

Summary of Work to Date and 2026-27 Objectives

SREB

Advancing and Sustaining Dual Enrollment

The SREB Dual Enrollment Initiative

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Advancing and Sustaining Dual Enrollment

The SREB Dual Enrollment Initiative

Introduction

The Southern Regional Education Board Dual Enrollment Advisory Panel has focused on increasing access to dual enrollment programs by understanding and addressing the barriers to dual enrollment participation in SREB compact-member states. This report summarizes the ongoing work of the initiative, the common challenges of dual enrollment for students and administrators, and objectives that will guide future work of the initiative. By exploring existing literature and the unique policy contexts of SREB states, this report aims to provide a clear path forward as the panel works to advance the promise and potential of dual enrollment in the region.

As high-school graduates seek lower college costs, shorter paths to degrees and meaningful employment, accelerated learning options are becoming increasingly popular. Dual enrollment programs allow high-school students to take courses at an accelerated pace, earning both high school and college credit simultaneously. Dual enrollment has seen increased attention from state policymakers and major growth in student participation across the country.

The popularity of dual enrollment is understandable. Students who receive college credit while in high school can save time and money in pursuit of postsecondary education.

Estimates provided by the Integrated Postsecondary Education Data System show that over 2.8 million students across the country participated in dual enrollment throughout the 2023-24 school year. In the South, over 980,000 students participated, up 15% from the prior year and representing 5% of high school students in the region. Dual enrollment participation in the South constituted over one-third of student participation nationwide. According to the National Student Clearing-house, annual growth in dual enrollment at community colleges post-pandemic has hovered at about 8%.

The popularity of dual enrollment is understandable. Students who receive college credit while in high school can save time and money in pursuit of postsecondary education. Obtaining a degree from a traditional four-year public institution requires, on average, 27% of a family's annual income according to SREB's recent [College Affordability Profiles](#). On average, low-income families must spend 61% of their annual income.

Easing some of the financial challenges of getting a postsecondary credential can also help meet the immediate needs of the workforce. Recent reports by the Center for Education and Workforce found that by 2031, 70% of jobs will require some form of postsecondary education. Between the high costs of traditional postsecondary options and unmet demand for postsecondary credentials, dual enrollment remains a cost-effective solution to preparing students for an evolving workforce.

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SREB Dual Enrollment Advisory Panel

SREB announced its Dual Enrollment Initiative at the 2019 Annual Meeting to study and advance the potential of dual enrollment. SREB states are actively engaged in dual enrollment programs, with all 16 states enacting program-related legislation prior to and since the launch of the undertaking. The initiative has continuously monitored dual enrollment legislation and policy updates. To help frame and direct the initiative, SREB convened an advisory panel of thought leaders, including secondary and postsecondary education leaders, state system executives, policymakers and legislators.

Over five years, the advisory panel met 26 times and provided ongoing support, guidance and direction in SREB's examination of dual enrollment. The panel has framed its work from three aligned perspectives: (1) as a means for students to earn a college credential in high school, that (2) aligns with state workforce and education goals, and (3) provides for the attainment of industry-valued success skills.

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The initiative has been organized around six common challenges of dual enrollment identified by the advisory panel: student access, student eligibility, student cost, program quality and credit transferability, program funding, and program data and reporting. The advisory panel also identified the use of open educational resources as a strategy to address the escalating cost of textbooks and other course materials and a key potential sustainment strategy for dual enrollment.

Dual Enrollment Policies

SREB produced an overview of dual enrollment programs for each state and policies related to these challenges. For students interested in dual enrollment options, there are still significant barriers to entry. The accessibility of dual enrollment programs varies widely by geographic location, course of study, and factors such as state and local capacity.

Students may not meet all eligibility requirements such as grade level, GPA or standardized test scores. Finally, although the cost of dual enrollment is usually preferable to financing a traditional four-year degree, students in some states may still be required to pay for books, supplies, tuition and fees during the program.

Program-level challenges include evaluating the relationship between program quality and transferability, the funding mechanisms and amounts, and developing the infrastructure for data and reporting. Although states have adopted policies that govern the process of credit transferability, it may still be determined for individual courses at a local level.

Funding for dual enrollment varies widely by state, with some states directly appropriating funds, other states incorporating funding into their education finance systems, while some states provide no direct funding at all. Finally, many states require a yearly evaluation of their dual enrollment programs, but there is inconsistency around which data is reported and measured.

