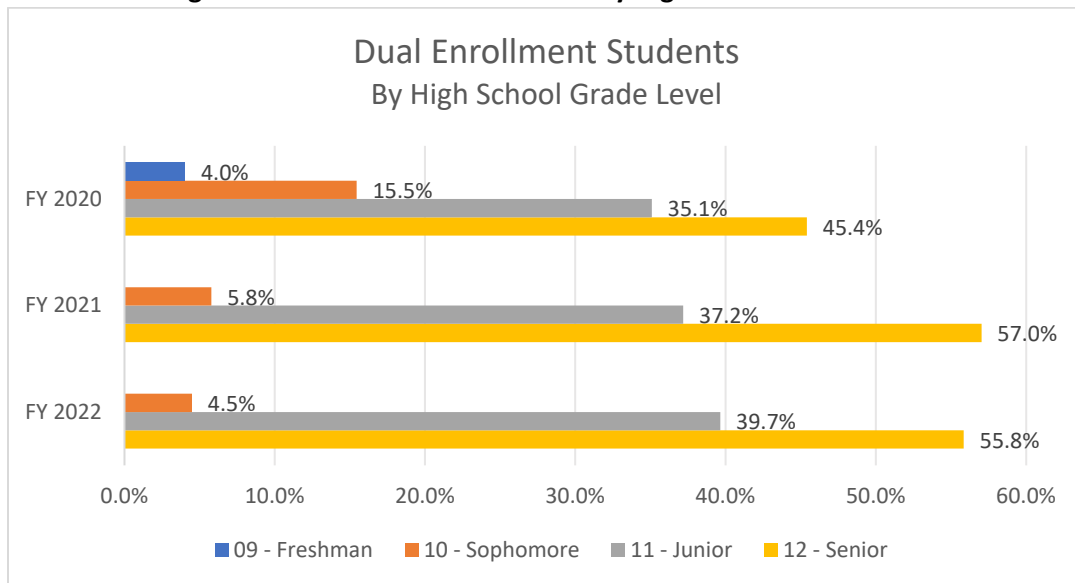


Source: Georgia Student Finance Commission, Scholarships & Grants Database

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, sophomores only accounted for 5.8% of the Dual Enrollment population in FY 2021 and 4.5% in FY 2022. Freshmen participation dropped to nearly zero following FY 2020. (Figure 6)

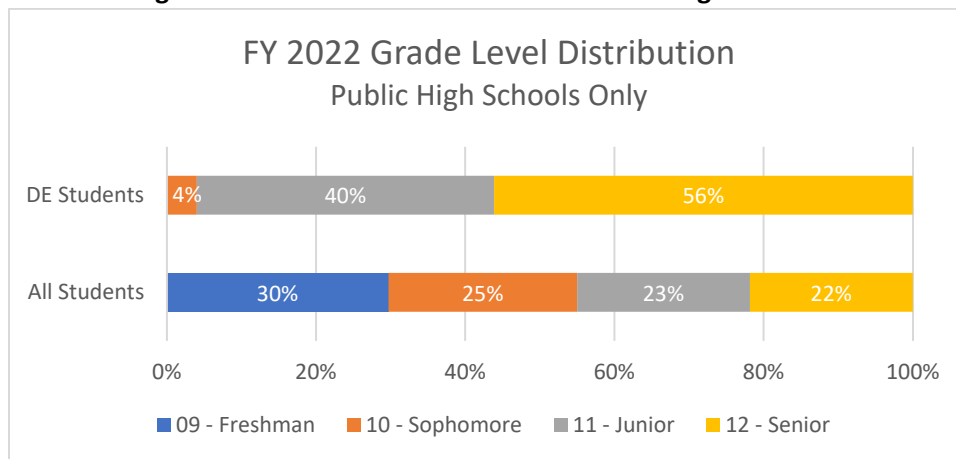
Figure 6: Dual Enrollment Students by High School Grade Level



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- When stratifying by high school type we see a difference in sophomore participation. In both FY 2021 and FY 2022 private high schools had lower sophomore participation than public high schools or home study programs. In FY 2021 sophomores accounted for 1.4% of the private Dual Enrollment population, 6.2% of the public population, and 7.1% of home study program participants. In FY 2022 this group accounted for 2.1% of privates, 4.4 % of home study programs and 4.8% 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 2022 seniors accounted for 22% of the total public high school population but were 56% of Dual Enrollment students. Juniors accounted for 23% of the total public high school population but were 40% of Dual Enrollment students. (Figure 7)

Figure 7: Grade Level Distribution for Public High Schools



Sources: Georgia Student Finance Commission; Georgia Department of Education

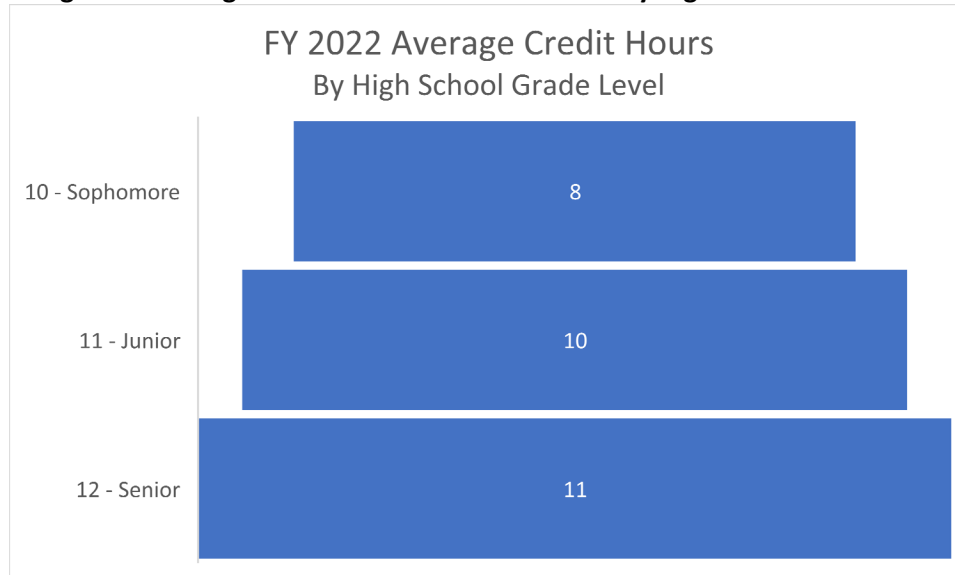
- Approximately 8% of all public high school students in Georgia participated in the Dual Enrollment program in FY 2022, compared to 9% in FY 2021. However, when stratified by grade level we see that 21% of all public-school seniors participated in the Dual Enrollment program in FY 2022 and 24% of all public-school seniors participated in the program in FY 2021. (Figure 8)
- The average Dual Enrollment student applied for 11 credit hours in FY 2022. Exploring differences by grade level shows that the average number of credit hours ranges from 8 (sophomores) to 11 (seniors). These figures are remarkably similar to FY 2020 and FY 2021. (Figure 9)

