

Georgia Dual Enrollment and Postsecondary Outcomes

2016-2017 Analysis of Dual Enrollment Outcomes

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Prepared by:
Kelsea Bond
Kanti Chalasani



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Executive Summary

Background

Dual enrollment provides opportunities for Georgia high school students to take postsecondary courses and earn concurrent credit toward both a high school diploma and a college degree. Over the last decade, changes in laws and policies regarding dual enrollment availability and funding have affected student participation in dual enrollment (these changes are outlined in detail in the Dual Enrollment Background section). Most notably, in 2015, the General Assembly made significant changes to dual enrollment with the passage of Senate Bills 2 and 132, which consolidated dual enrollment funding sources, streamlined policies, and created a new high school graduation option for dual enrollees. In 2018, the passage of [Senate Bill 401](#) required the Governor’s Office of Student Achievement (GOSA) to collect enrollment and student record data for students in dual enrollment courses, as well as to measure and evaluate the dual enrollment program.¹

Using linked data from the [GA•AWARDS](#) data system housed at GOSA, this report summarizes trends in public school dual enrollment participation, course-taking, high school graduation, postsecondary enrollment, and degree attainment between 2008 and 2017.² The goal of this report is to provide descriptive information on dual enrollment participants. It does not identify whether dual enrollment changes a student’s likelihood of graduating from high school, going to college, or earning a credential.

Key Findings

Dual Enrollment Participation and Trends

- In 2016-2017, 29,616 public high school students participated in dual enrollment, an increase of 264% from five years earlier. High school enrollment increased by only 9% during that time.
- The overall count of both dual enrollment courses attempted and completed increased steadily between 2011 and 2017. The count of dual enrollment courses attempted and completed increased by similar proportions over time.
- Between 2008 and 2017, dual enrollment course completion rates fluctuated between 84% and 91%. Course completion rates decreased between academic years 2008-2009 and 2014-2015, then increased slightly between 2014-2015 and 2016-2017, despite large increases in dual enrollment course taking overall.
- In 2016-2017, the percentage of male and female public high school students was evenly split across the state. However, 62.0% of dual-enrolled students were female.
- In 2016-2017, white students accounted for 58.3% of dual-enrolled students, despite comprising only 41.6% of public high school students statewide. Black and Hispanic students accounted for only 34.7% of dual-enrolled students, despite comprising 51.2% of all public high school students statewide.
- In 2016-2017, English Language Learners and students with disabilities were underrepresented in dual enrollment course taking. English Language Learners accounted for 3.6% of public high

¹ In January 2018, the Georgia Department of Audits and Accounts published a [report on Dual Enrollment](#), which recommended that the program set clear goals and suggested that a single state agency should maintain data for and report on the success of the dual enrollment program in Georgia.

² Private school and home school participants are excluded from this report because school enrollment and the timing of graduation cannot be verified. The 2016-2017 school year is the most recent year with complete data for private and home school participants.

Dual Enrollment and Postsecondary Outcomes

school students statewide, but only 0.3% of dual-enrolled students. Students with disabilities accounted for 11.4% of public high school students statewide, but only 1.8% of dual-enrolled students.

- At the district level, direct certification (poverty status) was positively correlated with dual enrollment.
- In 2016-2017, over half (58% or 17,773) of dual-enrolled students took courses through a Technical College System of Georgia (TCSG) institution, whereas 34% took courses through a University System of Georgia (USG) institution. The remaining 8% took courses through either a Georgia Independent College Association (GICA) institution or Georgia Military College (GMC).

Course-Taking Patterns

- Nearly 60% of dual enrollment courses taken by public high school students were in the four core subject areas of Social Studies, English/Language Arts and Literature, Mathematics, and Science.
- Other subject areas with high participation included Communications/Journalism (9%), Health Sciences and Services (7%), and Career/Tech/Maintenance/Industry (7%).

High School Graduation and Courses Completed Before Graduating

- For the classes of 2015-2016 and 2016-2017, approximately 97% of public high school students with dual enrollment credit graduated within four years.³ While not directly comparable, these rates exceeded the statewide rates of 79.4% and 80.6%, respectively.
- Of 2016-2017 high school graduates who earned dual enrollment credit, approximately 31% earned between 16 and 40 credits prior to high school graduation, whereas the majority (65%) earned between 1 to 15 credits. The remaining 4% of students earned 41 or more credits.

Postsecondary Enrollment & Credential Attainment

- In 2016-2017, the total count of postsecondary credentials earned by dual-enrolled high school students nearly doubled from the previous year to 1,438. Over 90% of postsecondary credentials earned were certificates, whereas the remaining postsecondary credentials earned were Associate's degrees.
- In the class of 2016, 81.5% of high school graduates who participated in dual enrollment enrolled in some form of postsecondary institution within a year of graduating, compared to 62.0% of all public high school graduates.

³ These four-year graduation rates cannot be compared with GaDOE's state-level graduation rates due to different methods of calculation. For more information on state-wide graduation rates, see [GaDOE's press release on graduation rates from 2012-2018](#).

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Dual Enrollment Background

Dual enrollment provides opportunities for Georgia high school students to take postsecondary courses and earn concurrent credit towards both a high school diploma and a college degree or postsecondary credential. Over the last decade, changes in laws and policies regarding dual enrollment availability and funding have affected student participation in dual enrollment.⁴ Most notably, in 2015, the General Assembly made significant changes to dual enrollment with the passage of Senate Bills 2 and 132, which consolidated dual enrollment funding sources, streamlined policies, and created a new high school graduation option for dual enrollees. Senate Bills 132 and 2 are summarized below:

- [Senate Bill 132](#), titled the “Move On When Ready Act,” consolidated all dual enrollment programs into a new Move On When Ready (MOWR) program, which:
 - Is open to all high school students enrolled in public schools, private schools, or approved home study programs;
 - Covers the cost of students’ tuition, fees, and books;
 - Allows part- or full-time enrollment students; and
 - Does not affect high schools’ state funding.
- [Senate Bill 2](#) created a new option for dual enrollment students to earn a high school diploma by meeting the following criteria:
 - Completing and taking associated end-of-course assessments for two high school English/Language Arts courses, two Mathematics courses, two Science courses, and two Social Studies courses, in addition to completing one Health/Physical Education course (courses typically taken by the end of 10th grade);
 - Meeting admissions requirements of a MOWR-eligible postsecondary institution; and
 - Enrolling in that institution and earning an Associate’s degree, technical diploma, or two technical certificates in one pathway.

In January 2018, the Department of Audits and Accounts published a [report on dual Enrollment](#), which recommended that the program state a more focused goal, and that one state agency should be responsible for evaluating the dual enrollment program. In spring 2018, the passage of [Senate Bill 401](#) required the Governor’s Office of Student Achievement (GOSA) and the statewide longitudinal data system ([GA•AWARDS](#)) to collect enrollment and student record data for students in dual enrollment courses. The legislation also required that GOSA annually measure and evaluate the dual enrollment program.