Success Skills

The advisory panel desired a better understanding of the skills and competencies in preparing dual enrollment students to be successful in both college and career. SREB conducted a study of non-technical skills that were most often requested by employers. The demand for these skills varies slightly, but their consistent importance across industry and geography presents an opportunity for education systems that seek to prepare their students for the workforce. The report, [*The Skills Employers Demand*](#), found that the most in-demand success skills across all employment sectors are:

- Oral and written communication,
- Teamwork and collaboration
- Problem solving and critical thinking

High schools, colleges and universities are working to develop programs that supply students with these success skills, but several challenges remain. While the importance of success skills has been acknowledged in legislation and by business and industry, there is room for growth in coordinating secondary and postsecondary efforts. There has been some progress through micro-credentials that capture the skills students gain, but little is known about how business and industry value these credentials.

Current Dual Enrollment Literature

SREB conducted a literature review in 2020 and identified key research questions being addressed by researchers. Particularly, the research focused on access to dual enrollment programming, location of course offerings, qualifications of dual enrollment teachers, program funding and the resulting return on investment of dual enrollment programs.

The initial literature review also identified some limitations. Studies available at the time had limited data and did not include important student and school controls that identify whether an evaluated program or policy had a significant, measurable impact on student outcomes. Although dual enrollment effects were positive overall, program variation and conflicting definitions made the generalization of findings difficult.

Recent literature indicates that dual enrollment continues to be associated with positive outcomes for students. According to a report in *The High School Journal*, dual enrollment students are more likely to enroll in a postsecondary institution and complete their degrees. Literature has expanded to better address the nuances of dual enrollment programs with greater definitions and controls.

Recent literature indicates that dual enrollment continues to be associated with positive outcomes for students.

While these studies still face challenges to generalizability due to the nature of evaluating state-specific programs, they are generally more robust in their inclusion of student and institutional characteristics. Another vein of recent research examines the financial benefits of dual enrollment, with participating students achieving greater levels of compensation as they enter the workforce.

While there is evidence of the benefits of dual enrollment on a large scale, researchers also find wide variation in access and participation based on school contexts and student characteristics. Some research has explored the state policy contexts and found that student participation in dual enrollment increases significantly when there are strong policy mandates requiring articulation and dual enrollment offerings. Given the demonstrated positive effects of dual enrollment, it is no wonder that dual enrollment participation continues to grow; however, variation in state and program outcomes suggests that there are strategies states can employ to further strengthen outcomes for students.

Dual Enrollment as a Key Strategy within SREB Priorities

In 2024 SREB began an effort to organize system-wide priorities to address postsecondary student success, longitudinal literacy, career pathways, educator workforce and artificial intelligence in education. Steering committees comprised of SREB staff were established and charged with identifying objectives and opportunities for cross-collaboration across the priorities. Each committee met with SREB's dual enrollment advisory panel to discuss how their work and objectives may relate to the objectives of the dual enrollment initiative. The Dual Enrollment Initiative will explore these shared priorities in its 2026-2027 work:

- The challenge of college and career readiness
- The importance of continuous learning
- The capacity to comprehend, process and apply increasingly complex information
- Student access, persistence, retention and attainment of a postsecondary credential
- Improved alignment with students' interests across school, college, employment and career
- The region-wide need for more teachers, particularly those credentialed to teach dual enrollment
- Harnessing the potential of AI as an effective instructional and learning tool

Dual Enrollment Initiative Objectives for 2026 – 2027

To establish a clear path forward, the advisory panel adopted the three objectives of improving access, success and accountability within dual enrollment programs. The successful advancement of these objectives will require SREB to convene a consortium of partners who share a commitment toward the realization of each objective.