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

<u>Grade Level</u>	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>
09 - Freshman	2%	0%	0%
10 - Sophomore	6%	2%	2%
11 - Junior	16%	15%	14%
12 - Senior	22%	24%	21%

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

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



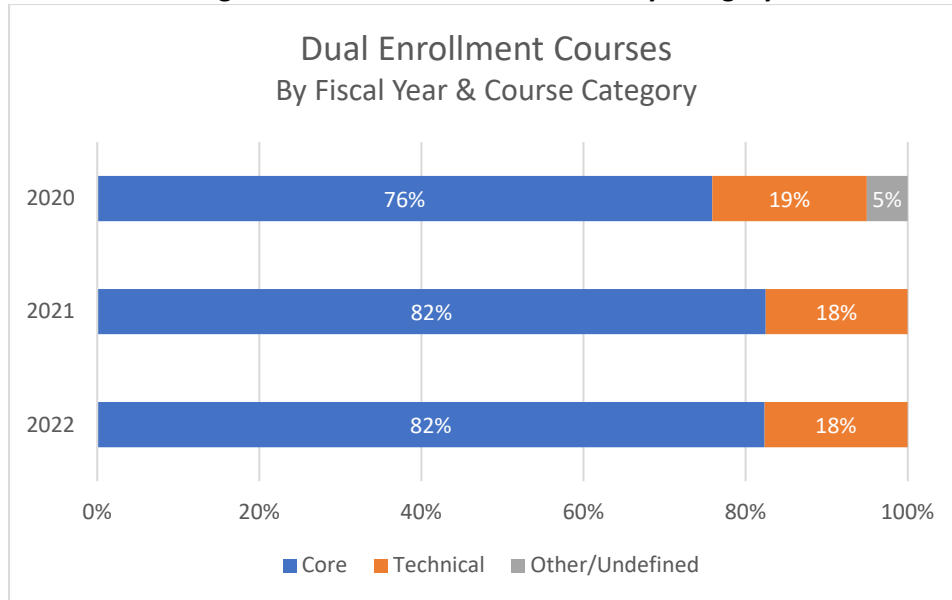
Source: Georgia Student Finance Commission, Scholarships & Grants Database

- 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. Students with 19 or more hours prior to FY 2021, are limited to 12 additional hours. Legacy SB 2 students—i.e., students who were designated as Option B prior to FY2021—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, 99% of Dual Enrollment participants faced a 30-hour lifetime cap.
- Approximately 3.6% of Dual Enrollment participants reached their hours cap in FY 2022. Most of these students were seniors (90%) who faced the 30-hour lifetime cap (94%).

Courses Taken by Type & Subject Area

- The distribution of courses across course category (core, CTAE, and other) remained constant from 2016 through 2020.³ 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 2022 was identical to FY 2021. (Figure 10)

Figure 10: Dual Enrollment Courses by Category

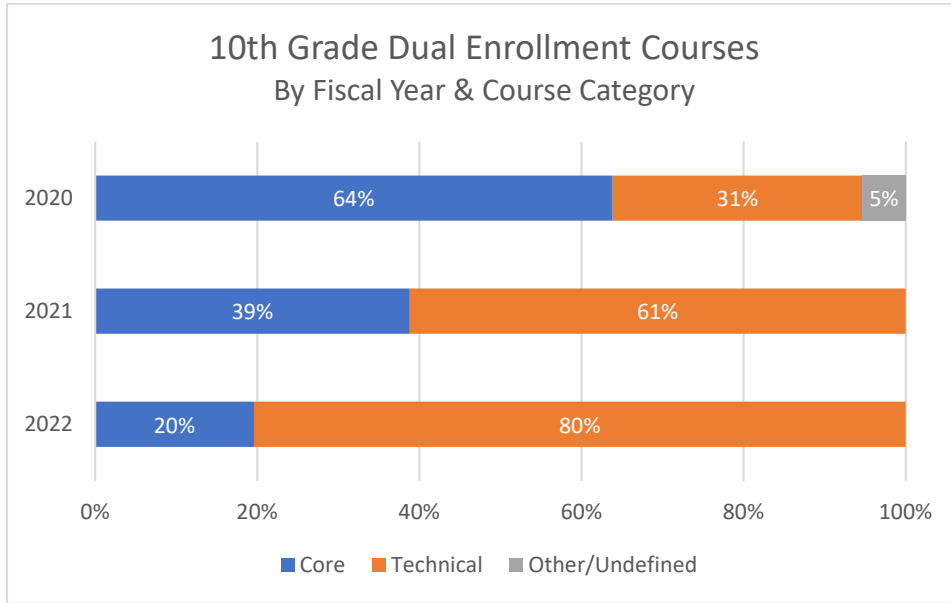


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- In FY 2021 and FY 2022 CTAE courses were 18% of all Dual Enrollment courses. (Figure 10) However, CTAE courses were a larger percentage of sophomore courses than courses 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. In FY 2022 this difference becomes more pronounced with 80% of courses taken by sophomores classified as CTAE, leaving only 20% in the core subject areas. (Figure 11).
- 89% of CTAE courses and 40% of core courses were taken at a TCSG institution in FY 2022. USG accounted for 40% of core courses and only 6% of CTAE courses. Private institutions accounted for 20% of core courses and 5% of CTAE courses.