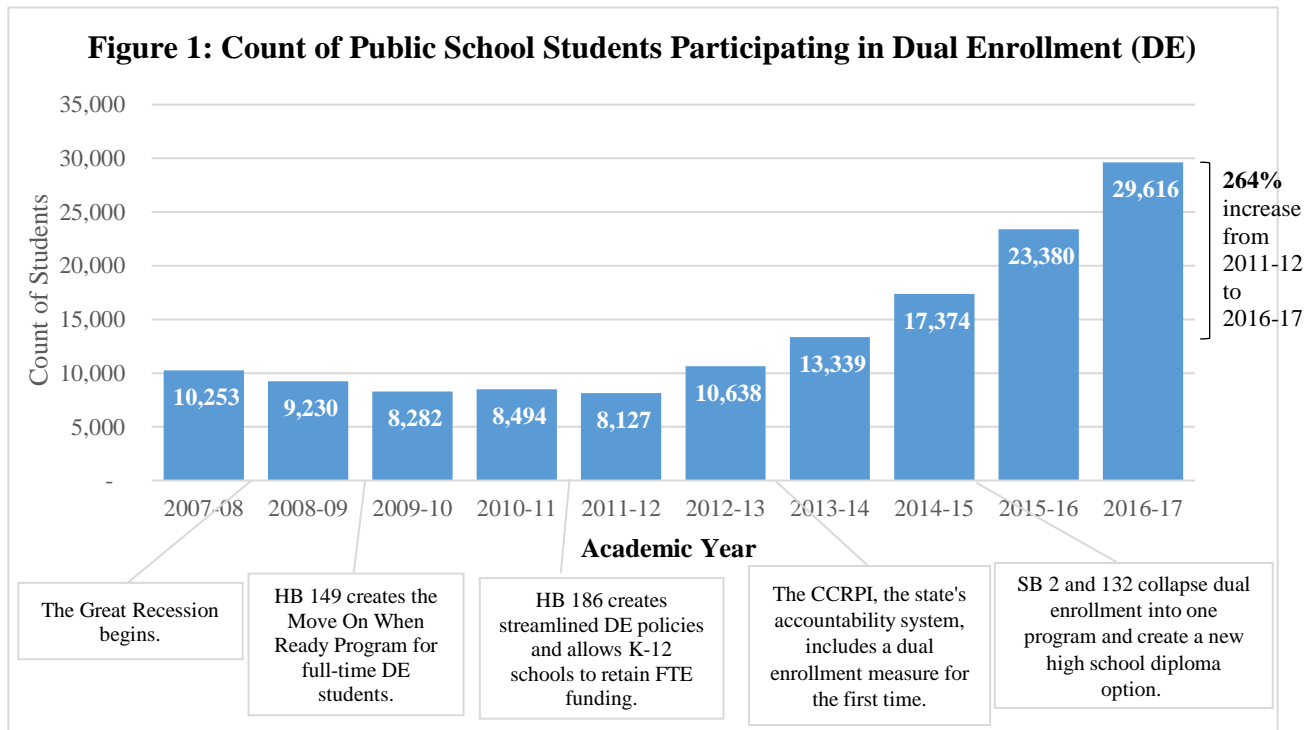
⁴ In August 2017, Governor Deal changed the name of Move On When Ready to dual enrollment. For more information on dual enrollment options prior to 2015, see GOSA’s report on [Georgia Dual Enrollment and Postsecondary Outcomes](#), published November 2017.

Dual Enrollment Trends from 2008 to 2017

Statewide Course Enrollment and Completion Trends

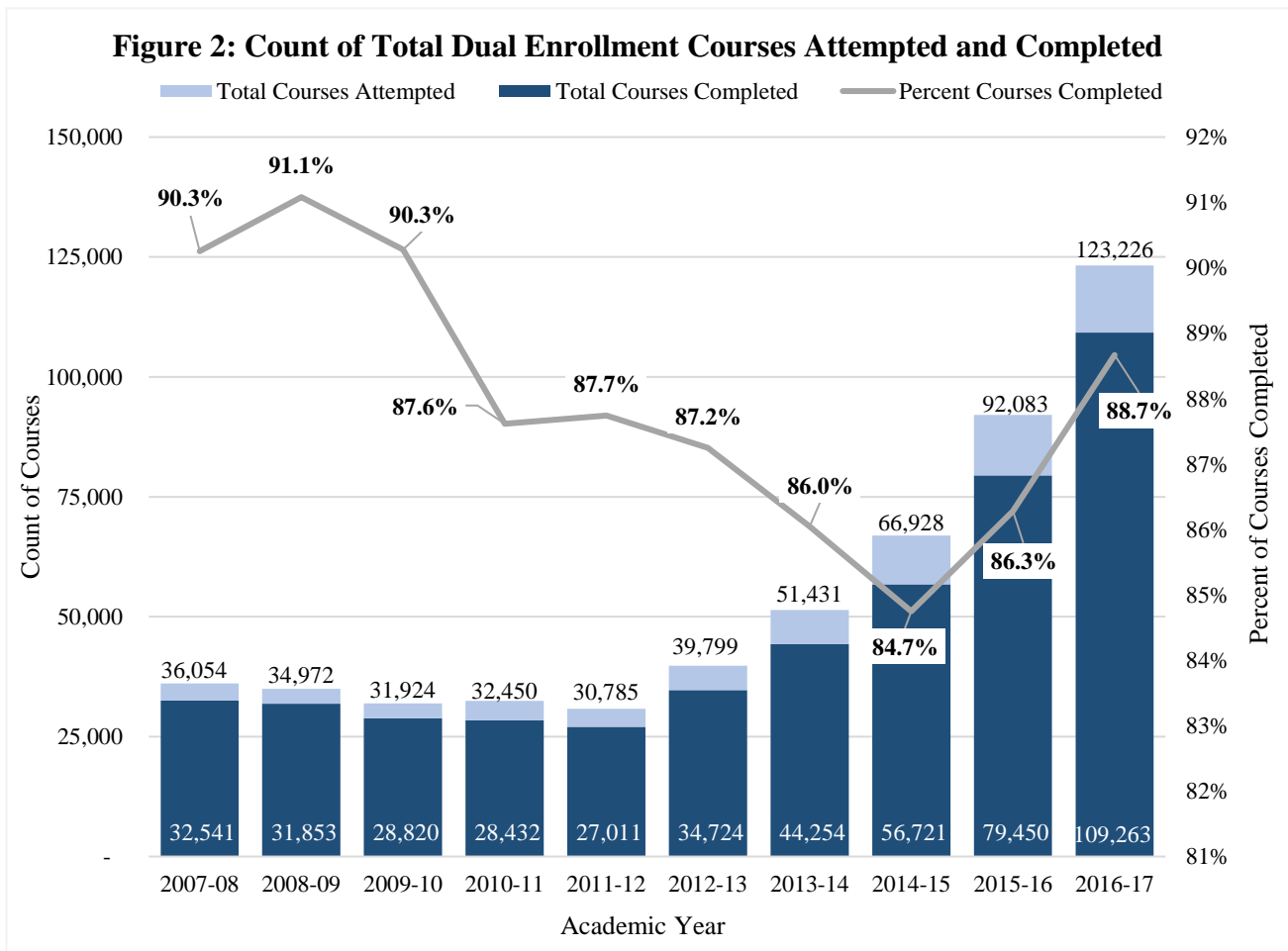
As outlined in the previous section, several key policy changes affected dual enrollment participation over the last decade. As seen in the Figure 1, dual enrollment participation decreased from academic years 2007-2008 to 2011-2012 before sharply increasing for the following five years.