1. Use dual enrollment to improve high school students' access to, preparation for, persistence and retention in and attainment of credentials in postsecondary programs that:
 - Align with state and regional workforce priorities
 - Integrate college-readiness standards as a foundation for continuous learning
 - Embed industry-valued success skills
 - Ensure clear transfer of credit toward a specified degree
 - Use open educational resources

- Support aggregated and disaggregated data collection and reporting to evaluate progress
 - Include wraparound student support services
 - Engage all students
2. Expand access to dual enrollment by increasing the number of high school faculty who are credentialed to teach postsecondary courses that award both college and high school credit by:
 - Engaging state leaders and college of education faculty in the development and implementation of a Master of Education program that offers credentials to meet accreditation standards for in-demand subject areas. The 30-credit hour program would allow students to complete 40% of the Master of Education program while earning an undergraduate degree.
 - With 12 credit hours in education, 6 hours of which are for dual undergraduate and graduate credit
 - The remaining 18 credit hours in a high-demand subject area, with 6 hours for dual undergraduate and graduate credit
 - Encouraging state and local policies that incentivize, engage, recruit and support high school teachers to gain these credentials
 - Advocating the use of open educational resources in the Master of Education to allow more high school teachers to participate
 3. Identify, collect and report key data that aligns with states' dual enrollment objectives allowing them to engage in continuous improvement. SREB will help states:
 - Create a plan for sharing data with stakeholders and the public
 - Develop a model demonstrating states' return on investment in dual enrollment, to support sustainability

Continuing through 2026, the initiative will enable state partners to identify and involve employers, school districts, schools, postsecondary institutions and policymakers. In collaboration with funding partners, they will plan, develop and implement strategies to accomplish each objective. The advisory panel will meet on a trimester basis during 2026-2027 while continuing to provide counsel, guidance and accountability toward attaining these objectives.

Leading Practices Advancing Dual Enrollment

Access to Acceleration and Rigorous Curriculum

The Arkansas ACCESS to Acceleration Scholarship uses excess lottery proceeds to provide \$65 per credit hour for up to 15 credit hours per semester for students in the 9th through 12th grades. Success-Ready Pathways allows students to earn Diplomas of Merit and Distinction as “seals of quality” to colleges and employers. Earning a Diploma of Distinction or associate degree leads to eligibility for the Governor’s Scholars Program and up to \$5,000 annually for college. Students with a Diploma of Merit can qualify for the lottery-funded Academic Challenge Scholarship.

The Arkansas ACCESS Act of 2025 redefined accelerated learning to include all concurrent credit programs, Advanced Placement, International Baccalaureate and Cambridge Advanced, which are assigned weighted credit, to incentivize students to take rigorous classes without fear of dropping their GPA.

State Support and Local Leadership

Delaware advances dual credit through a model that maintains local education agency autonomy to develop postsecondary partnerships while operating under statewide policies. The system supports innovation, local responsiveness, and consistent expectations for students across the state.

Statewide articulation and cross-sector alignment formal articulation agreements between districts and postsecondary institutions establish eligibility criteria, course rigor expectations, grading policies, and conditions for awarding credit — strengthening alignment between secondary and postsecondary systems. State regulations prohibit denial of dual enrollment participation based on ability to pay. Transfer guidelines for dual enrollment credit to in-state college degree requirements are reviewed annually.

Tuition Savings Through Early Admission and Early College

In 2024–25, 103,668 secondary students earned college credit at Florida College System institutions, saving Florida families over \$95 million in tuition and fees. Dual enrollment allows Florida students in grades 6–12, including home education, private school students and students with disabilities, to take postsecondary coursework and simultaneously earn credit toward a high school diploma, a career certificate, an industry certification, or an associate or baccalaureate degree at a Florida public or eligible private postsecondary institution.

Through programs such as the Early Admission and Early College, students are afforded the opportunity to accelerate their college and career path, with some students earning their associate degree or career certificate alongside their high school diploma, free of charge. In 2023–2024, out of 194,968 total graduates, 3,887 graduates earned an associate degree in a Florida College System institution in the year they graduated high school.

College Credentials in High School

The Georgia Student Finance Commission administers over 20 scholarship, grant and loan programs totaling more than \$1 billion annually. GSFC recently launched the Accelerated Career Education Grant Program, which provides financial assistance for Georgia public high school students pursuing high school graduation through the Georgia Department of Education's Accelerated Career Diploma.

This accelerated pathway offers students the ability to simultaneously earn a high school diploma and an associate degree, technical diploma or two technical certificates of credit in programs of study on the state's High Demand Career List. The grant covers the cost of tuition, waives mandatory fees and provides required course books.

Expanding Dual Credit Eligibility

Kentucky has set the nation's first dual credit attainment goal of reaching 50% of students graduating high school with at least one dual credit course with a grade of C or higher by 2030. This statewide target underscores Kentucky's commitment to expanding access to dual credit and sets clear expectations for student participation and success.