³ The “other” course category was eliminated in FY 2021 per HB 444.

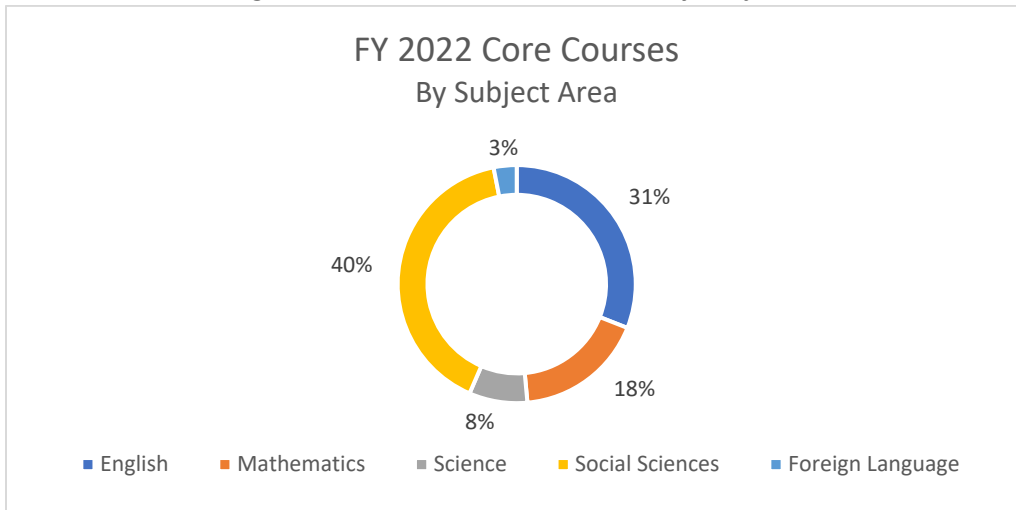
Figure 11: Dual Enrollment Courses by Category - Sophomores



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The FY 2022 distribution of core courses by subject area is nearly identical to that of FY 2021 and FY 2020. The most prevalent core subject area in FY 2022 was social science (40%), followed by English (31%). Combined, mathematics and science are 26% 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 previous years, College Algebra was the single most frequently taken Dual Enrollment course in FY 2022. 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: Dual Enrollment Courses by Subject Area



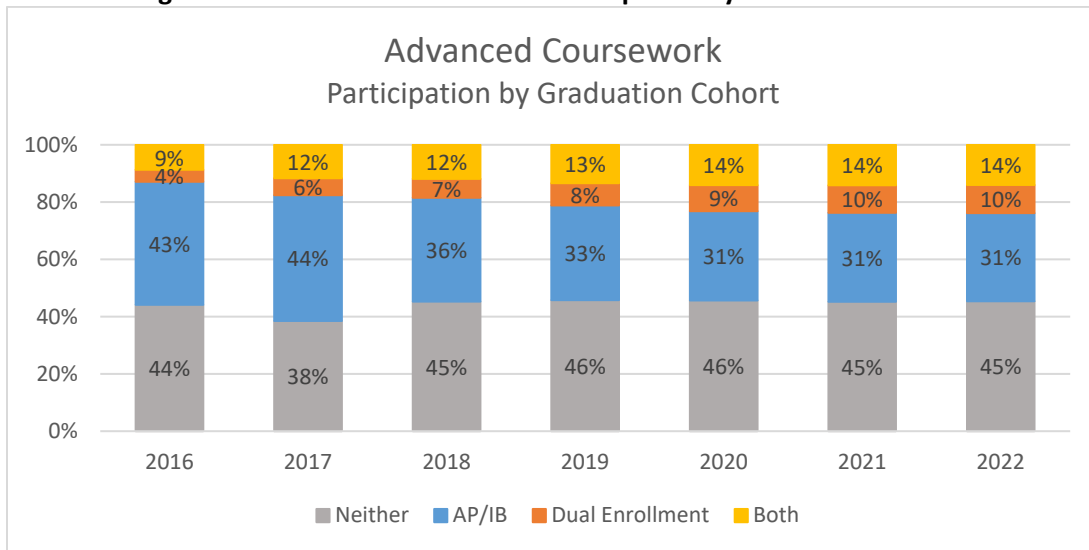
Source: Georgia Student Finance Commission, Scholarships & Grants Database

Dual Enrollment Student Outcomes 2016 – 2021

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.⁴ From 2016 to 2022, the composition of Advanced Coursework has shifted. Except for 2017, the percentage of graduates participating in Advanced Coursework ranged from 54% to 56%. However, the percentage of students participating in AP/IB alone decreased from 43% (2016) to 31% (2022). In comparison, the percentage of students in Dual Enrollment, alone or in conjunction with AP/IB, increased. (Figure 13)