- From 2007-2008 to 2011-2012, both the number of students participating and the total number of courses attempted decreased (see Figure 1), which may be due to school systems not receiving state funding for dual enrollment students during this period.
- Course enrollment began to increase after 2011-2012 with the passage of House Bill 186 and the inclusion of dual enrollment in the Georgia Department of Education’s (GaDOE) College and Career Ready Performance Index (CCRPI) in 2013.
- In 2016-2017, 29,616 students participated in dual enrollment, an increase of 264% from five years earlier. High school enrollment increased by only 9% over that time.⁵
- The largest percent increase was between 2014-2015 to 2015-2016, one year following the passage of Senate Bills 2 and 132 that streamlined dual enrollment programs and created a new high school diploma option for dual enrollment students.



⁵ Of these participants, 96.5% had course records in GA-AWARDS. The remaining 3.5% were present in Georgia Student Finance Commission (GSFC) invoicing data, meaning that they enrolled in coursework in one of the private colleges that does not provide data to GA-AWARDS. In all years, the percentage of students with enrollment records remained between 95% and 98%. See Data Definitions and Methodology in Appendix I for more details.

- In 2016-2017, 88.7% of dual enrollment courses attempted were completed, meaning that the student earned credit. This percentage is slightly higher than the prior year (86.3%).
- Both the overall count of dual enrollment courses attempted and completed has increased steadily since the 2011-2012 academic year. The count of dual enrollment courses attempted and completed increased by similar proportions over time.⁶
- The completion rate remained between 84% and 91% each year during the last decade despite the significant enrollment changes. Between academic years 2008-2009 and 2014-2015, course completion rates fluctuated annually, but decreased overall from 91.1% to 84.7% as the count of courses attempted increased. Since 2014-2015, completion rates have increased slightly from 84.7% to 88.7% despite large increases in course taking overall.⁷



⁶ Given the proportional increase from 2011-2012 to 2016-2017, the increased participation is, for the most part, the result of new students participating rather than existing students taking more courses than in the past.

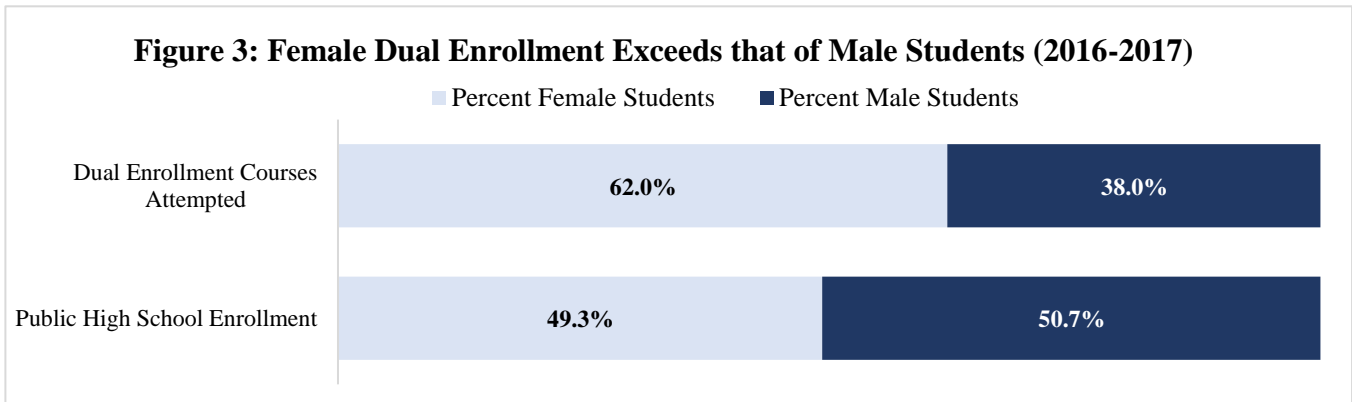
⁷ Figure 2 only includes data from students attending institutions that contribute data to GA-AWARDS (95-97% each year).

2016-2017 Dual Enrollment Trends

The distribution of public school students participating in dual enrollment varies in terms of gender, race/ethnicity, English Language Learner status, disability status, and low-income status. The following charts compare those trends to public high school enrollment during the 2016-2017 school year.⁸

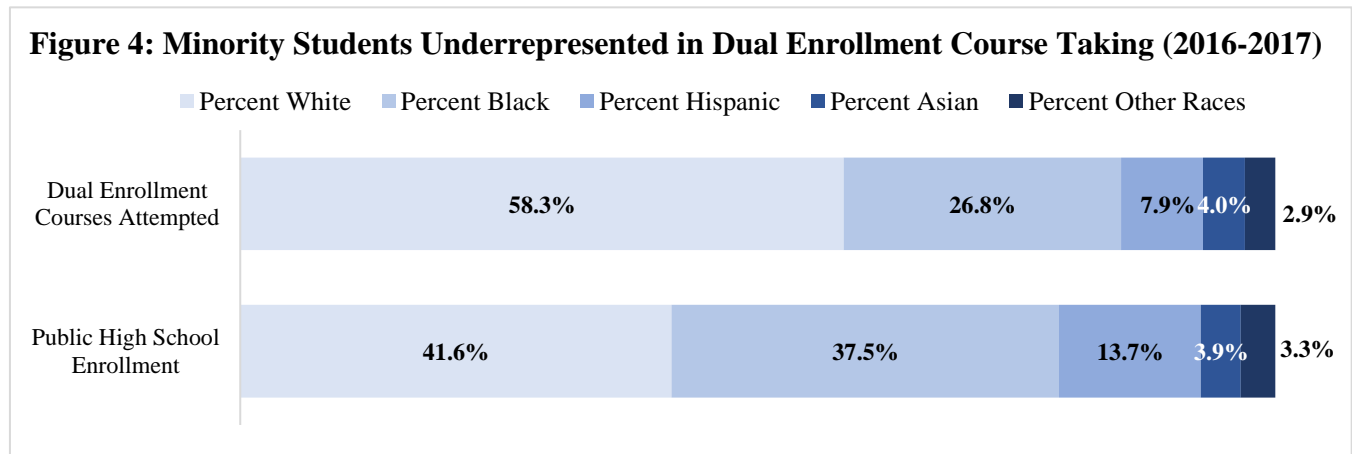
Gender

- Whereas the percentage of male and female high school students was evenly split across the state, female students were more likely to participate in dual enrollment during the 2016-2017 school year.
- During the 2016-2017 school year, 62.0% of public school dual enrollment students were female.



Race/Ethnicity

- White students were overrepresented in dual enrollment courses relative to the overall population of high school students, whereas black and Hispanic students were underrepresented.
- In 2016-2017, white students made up 41.6% of the student population but 58.3% of dual enrollees. Conversely, black and Hispanic students made up 51.2% of all students but only 34.7% of dual enrollees.