Following the pandemic, Kentucky updated its eligibility criteria to broaden access to dual credit opportunities. Statewide, students can enroll in general education for dual credit courses with an unweighted, cumulative high school GPA of 2.5. Eligibility for technical dual credit courses is set by each institution. At the Kentucky Community and Technical College System — the largest provider of dual credit — a 2.0 GPA is required unless a course specifies a higher benchmark.

Statewide Dual Enrollment Task Force & Annual Report

Created by the Louisiana State Legislature in 2019, this task force has been instrumental in advancing effective policies and practices that have resulted in a more than 50% increase in dual enrollment participation in Louisiana. Composed of representatives from secondary and postsecondary institutions and the community, the group's work has been critical in revising eligibility policies and framing dual enrollment as a game changer for students seeking to earn college credit while in high school.

As recommended by the Dual Enrollment Task Force, the Louisiana Department of Education and the Board of Regents publish an Annual Dual Enrollment Report that tracks statewide progress in student access, participation and success and identifies key focus areas to expand future opportunities for Louisiana students.

[Louisiana Dual Enrollment](#) serves as a one-stop source of dual enrollment information and provides answers to frequently asked questions, details on available courses, and resources for students, families and counselors. The website was developed in response to school counselor feedback to better inform communities about dual enrollment opportunities statewide.

College Ready in 10th Grade

The landmark Blueprint for Maryland's Future legislation laid out the framework for high school students to participate in dual enrollment courses offered at Maryland's community colleges at no cost. Once the legislation is fully implemented, it will strengthen the state's talent pipeline by accelerating students into the workforce faster while improving college readiness and completion rates. The opportunity is available to all who are deemed college and career ready by the end of 10th grade and is key to demonstrating how funding for K-12 and community colleges can yield a positive return on the investment.

Using Individual Success Plans

Mississippi mandates the annual review, update and formal approval of the state's dual enrollment manual. This ensures policies remain current, are clearly communicated, and consistently applied statewide. Students are required to create an Individual Success Plan aligned to a college and career pathway, helping them meet eligibility requirements and select courses that support their postsecondary goals.

The state also uses the Mississippi Articulation and Transfer Tool to guide course selection and ensure dual credit courses are transferable and degree-applicable across institutions. Together, these promising practices improve student access, eligibility and strengthen credit transfer.

High School and Postsecondary Partnerships

North Carolina leverages dual enrollment within the state's [Career and College Promise](#) program to provide seamless alignment between high school and postsecondary education. Participating students can earn an associate degree, diplomas, certificates and industry-recognized credentials in high school, tuition-free. CCP provides students with several educational pathways — College Transfer Pathway, Career and Technical Education Pathway, Career and College Ready Pathway, and Cooperative-Innovative High Schools.

School, college and employer partnerships provide work-based learning opportunities that prepare students for career and postsecondary success. A college liaison or advisor maintains strong and productive school-college relationships through personalized student support, ensuring credit transferability through the state's recognized articulation agreements.

North Carolina's Early College and Cooperative-Innovative High School students consistently demonstrate strong academic and postsecondary outcomes compared to their peers. These models have demonstrated success in serving at-risk, first-generation and accelerated-instruction students and have achieved a high rate of rural district participation.

Test-Optional Admission for Concurrent Enrollment

Oklahoma adopted a test-optional pathway for concurrent enrollment, allowing students from accredited high schools to qualify without standardized test scores under certain conditions. This approach is designed to remove barriers for students who may not have ACT or SAT scores but have demonstrated evidence of strong academic performance.

The state recently incorporated early college high school programs into state policy, empowering institutions to build strong partnerships with local K–12 districts. These programs allow students to begin college-level coursework before their junior year, creating opportunities to earn a certificate or even an associate degree before high school graduation. By removing tuition costs for participants, these initiatives dramatically expand access and establish clear, structured pathways to postsecondary success.

Eliminating Access Gaps for Students

Tennessee is participating in the College in High School Alliance's dual enrollment policy cohort. The work is grounded in CHSA's Next Phase of Dual Enrollment vision, which calls for all states by 2030 to eliminate gaps in student access through policies that ensure dual enrollment courses are meaningful, well-supported, and aligned with students' college and career goals.