Figure 13: Advanced Coursework Participation by Graduation Cohort

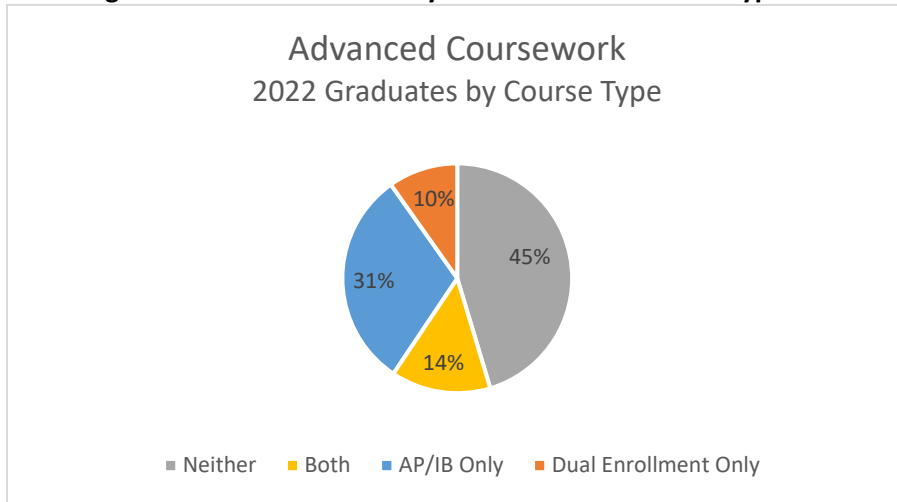


Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Focusing on the 2022 graduation cohort specifically, we see that 55% of graduates participated in some form of Advanced Coursework. Fourteen percent of graduates participated in both the Dual Enrollment program and AP/IB coursework, 10% of graduates participated in the Dual Enrollment program only, and 31% of graduates took AP/IB coursework with no participation in the Dual Enrollment program. (Figure 14)
- For the 2022 graduation cohort, Dual Enrollment students took an average of five Dual Enrollment courses over their high school careers. AP/IB students took an average of seven AP/IB courses over their high school career.

⁴ Dual Enrollment coursework includes CTAE courses, which may not be comparable to AP or IB coursework.

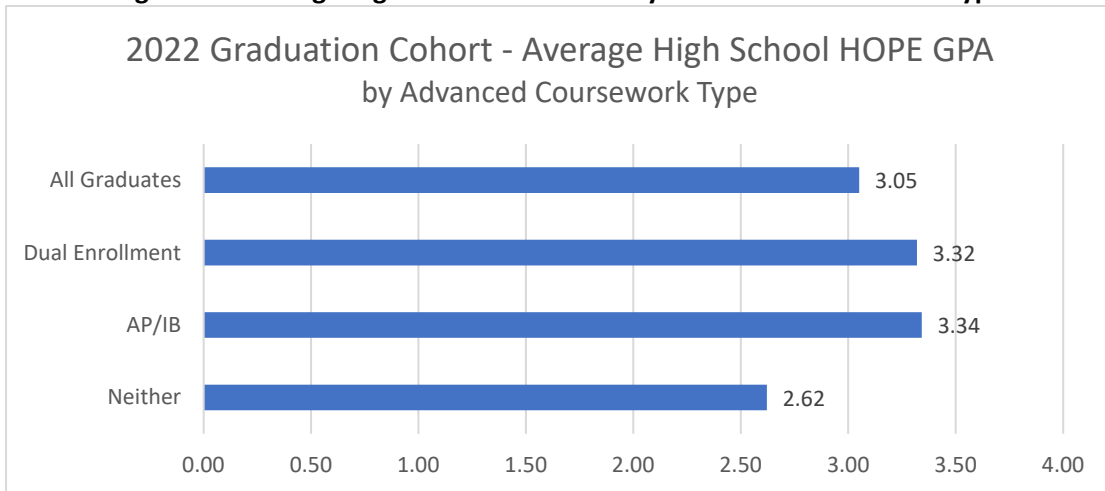
Figure 14: 2021 Graduates by Advanced Coursework Type



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The average high school HOPE GPA for the entire 2022 graduation cohort was 3.05, slightly above the HOPE Scholarship requirement. Graduates who participated in the Dual Enrollment program averaged 3.32 while AP/IB students had an average HOPE GPA of 3.34. Students who participated in neither program had an average high school HOPE GPA of 2.62. (Figure 15)

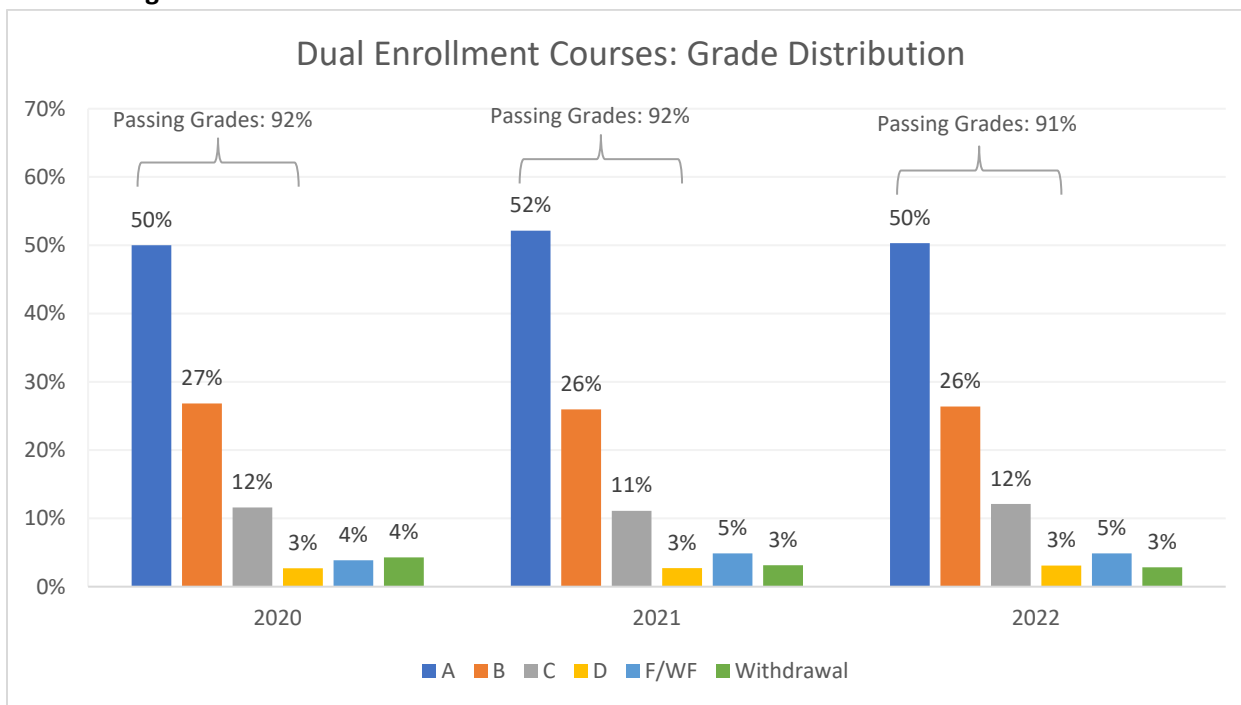
Figure 15: Average High School HOPE GPA by Advanced Coursework Type



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 2022, 91% 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 2020 to FY 2022



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.