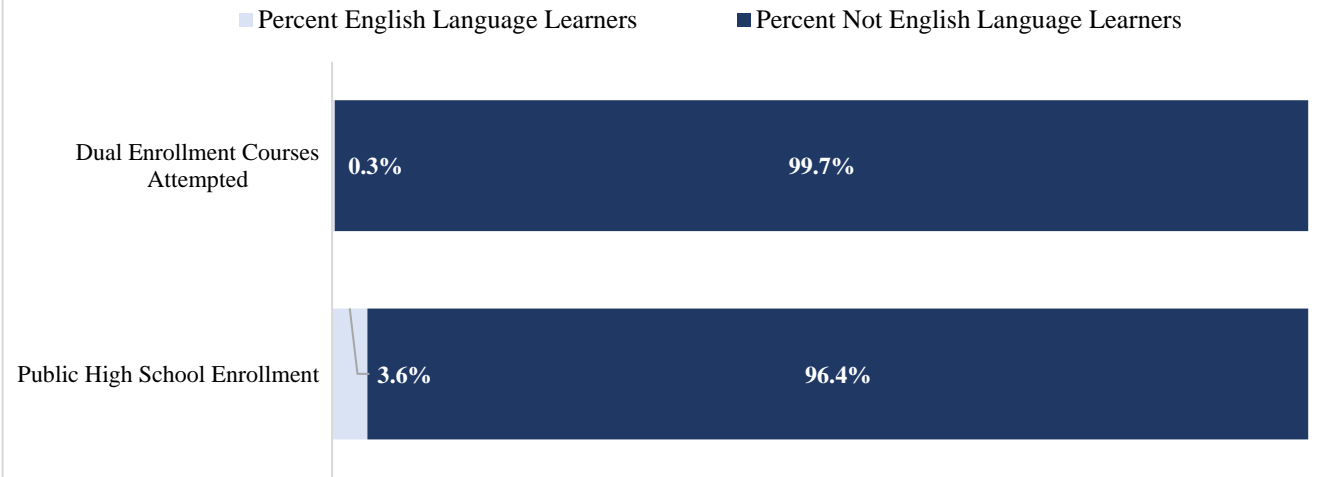


⁸ The 2016-2017 school year is the most recent year with complete data.

English Language Learner Status

- Whereas English Language Learners (ELL) made up 3.6% of Georgia public high school enrollment during 2016-2017, only 0.3% of dual-enrolled students were English Language Learners.

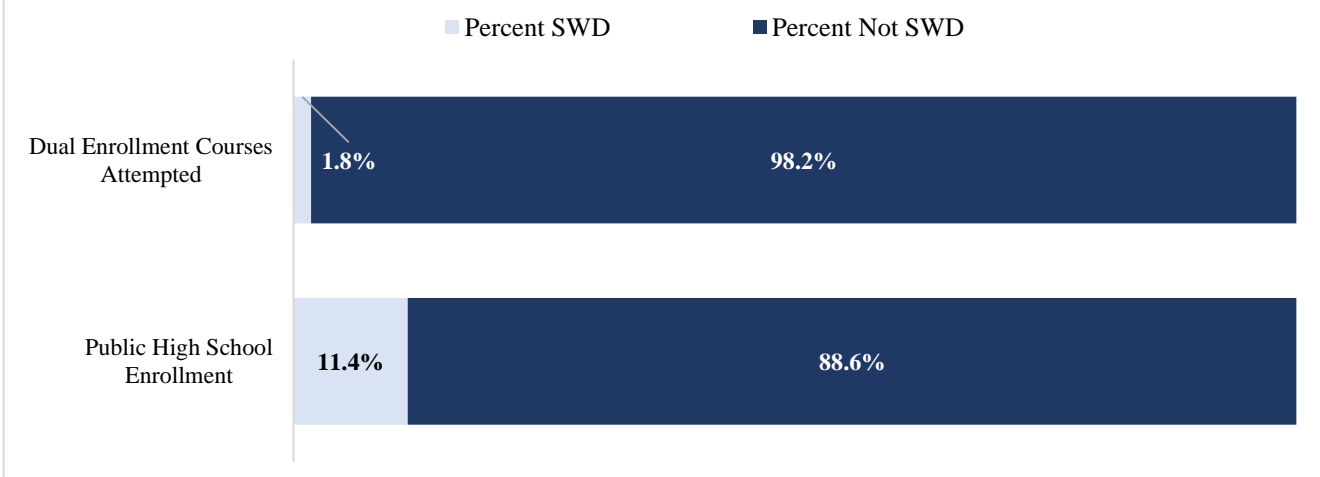
Figure 5: English Language Learners Underrepresented in Dual Enrollment (2016-2017)



Disability Status

- Whereas students with disabilities (SWD) made up approximately 11.4% of public high school enrollment in Georgia during 2016-2017, they accounted for only 1.8% of attempted dual enrollment course takers.

Figure 6: Students with Disabilities Underrepresented in Dual Enrollment (2016-2017)



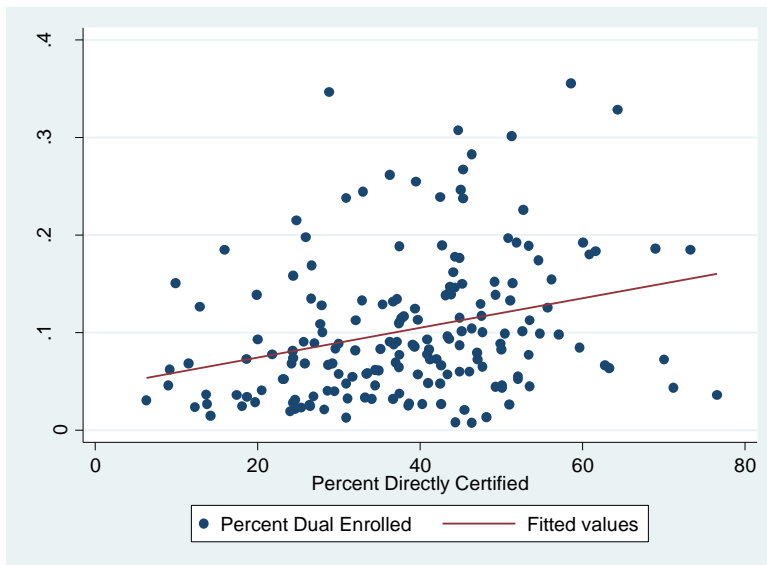
Direct Certification Status (Low-income Status)

Due to increased participation in the Community Eligibility Provision (CEP), free or reduced-price lunch information is no longer an accurate indicator of student poverty. This report uses direct certification status as a proxy for determining student poverty status. Directly-certified (DC) students include those who are members of households receiving assistance under Supplemental Nutrition Assistance Program (SNAP) and Temporary Aid for Needy Families (TANF), or who are identified as homeless, unaccompanied youth, foster children, or migrant.⁹ The percentage of directly-certified students in a district is positively correlated with the percentage of dual-enrolled students in a district, at 0.29.¹⁰ Table 1 shows, by poverty-level quartile, the average percentage of dual-enrolled students per district. As the percentage of directly-certified students in a district increases, the average district-level percentage of dual-enrolled public high school students also increases.¹¹ Similarly, the scatter plot in Figure 7 shows that as the percentage of directly-certified students in a district increases, so does the percentage of dual-enrolled students in the same district.

Table 1: The Percentage of Dual-Enrolled Students by Direct Certification Status

<i>DC quartile</i>	<i>Average District-Level Percentage of Dual-Enrolled Public High School Students</i>
1 (Low Poverty)	7.4%
2	9.2%
3	11.9%
4 (High Poverty)	12.5%

Figure 7: By District, as the Percentage of Directly-Certified Students Increases, the Percentage of Dual-Enrolled Students Increases



⁹ For more information on direct certification status, read [GOSA’s education update](#).