The Tennessee Board of Regents has been at the forefront of innovation in student success and workforce development, resulting in a 139% increase in dual enrollment participation since 2015. This growth has been driven by the expansion of academic and career pathways, co-requisite support and broader course offerings.

In addition to traditional dual enrollment courses, Tennessee is advancing innovative models that deepen work-based learning and employer partnerships, enabling students to earn college credit while gaining practical workforce skills and experience before graduation.

A Passport to College: Integrating Dual Enrollment and Transfer Policy

College and Career Ready Virginia is a statewide program that stipulates that students are eligible to obtain the Passport or the Uniform Certificate of General Studies via dual enrollment. The Passport and UCGS are 16 and 30–32 credit hour programs in which all credits are guaranteed to transfer and fulfill lower division or major-specific graduation requirements at any public college or university in Virginia.

Virginia has strategically integrated both dual enrollment and college transfer policies within the oversight of the State Council of Higher Education to ensure dually enrolled students receive consistent and accurate information. Integration provides increased transparency, greater efficacy in credit recognition and application, and consistent statewide implementation of dual enrollment programs.

Keeping Students in State for College and Career

West Virginia's Level Up Program is locally controlled, state funded and designed to expand access to dual enrollment to keep students in-state for higher education and career employment. The program provides academic support that balances autonomy with accountability while mandating no out of pocket expenses for participating students. Launched as a four-year pilot in 2024, the program saw 13,672 registrations and \$11 million in savings for families and students in its first year of operation. Program leaders are currently engaged in establishing evaluation criteria for the program.

Statewide Dual Enrollment Programs in SREB States

Program Name by State

State and Program Name	Program Type/Description	Grades	Participating Postsecondary Institutions	Course Limitations, Maximums
Alabama — Dual Enrollment for Dual Credit	Statewide policy	10-12	Alabama Community College System	Limited to approved courses; maximums subject to local agreements
Arkansas — ACCESS to Acceleration Scholarship Program	Scholarship program	9-12	Participating public, private	Limited to approved courses; maximum 15 credit hours per term
Delaware — Policies for Dual Enrollment and awarding Dual Credit	Scholarship program	Set in articulation agreement	Participating public, private including out-of-state institutions licensed to operate in Delaware	Limited to courses that meet postsecondary institutional requirements; maximums subject to articulation agreements and funding
Florida — Dual Enrollment	Tuition waiver for public school students; scholarship program for private school students, and public school students in summer	6-12	Florida College System	Limited to approved courses creditable for both high school completion and a degree or certificate; maximums prohibited by law
Georgia — Dual Enrollment Program	Scholarship program	10-12	Approved public, private	Limited to approved courses in dual enrollment course directory; maximum 30 semester/45 quarter credit hours total, 15 hours/semester, 12 hours/quarter
Kentucky — Dual Credit Scholarship Program	Scholarship program	9-12	Participating public, private	Limited to approved courses; maximum two general ed courses in grades 11-12, two CTE courses per year in grades 9-12
Louisiana — Dual Enrollment	Statewide policy	Set locally	Community colleges	Limits set by postsecondary institutions; no statewide maximums
Maryland — Dual Enrollment	Statewide policy	11-12	State colleges, universities	Limited to credit or noncredit certificate or license programs, courses or series of courses leading to certification or licensure; state and local school systems may limit number and types of courses available through FY 2027
Mississippi — Dual Enrollment-Dual Credit	Statewide policy	10-12	Public two-year institutions	Academic courses limited to IHL and MCCB approved course offerings, eligible career tech courses determined by institution; law requires students be permitted to earn an unlimited amount of college/university credits