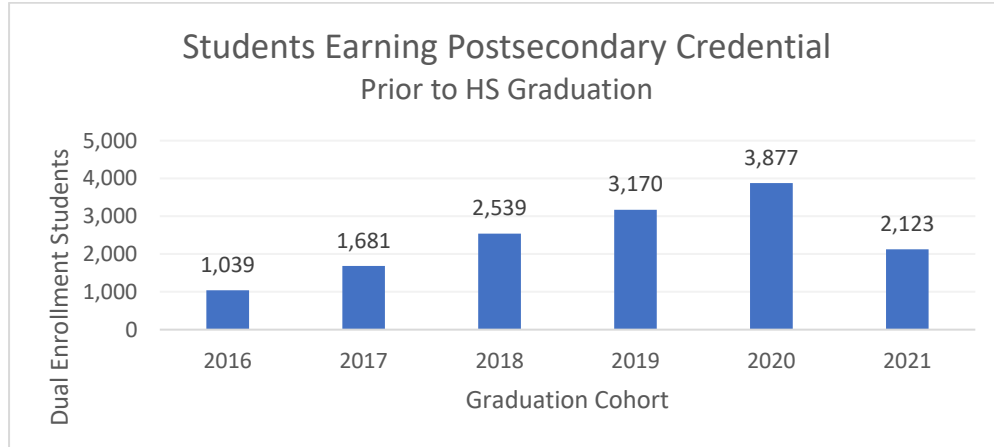
- Beginning in FY 2021, under HB 444 restrictions, Dual Enrollment participants are limited to two withdrawals over their high school careers. When comparing the grade distribution from FY 2020 through FY 2022 we do not see a meaningful difference in the percentage of withdrawals. (Figure 16).
- When 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 2022. 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.⁵ The number of Dual Enrollment graduates earning a credential increased from 1,039 in 2016 to 3,877 in 2020. This upward trend changed in 2021 as HB 44 limitations took effect. For the 2021 graduating cohort, the number of Dual Enrollment graduates earning a credential decreased to 2,123. This result was expected given the HB 444 hours limitations placed on this cohort’s senior year; in previous cohorts, nearly 65% of credentials earned were earned in a student’s senior year. (Figure 17)⁶

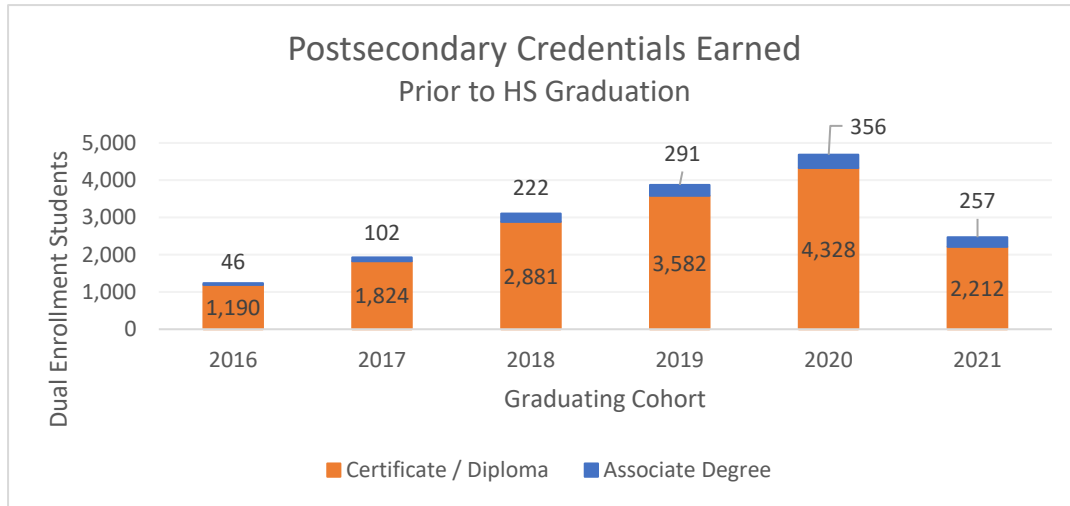
Figure 17: Students Earning Postsecondary Credentials Prior to High School Graduation



Source: Georgia Student Finance Commission; GAAWARDS

- Certificates and diplomas accounted for over 90% of the credentials earned for the 2016 through 2021 cohorts. While the number of students earning an associate degree prior to high school graduation has increased, associate degrees only account for 10% of credentials earned. (Figure 18)⁶

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



Source: Georgia Student Finance Commission; GAAWARDS

⁵ 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.

⁶ A new methodology was used for 2021 counts. For consistency, historical figures were recalculated using this new methodology. All conclusions regarding postsecondary credentials are unchanged.

- For the high school graduation cohorts spanning 2016 through 2018, 95% of credentials were earned by juniors and seniors. The remaining 5% were earned by sophomores. For the 2019 and 2020 graduation cohorts, 10% of credentials were earned by sophomores and for the 2021 cohort 22% of credentials were earned by sophomores.
- For the 2016 through 2020 graduation cohorts, 93.3% of all credentials earned prior to high school graduation were from TCSG institutions. When examining sophomores specifically, we see that nearly all (99.8%) credentials earned were from TCSG institutions.