¹⁰ Data from State Schools, State Charter Schools, and the Department of Juvenile Justice are not included in this portion of the analysis.

¹¹ Due to small sample size, this report does not include an analysis of direct certification status at the school level.

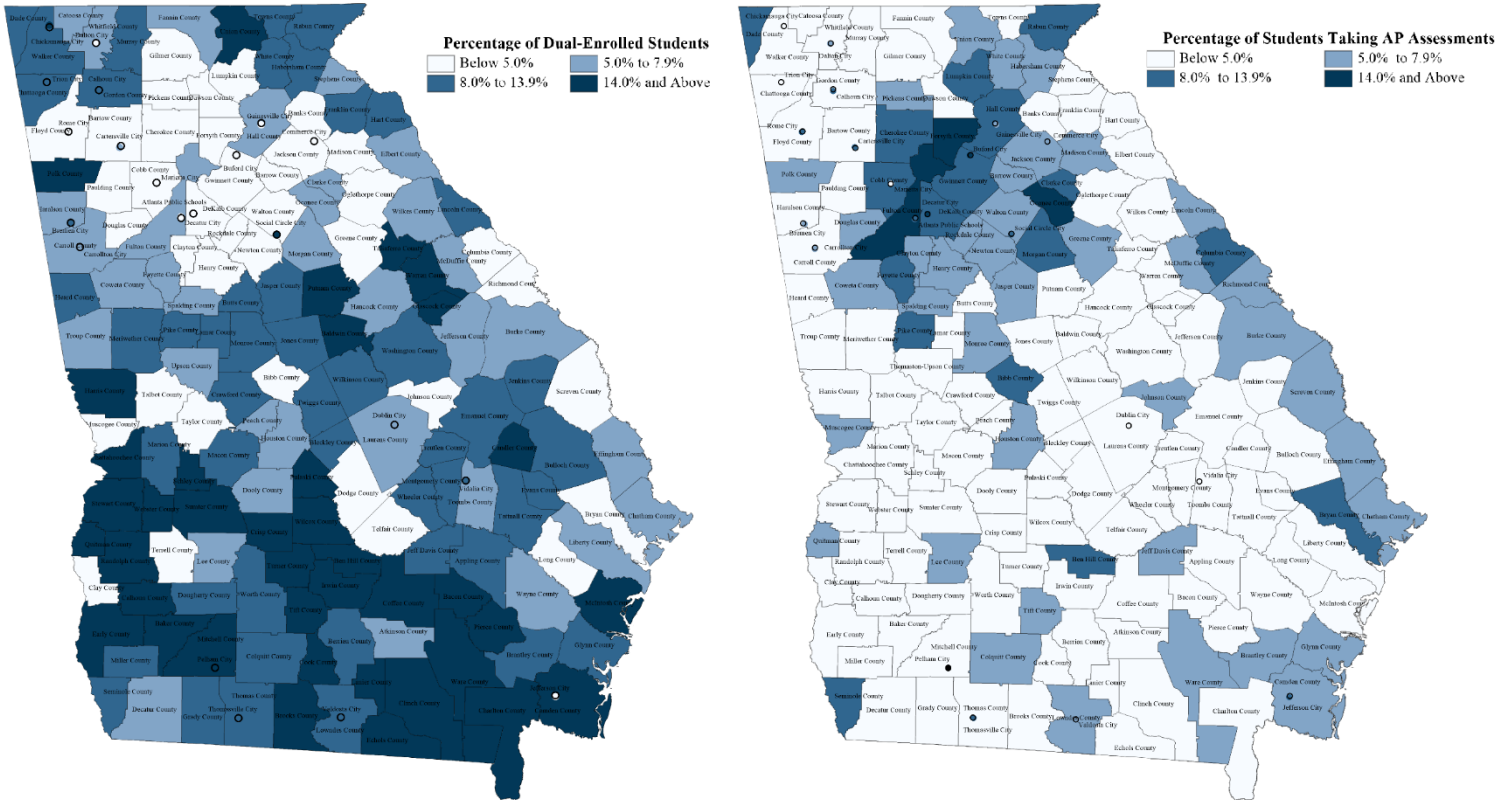
By District & School

Of the 180 districts included in this portion of the analysis, all contained high schools which served at least one dual-enrolled student.¹² In the majority of districts (159), all high schools had dual enrollment participants.¹³ Of the 21 remaining districts, the percentage of high schools serving at least one dual-enrolled student ranged from approximately 50% to 92%.

Of all public high schools in 2016-2017, approximately 94% of schools served at least one dual-enrolled student. Of schools serving dual-enrolled students, 4.8% of students were dual-enrolled per school on average; however, this percentage ranged from 0.3% to 35.6%. Approximately 11% of high schools had fewer than 10 students participate in dual enrollment.

As can be seen in Figure 8 on the next page, dual enrollment percentages correlate negatively with Advanced Placement (AP) testing by district, at -0.44. The map shows that whereas AP testing tends to be concentrated in the metro-Atlanta area, dual enrollment is concentrated in the southern half of the state.

Figure 8: The Percentage of Dual-Enrolled Students by District (2016-2017) Compared with the Percentage of Students Taking AP Assessments by District



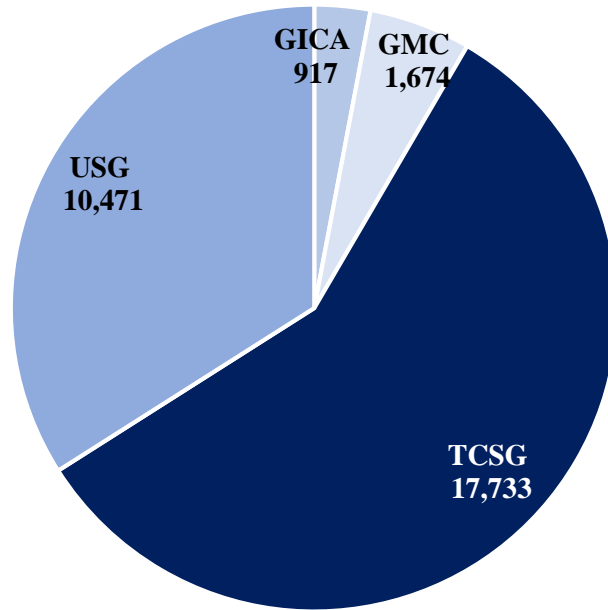
¹² Data from State Schools, State Charter Schools, and the Department of Juvenile Justice were redacted from this portion of the analysis.

¹³ The majority (110 of 159) of districts with 100% of high schools serving dual-enrolled students only had one high school.

By Postsecondary System

In 2016-2017, over half (58% or 17,773) of dual-enrolled students took courses at a Technical College System of Georgia (TCSG) institution, whereas 34% took courses at a University System of Georgia (USG) institution. The remaining 8% of dual-enrolled students took courses at either a Georgia Independent College Association (GICA) institution or Georgia Military College (GMC).¹⁴

Figure 9: Dual Enrollment Participation by System (2016-2017)



¹⁴ Since a student can take dual enrollment courses in more than one system, the categories presented in Figure 9 are not mutually exclusive.