Program Name by State *(continued)*

State and Program Name	Program Type/Description	Grades	Participating Postsecondary Institutions	Course Limitations, Maximums
North Carolina — Career and College Promise	10 Tuition waiver program	9-12	North Carolina Community College System	Limited to pathway curriculum courses, grades 9-10 students prohibited from CTE pathways with Universal General Education Transfer Component credits; maximums N/A
Oklahoma — Concurrent Enrollment	Tuition waiver program	11-12	Public colleges, universities	Limited to credit-bearing courses; maximum nine credit hours in grade 11, 18 credit hours in grade 12
South Carolina — Dual Enrollment	Statewide policy	11-12	Public colleges, universities	Limited to credit-bearing courses; no statewide maximums
Tennessee — Dual Enrollment Grant	Scholarship program	11-12 9-12 (TCAT)	Participating public, private	Limited to credit-bearing lower division courses; maximums 10 courses at degree-granting institutions, 1,296 clock hours at TCAT institutions
Texas — College Credit Program	Statewide policy	9-12	Participating public, private	Limited to undergraduate core, foreign language or CTE courses, or courses required in field of study curricula; maximums prohibited by law
Financial Aid for Swift Transfer (FAST)	Tuition waiver program	9-12	Participating state colleges and universities	
Virginia — College and Career Ready Virginia	Statewide policy	11-12	Virginia Community College System	Limited to credit-bearing courses sufficient to complete Passport and Uniform Certificate of General Studies Programs; no maximums under CCRV
West Virginia — LevelUpWV	Tuition waiver program	11-12	State colleges, universities	Limited to lower division courses in career pathways approved by school and institution; no program maximums

State Eligibility and Student Cost

State	Eligibility — beyond postsecondary admission requirements	Student Cost — tuition, fee, and other costs to students (including books and course materials)
Alabama	2.5 GPA, secondary school official approval	Student responsible for the cost of tuition, fee and books unless covered by Dual Enrollment Scholarship
Arkansas	Students must meet concurrent credit course prerequisite requirements; students participating in the Arkansas Children's Educational Freedom Account Program are ineligible	State provides \$65 per credit hour, annual student maximum \$2,000; Law prohibits charging student or parent for any associated tuition, fee or material costs
Delaware	Addressed in articulation agreement between postsecondary institution and school district, school or charter school; regulations require that all students defines as eligible be provided access to dual enrollment courses	Addressed in school district or charter school dual enrollment policy; regulations prohibit denying access to dual enrollment courses due to a student or family's inability to pay
Florida	2.0 GPA for career-certificate program 3.0 GPA and demonstrated level of achievement in college-level communication and computational skills on the placement test for entry into public postsecondary degree programs	Student exempt by law from tuition, lab, and enrollment fees
Georgia	Grade 10 students restricted to CTAE courses unless they obtain a minimum 1200 SAT/26 ACT score	No tuition and fees cost to student; institution provides books and materials at no cost to student
Kentucky	Must complete digital college success counseling session annually	No tuition and fees cost to student; student responsible for books and materials costs
Louisiana	Academic courses: 2.5 GPA and demonstrated mastery on standardized test or counselor recommendation, or 3.0 subject area GPA and counselor recommendation Technical courses: 2.0 GPA or counselor recommendation Both: meet Early College Academy eligibility criteria	Determined by Memorandum of Understanding between secondary and postsecondary institutions Dual Enrollment Task Force recommended in 2024 report that high school students be able to take up to two dual enrollment courses per year at no cost
Maryland	Districts required to provide all high school students who meet the College and Career Readiness Standard access to post-CCR pathways, including dual enrollment	Public institutions prohibited from charging tuition to dual enrollment students; for each public school student dually enrolled at a public institution of higher education, the county board of education pays 75% of the student's tuition cost to the institution
Mississippi	Academic courses: 3.0 GPA and recommendation of principal or counselor, minimum ACT or SAT score if student is not a junior or senior Career or technical courses: 2.0 GPA and recommendation of principal or counselor	Determined by local policy and addressed in memorandum of agreement