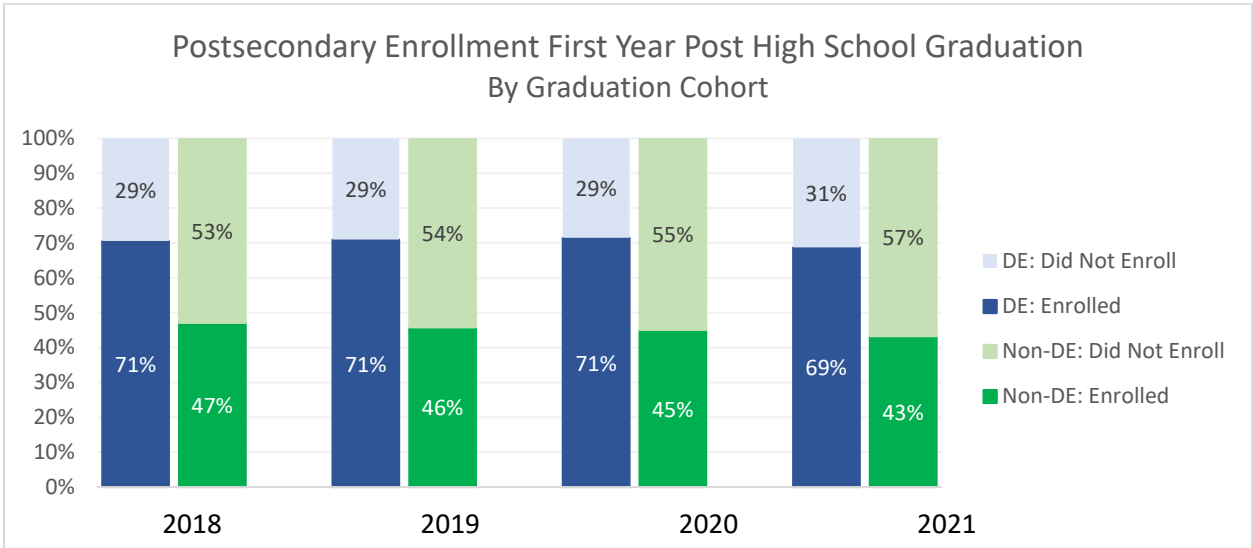
Postsecondary Enrollment

- On average 70% of Dual Enrollment students from the 2018 through 2021 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, 75% of Dual Enrollment graduates enrolled in a HOPE-eligible postsecondary institution within two years of high school graduation.
- Of Dual Enrollment graduates who enrolled in postsecondary within one year post high school graduation, 95% enrolled in degree-seeking programs and 5% enrolled in credential/diploma programs.
- Nearly 100% of certificate/diploma enrollees attended TCSG institutions, and approximately 90% of degree enrollees attended a USG institution. (Figure 20)
- Between 76% - 79% of Dual Enrollment graduates who enrolled one year post high school graduation attended a USG institution. Private institutions account for 10% - 11% and TCSG institutions accounted for 12% - 13%.

⁷ 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.

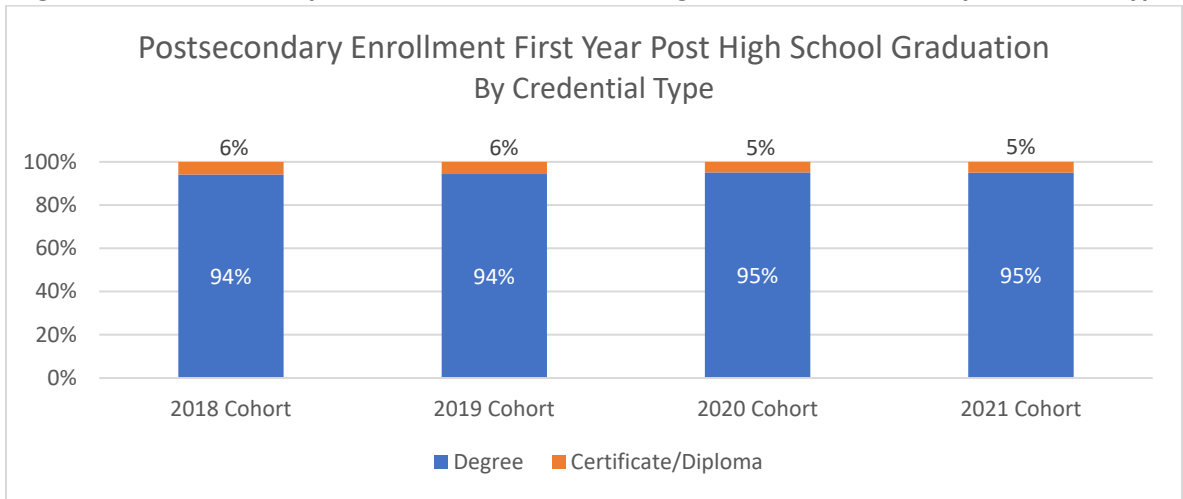
⁸ Dual Enrollment students are students who have taken at least one state-funded Dual Enrollment course during their high school career. Non-Dual Enrollment students have taken no state-funded Dual Enrollment courses. Both groups include students who have participated in other advanced coursework (i.e., AP and/or IB).

Figure 19: Postsecondary Enrollment First Year Post High School Graduation



Source: Georgia Student Finance Commission, Scholarships & Grants Database

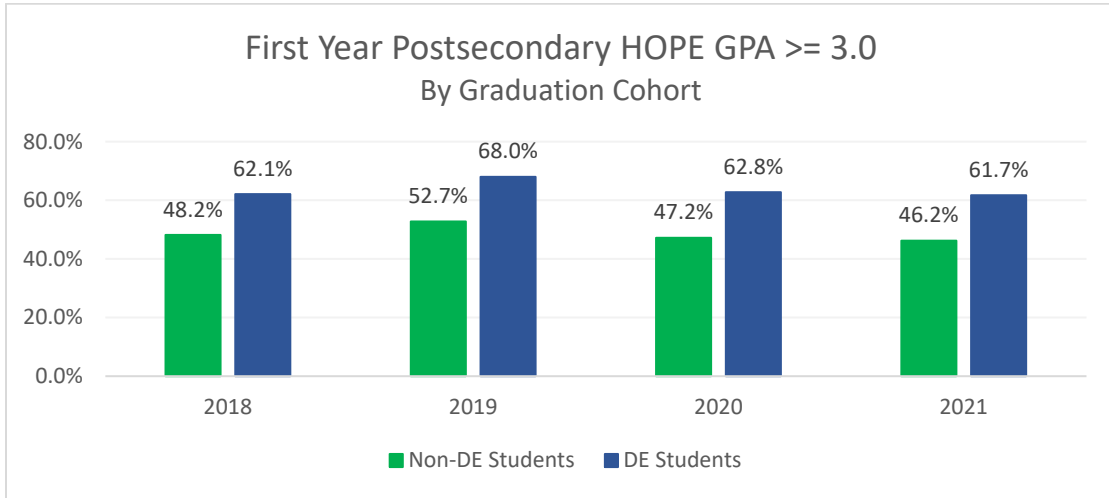
Figure 20: Postsecondary Enrollment First Year Post High School Graduation by Credential Type



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- The average attempted hours for both Dual Enrollment and Non-Dual Enrollment students in the first year following high school graduation ranged between 25 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)
- For the purposes of this study, we define persistence as re-enrolling at any HOPE-eligible postsecondary institution for a second year.