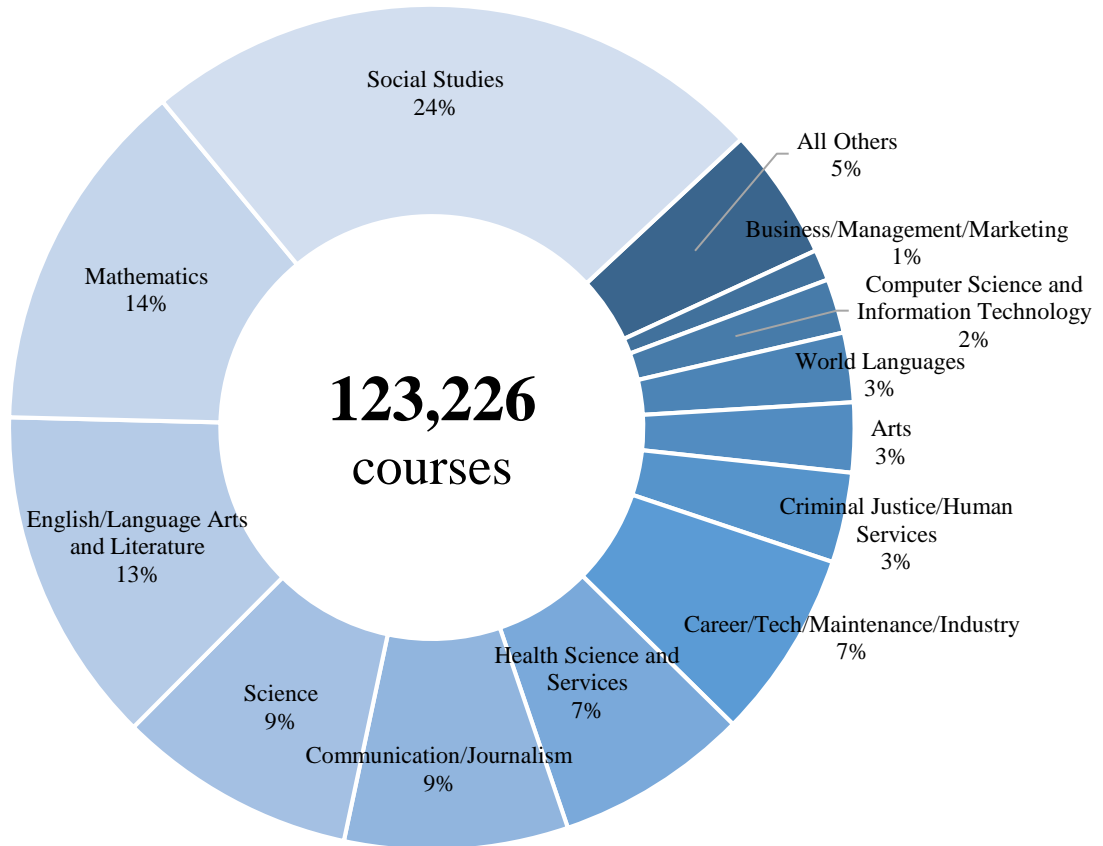
2016-2017 Dual Enrollment Course Taking Patterns

By Subject Area

In 2016-2017, 29,616 students participated in dual enrollment, attempting a total of 123,226 courses and completing 109,263 courses. Letter grades earned by students taking dual enrollment courses are not included in this report due to different grade reporting systems at each postsecondary institution. A majority (60%) of courses taken fell into four core subject areas, whereas the remaining belonged to one of nine other areas.

- Nearly 60% of dual enrollment courses taken by public high school students were in the four core subject areas of English/Language Arts and Literature, Mathematics, Science, and Social Studies.
- Nearly one in four dual enrollment courses were in Social Studies, whereas approximately one in seven were in either Mathematics or English/Language Arts and Literature, and nearly one in ten were in Science.
- Communication and Journalism comprised 9% of dual enrollment courses taken. Health Science and Services and Career/Tech each comprised 7% of dual enrollment courses taken.

Figure 10: Dual Enrollment Courses Taken in Academic Year 2016-2017



Dual Enrollment Outcomes

High School Graduation

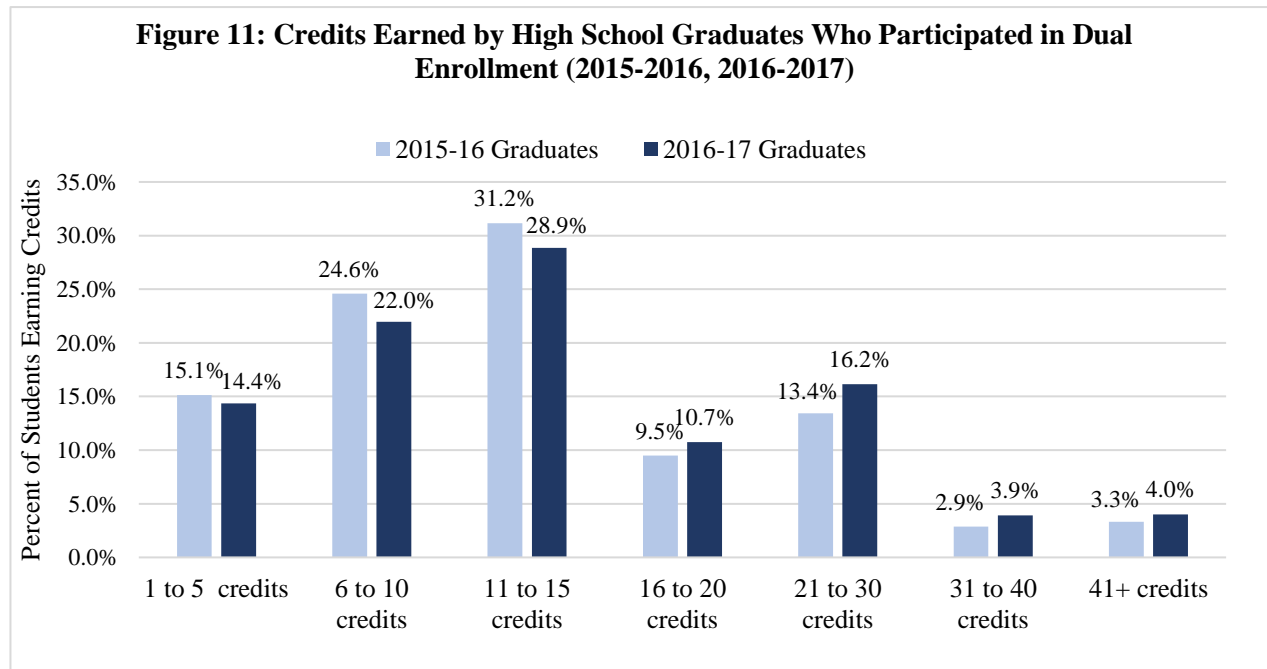
During the 2015-2016 and 2016-2017 academic years, the Georgia Department of Education (GaDOE) reported statewide four-year high school graduation rates of 79.4% and 80.6%, respectively.¹⁵ While not directly comparable with GaDOE’s statewide graduation rates, four-year high school graduation rates for dual-enrolled students exceeded the statewide rates, at 96.7% and 96.8% respectively.¹⁶

In 2016 and 2017, 97% of dual-enrolled students graduated high school in four years.