State Eligibility and Student Cost *(continued)*

State	Eligibility — beyond postsecondary admission requirements	Student Cost — tuition, fee, and other costs to students (including books and course materials)
North Carolina	Grades 11-12 students: 2.8 GPA, or demonstrated readiness, or (for CTE paths only) principal recommendation Grades 9-10: demonstrated readiness and principal recommendation	Student provided tuition waiver, responsible for book/materials costs; districts and colleges expected to work together to determine whether and how student fees will be paid for participants
Oklahoma	Principal recommendation, 3.0 GPA for courses at four- and two-year University of South Carolina institutions	Student provided tuition waiver; responsibility for books and materials, course fee costs determined by local agreement
South Carolina	Addressed in articulation agreement between postsecondary institution and school district, school or charter school; regulations require that all students defines as eligible be provided access to dual enrollment courses	Technical colleges provide lottery financial aid to dual enrollment students enrolled for six or more credit hours; otherwise determined in agreement between student and parent, school district, college or university
Tennessee	Submits an application to Tennessee Student Assistance Corporation	Award covers tuition and fees; student responsible for books and materials, examination and certification fees
Texas	Meet college ready standards as determined by score on Texas Success Initiative assessment or other standardized assessments, or meet the eligibility requirements for a Texas First Diploma In addition to the above, must be currently academically disadvantaged or was within the prior four school years	Agreement between district, school and institution must include description of, assign responsibility for program costs No cost to student in FAST program; dual credit agreements between district, school and institution must include provisions to implement FAST regardless of whether institution participates in FAST
Virginia	Written approval of school principal Academic courses: 3.0 GPA CTE courses: 2.0 GPA Mathematics courses: minimum C grade in a high school math course (in addition to overall GPA requirement)	No cost to student
West Virginia	N/A	No tuition and fees cost to student, students may be responsible for books and materials costs

Program Quality, Funding, Data and Reporting

State	Program Quality — beyond postsecondary accreditation standards, including credit transferability	Program Funding — identified funding source, state or other	Data and Reporting — data collection and reporting requirements in statute, policy
Alabama	School-college agreement, approved courses, annual program evaluation by each ACCS institution	Legislative appropriation to ACCS	Annual submission of program evaluation plan to ACCS chancellor
Arkansas	Concurrent credit courses must meet the standards for other postsecondary courses; institution required to verify instructors meet their standards for teaching courses; concurrent credits included in statewide transfer agreement between all public institutions of higher education	Excess lottery proceeds and proceeds remaining from the prior academic year	Institutions required to analyze student success, persistence and retention data to determine the extent to which concurrent credit courses lead to student success, and report student scores on concurrent credit placement assessments
Delaware	State maintains course matrix as transfer standard of general education credit	Regulations require funding sources to be identified in school district or charter school dual enrollment policy	Districts and charter schools required to file their dual enrollment policies with Delaware Department of Education
Florida	Dual enrollment courses required to be level of rigor as regular collegiate courses as demonstrated by assessment of course learning outcomes; Florida Department of Education guarantee of transferability per dual enrollment articulation agreements	District reimburses college from state formula funds at tuition rate for on-campus courses, at cost for courses delivered at high schools; dual enrollment scholarships funded by annual appropriation to Florida Department of Education which reimburses institutions for cost of providing dual enrollment courses to eligible students	Dual enrollment agreement submitted annually to FLDOE; report to FLDOE of Dual Enrollment Scholarship students enrolled within 30 days of end of registration; colleges required to analyze student performance and preparation, and ensure student performance in dual enrollment courses is similar to non-dual enrollment sections; high schools required to analyze course and instructor evaluations
Georgia	Eligible courses aligned with postsecondary degree or credential requirements; statewide core course articulation, other course articulations based on postsecondary institution agreements	Annual appropriation to Georgia Student Finance Commission	Annual KHEAA report on student participation and credit attainment; annual report by Kentucky Center for Statistics on program academic and workforce outcomes
Kentucky	Limited to state-approved courses; general education credits accepted for transfer at in-state institutions, with exceptions; limited transfer of CTE credits	Annual appropriation to Kentucky Higher Education Assistance Authority; dual enrollment tuition ceiling half of Kentucky Community and Technical College System tuition rate	No tuition and fees cost to student; student responsible for books and materials costs
Louisiana	All general ed courses on state articulation matrix are transferrable to state's public institutions; articulation matrix also includes career and technical courses in approved Universal Transfer Pathways	No direct state funding; specified state and federal funds may be used by schools for dual enrollment Task Force in 2024 recommended legislators provide a sustainable funding stream to support the vision of universal access to dual enrollment	Public institutions required to annually report dual enrollment data to board of regents Task Force annual reporting on participation, performance, equity; online portal launched in 2021 as central location for outreach and engagement with parents, students, and counselors
Maryland	Program must allow a post-CCR dual enrollment student to earn an associate degree or at least 60 credits toward a bachelor's degree	Law requires district to pay 75% of tuition cost to college	Longitudinal Data Center maintains dashboard on public student dual enrollment trends and dual enrollment course offerings in Maryland
Mississippi	Compliance with state Procedures Manual for Dual Enrollment & Accelerated Programs; regular evaluation of dual credit instructors on high school campuses	No direct state funding, dual enrollment students counted in community college FTE funding formula Determined by local policy and memorandum of agreement between postsecondary institution and school district	Institutions track and report individual student data to their respective system offices