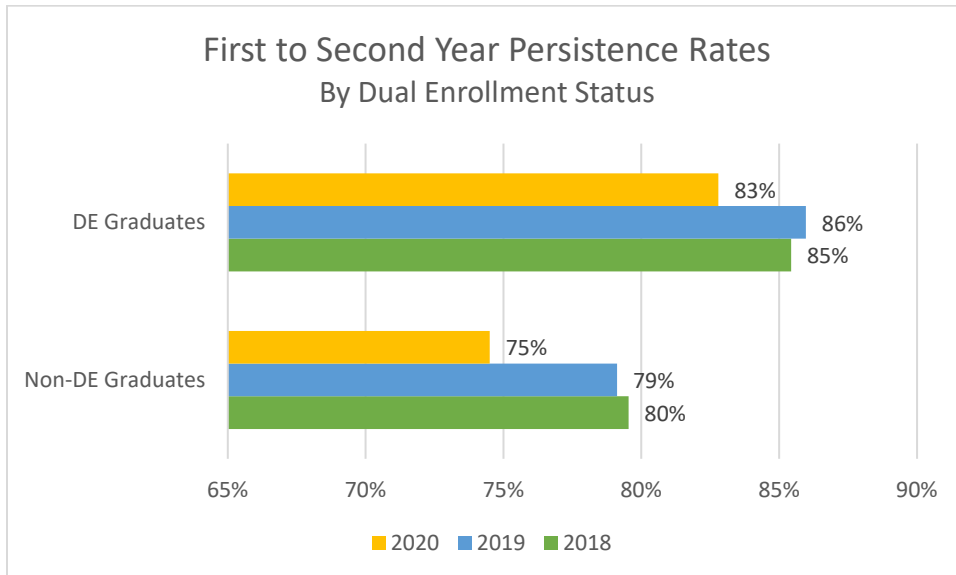
Figure 21: Postsecondary HOPE GPA First Year Post High School Graduation



Source: Georgia Student Finance Commission, Scholarships & Grants Database

- Over 83% 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



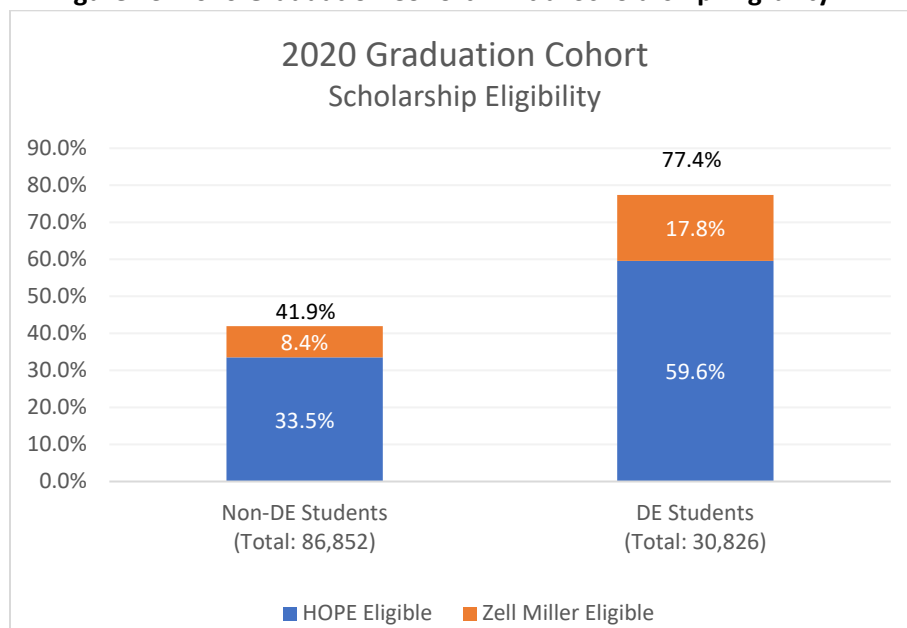
Source: Georgia Student Finance Commission, Scholarships & Grants Database

HOPE & Zell Miller Scholarship Initial Eligibility

- Dual Enrollment students were 26% of the 2020 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 2021. Public high schools account for approximately 90% of Dual Enrollment students and privates account for 10%.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 2020 graduation cohort, 77.4% of Dual Enrollment students qualified for either a HOPE or Zell Miller Scholarship. 59.6% of Dual Enrollment graduates met the academic requirements for HOPE Scholarship eligibility and 17.8% 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: 2020 Graduation Cohort - Initial Scholarship Eligibility



Source: Georgia Student Finance Commission, Scholarships & Grants Database

HOPE & Zell Miller Scholarship Receipt

- A sizable percentage of Dual Enrollment students go on to receive either the HOPE Scholarship or the Zell Miller Scholarship. Using the 2016 through 2020 graduating cohorts, allowing for a minimum