Number of Credit Hours Earned Before Graduation

Overall, dual enrollees take a small number of courses rather than enrolling full time. Of 2016-2017 high school graduates who earned dual enrollment credit and graduated within four years:

- Twenty-nine percent earned between 11 and 15 credits;
- Twenty-two percent earned 6 to 10 credits;
- Fourteen percent earned 5 or fewer credits;
- Only 8% earned more than 30 credits;
- A larger percentage of students earned over 15 course credits in 2016-2017 (35%) than in 2015-16 (29%).

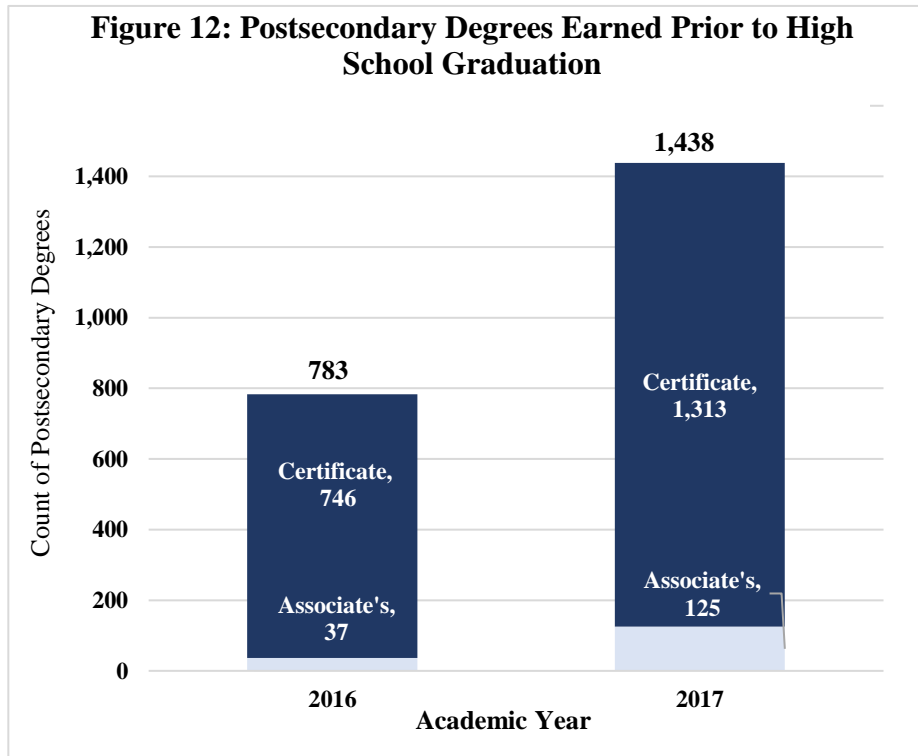


¹⁵ Although these rates suggest that dual-enrolled students are likely to graduate from high school, it does not necessarily indicate that dual enrollment increases a student’s chance of graduating from high school. Students must meet minimal postsecondary entrance requirements to become eligible for dual enrollment courses, which means they are already performing at a level higher than peers not eligible for dual enrollment.

¹⁶ These four-year graduation rates are not comparable with GaDOE’s state-level graduation rates due to different business rules. For more information on state-wide graduation rates, see [GaDOE’s press release on graduation rates from 2012-2018](#).

Postsecondary Credentials Earned Prior to High School Graduation

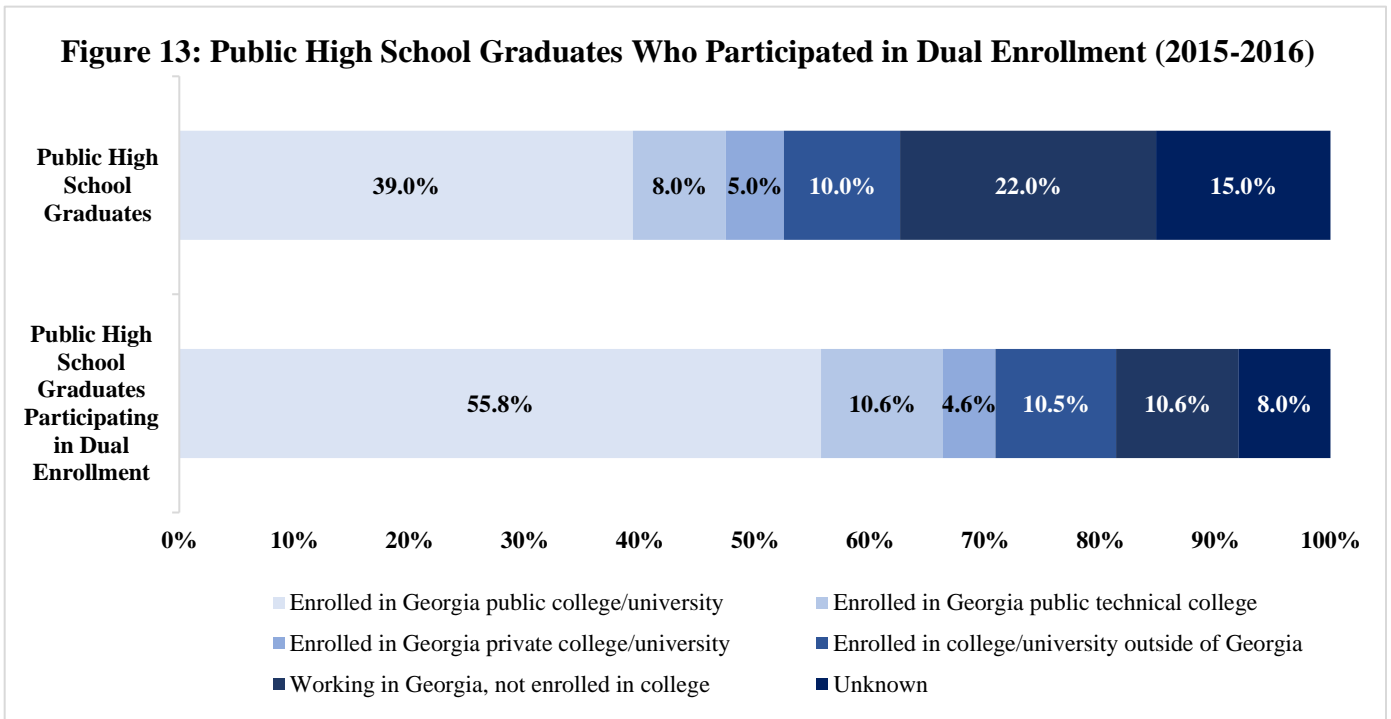
Between 2016 and 2017, the total count of postsecondary credentials earned by dual-enrolled high school students nearly doubled, increasing from 783 credentials earned by the 2016 graduating class to 1,438 credentials earned by the 2017 graduating class. Over 90% of postsecondary credentials earned for both graduating classes were certificates, whereas the remaining postsecondary credentials earned were Associate's degrees.