Program Quality, Funding, Data and Reporting (continued)

State	Program Quality — beyond postsecondary accreditation standards, including credit transferability	Program Funding — identified funding source, state or other	Data and Reporting — data collection and reporting requirements in statute, policy
North Carolina	Quality determined by internal program review including student success metrics and employer engagement; transfer governed by statewide articulation agreement between community college and university systems	Included in biennial state appropriation for North Carolina Community College System operations	Annual report by NCCCS, Department of Public Instruction on the impact on high school graduation rates, academic achievement of participants, number of students who complete pathways and certificates, and postsecondary persistence, completion and achievement of participants
Oklahoma	Rigor and content of, qualifications of instructors for off-campus courses must be same as on-campus; institution required to provide professional development to off-campus instructors, evaluate them in the same manner as institution faculty; dual enrollment credits transfer under statewide general education articulation matrix	Annual appropriation to Oklahoma State Regents for Higher Education	Annual concurrent enrollment program report by OSRHE
South Carolina	Dual enrollment credits included on South Carolina Commission on Higher Education's List of Transferrable Courses transfer to public institutions; technical colleges required to advise students on the transferability of courses not included on the list outside of the technical college system	Two-year institutions provided student enrollment funding, lottery funds for dual enrollment student financial aid	Annual dual enrollment compliance report from institutions to SCICHE
Tennessee	Tennessee public institutions are required to apply earned dual enrollment credits towards a degree	Lottery proceeds allocated to TSAC	Included in annual Tennessee Education Lottery Scholarship program report by TSAC
Texas	Texas General Education Core Curriculum, foreign language credits transferrable to in-state public colleges and universities; CTE credits earned in a field of study curriculum will transfer to other two-year institutions that offer a similar program whether or not it is a field of study program; dual credit agreement must include responsibilities of district, school and institution to ensure quality and rigor	State funding provided to districts based on State Board of Education rules, to colleges/universities based on Texas Higher Education Coordinating Board rules and to public junior colleges under the Public Junior College State Finance Program Texas Education Agency transfers Foundation School Program formula funds to Texas Higher Education Coordinating Board in an amount sufficient to fund all eligible students, funds disbursed to institutions	Annual report of program data by districts, institutions to THECB; dual credit agreement must include program goals aligned to statewide education goals Institutions required to certify students' eligibility at least once annually and to designate in required dual credit reporting to THECB any FAST-eligible students in dual credit courses
Virginia	Required partnership agreement between school and college, appointment by college of dual enrollment coordinator; all credits earned transfer to all in-state public colleges and universities as general education credit	Average daily membership funding to public school; full-time equivalent funding to colleges; college is prohibited from charging tuition to school district	Annual comprehensive review by VDOE to General Assembly on program effectiveness
West Virginia	Courses required to meet same academic standards as required by accreditor for on-campus instruction; included courses must be transferrable between in-state public colleges and universities	Annual appropriation to West Virginia Higher Education Policy Commission	Annual reporting from participating institutions to WVHEPC

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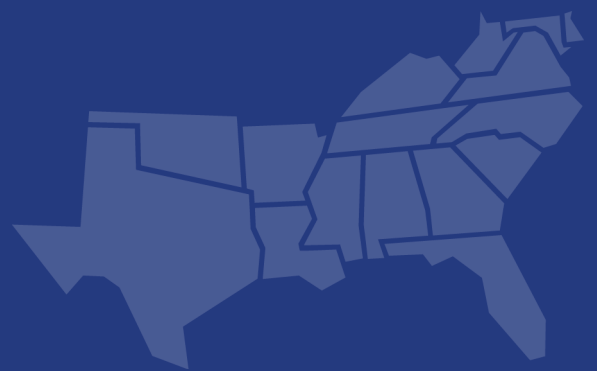
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The Southern Regional Education Board works with states to improve education at every level, from early childhood through doctoral education and the workforce. An interstate compact and a nonprofit, nonpartisan organization based in Atlanta, SREB was created in 1948 by Southern governors and legislatures to advance education and improve the social and economic life of the region. SREB states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.