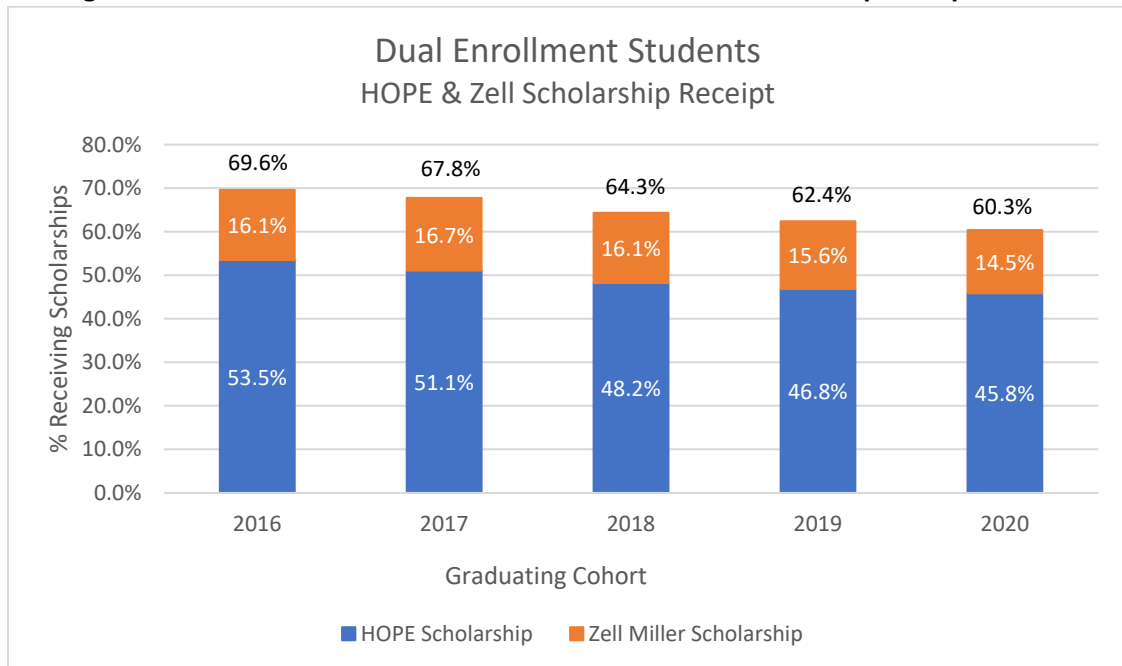
⁹ Home study students face a different set of HOPE Scholarship eligibility requirements, requirements that are not reliant on a qualifying GPA. Therefore, home study students are not included in these analyses.

¹⁰ The High School HOPE GPA is limited to core courses (English, mathematics, science, social sciences, and foreign language) and calculated by GSFC.

of two years for postsecondary entrance, 47% of Dual Enrollment students later received the HOPE Scholarship and 15% 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 eligibility is limited to 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 (2016-2020), 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

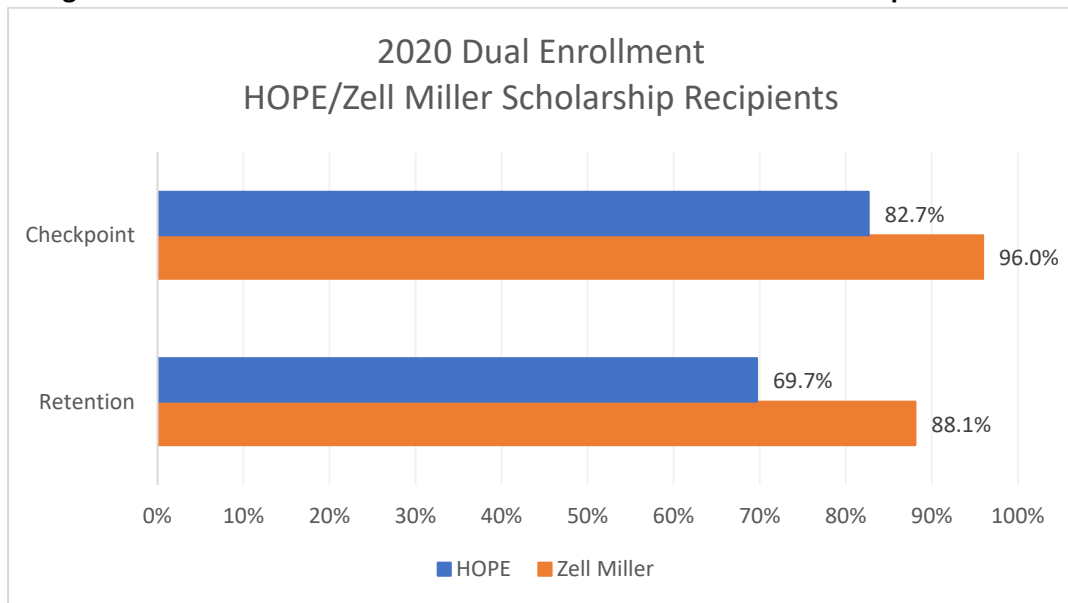
HOPE & Zell Miller Scholarship Retention

- To examine scholarship retention (i.e., retained scholarship eligibility), we limit the population to 2020 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 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 FY 2021 and FY 2022.

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 has decreased by 4%. This may impact the decline in recipients shown.

- Of the over 18,000 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 5,400 students who were initially eligible for the Zell Miller Scholarship, 82% 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, 82.7% of HOPE Scholarship recipients and 96% 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, nearly 70% retained the HOPE Scholarship and 88% retained the Zell Miller Scholarship. (Figure 25)

Figure 25: Retention for 2020 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.

Glossary of Terms

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 include courses in:

- Agriculture
- Automotive / Heat & Air / Mechanical
- Business / Management / Marketing
- Communication Technologies
- Construction Technology
- Education
- Engineering and Technology
- Family and Consumer Science
- Government / Public Administration
- Graphic Arts / Precision Production / Welding
- Health Sciences
- Information Technology
- Military Science
- Personal Services
- Public Safety

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 are no longer eligible as Dual Enrollment courses.

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 High School Graduation Option B – 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 SB2.

GSFC – Georgia Student Finance Commission.

Home Study – An arrangement whereby a school-aged child is involved in a course of study in which instruction is carried out 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).

TCSG – Technical College System of Georgia.

USG – University System of Georgia.

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

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