Postsecondary Enrollment

As seen in Figure 13, dual enrollment participants are more likely to attend college within one year of graduating compared to high school graduates across the state.¹⁷

- In the class of 2016, 81.5% of high school graduates who participated in dual enrollment enrolled in some form of postsecondary within a year of graduating, compared to 62.0% of all public high school graduates.
- The percentage of students enrolling in Georgia private colleges and out-of-state colleges was roughly the same between dual enrollees and all high school graduates.
- Nearly half as many dual-enrollee graduates were working but not enrolled in a postsecondary institution compared to the all public high school graduates.¹⁸



¹⁷ Since 2016 is the only year since the full implementation of MOWR with postsecondary enrollment data, only 2016 postsecondary enrollment data are provided in this section of the report. The data included in this section use the same business rules as found in GOSA’s [High School Graduate Outcomes Report](#). Percentages reported for public high school graduates in Figure 13 were derived from the High School Graduate Outcomes Report, and are thus rounded to the whole number.

¹⁸ Department of Labor data only include employers that report data to the unemployment insurance system. As such, it does not include individuals who are self-employed or who work in out-of-state, contract, military, or federal government jobs.

Conclusion & Next Steps

Dual enrollment provides opportunities for Georgia high school students to take postsecondary courses and earn concurrent credit toward both a high school diploma and a college degree. This report provides an annual update on dual enrollment participation and outcomes in Georgia for 2016-2017. During 2016-2017, dual-enrolled students graduated high school within four years at a rate of 97%. Students who participated in dual enrollment were more likely to enroll at a postsecondary institution following high school graduation, relative to other high school graduates. The count of dual-enrolled students earning postsecondary credentials nearly doubled between academic years 2016 and 2017. More rigorous research is needed to determine whether these findings are the result of participating in dual enrollment or a reflection of the characteristics of the students who dually enroll.

Moving forward, GOSA recommends the following:

- Participating education agencies should ensure that all students have access to dual enrollment courses, regardless of race/ethnicity, gender, English Language Learner status, disability status, or poverty level.
- Participating education agencies should continue to increase the number of high school students earning course credit and postsecondary credentials through dual enrollment.
- Participating education agencies, including GaDOE, USG, TCSG, GICA, GMC, and GOSA, should continue to collaborate on the collection of dual enrollment data.
 - Agencies should collaborate to improve the quality of course location data collection for dual-enrolled students to gain a better understanding of where students take these courses.
 - GOSA should partner with agencies to improve the quality of course grade data for dual enrollment courses, given the inclusion of course grades in calculating GaDOE's CCRPI.

Appendix I: Data Definitions and Methodology

This report uses longitudinal student data from the [GA•AWARDS Data System](#), housed at GOSA. GA•AWARDS links student- and teacher-level data from 2007 to 2017 from all state education agencies, the Georgia Department of Labor, the National Student Clearinghouse (NSC), College Board (SAT/Advanced Placement), ACT, and the Georgia Independent Colleges Association (GICA). This report uses K-12, postsecondary, and labor market data from 2007-2008 to 2016-2017.¹⁹

Below are the definitions and business rules used for this report.

Dual-Enrolled Student

A student is considered “dual-enrolled” if he/she was enrolled in a Georgia public high school and meets at least one of the following criteria in the same academic term:

- Has a dual-enrolled/Move On When Ready (MOWR) financial aid invoice reported by the Georgia Student Finance Commission (GSFC), or
- Is reported as a dual-enrolled student by either a Technical College System of Georgia (TCSG), University System of Georgia (USG), Georgia Independent College Association (GICA), or Georgia Military College (GMC).²⁰

Other than confirming whether a student is enrolled in a public high school, Georgia Department of Education (GaDOE) data on course enrollment and dual enrollment participation are not used in this report. Private school and home school participants are excluded because enrollment and timing of graduation cannot be verified with available data.²¹

Dual-Enrolled Course Completer

A student is considered to have completed dual enrollment if he/she meets the definition of dual-enrolled student above and has earned at least one credit in a dual enrollment course as reported by USG/GICA/GMC/TCSG in the school year.

Exceptions

- Students who graduate from high school prior to the postsecondary term enrollment are not counted as dual enrollment course completers using the following rules:
 - For students who graduate from high school in the beginning of the school year (July and August), the analysis excludes postsecondary courses those students took in both the fall and spring terms of that academic year.
 - For students who graduate from high school between September and December of the school year, the analysis excludes postsecondary courses those students took in the spring term of that academic year.
- Course grades reported as “NR-Not Reported” were counted as attempted but not earned credit hours. As a result, if a student only had courses that had grades of “NR-Not Reported,” he/she would not be counted as a dual enrollment course completer for the purposes of this report because no credit was reported as earned.

¹⁹ The 2016-2017 school year is the most recent year with complete data.

²⁰ Private postsecondary institutions voluntarily provide data to GA-AWARDS through GICA. This analysis does not include course records for students in institutions that do not provide data.

²¹ Joint enrolled students are not included in this analysis, due to low student counts.

High School Graduate

High school graduates are students that the school districts designated as graduates using the withdrawn code of “G.” In addition, the students must have been enrolled in grades 11 or 12 and must have earned the diploma types below:

- For 2011 and earlier, diploma type V, B, C
- For 2012 and after, diploma type V, B, C, or G

High School Graduate Who Participated in Dual Enrollment

Students must meet the definitions of Dual-Enrolled Course Completer and High School Graduate above to be considered a participant in dual enrollment who graduates from high school. Students who participated in dual enrollment but did not earn at least one credit hour are excluded. In addition, this calculation only includes students who graduate from high school within four years of first entering as a ninth-grade student. Students who transfer to out-of-state schools, private schools, or home schools are excluded. This definition is close, but not identical, to GaDOE’s high school graduation rate calculation. As such, comparisons with the published graduation rates are not feasible.

Dual Enrollment Participant Earning a Postsecondary Credential

These students are those who meet the definition of a Dual-Enrolled Course Completer and earned at least one postsecondary credential between 2007-2008 and 2016-2017. Within Georgia, the credential can be from any USG, TCSG, GICA, or GMC institution. Outside of Georgia, the credential can be from any private or public institution as maintained in the NSC.

Appendix II: Dual Enrollment Programs Prior to 2015 Senate Bill 132

The Accel Program—Used lottery funds to pay for dual enrollment courses that were part of core graduation requirements (English/Language Arts, Mathematics, Social Studies, Science, and Foreign Languages). Between 2008 and 2015, credit hours counted against a student’s HOPE scholarship credit hour eligibility in some years but not in others. In 2011, the funding source was moved from lottery funds to state funds.

Move On When Ready (MOWR)—Open to 11th and 12th grade students who enrolled full-time (12 or more semester credit hours) in postsecondary institutions. The program was funded through the student’s allocation of state K-12 FTE funding. MOWR credit hours did not count against the HOPE Scholarship credit hour eligibility.

The HOPE Grant— Provided non-need-based assistance to Georgia residents seeking technical certificates or diplomas from TCSG and USG eligible postsecondary institutions. For dual enrollment, the Hope Grant Program covered most of the cost of attending a postsecondary institution and was funded with lottery funds. Between 2008 and 2015, credit hours counted against a student’s HOPE scholarship credit hour eligibility in some years but not in others. After the 2015 changes, the HOPE Grant still exists for postsecondary students seeking technical certificates and diplomas, but it is not a dual enrollment program.

A small subset of students also earned dual enrollment credit through **Early College, Gateway to College, and Residential Programs**.

For further details on each program’s structure are available in [GaDOE’s 2010 Dual Enrollment Guidance](#).

For more context on dual enrollment prior to 2015-2016, read GOSA’s report on [Georgia Dual Enrollment and Postsecondary Outcomes](#), published in 2017.