



Accelerated Futures: A Closer Look at Florida's Dual Enrolled Students

2025

OVERVIEW

Dual enrollment is an acceleration program that allows secondary students in grades 6-12 - including those in home education and private schools - to simultaneously enroll in postsecondary courses, earning both high school and college credits. Dual enrollment is governed by eligibility criteria outlined in Section 1007.271 of the Florida Statutes, which include factors such as grade level, GPA, and standardized test scores or alternative placement methods.¹



Each year, nearly 60,000 students participate in Florida's dual enrollment program, and the number continues to grow. Research from the U.S. Department of Education shows earning college credit prior to high school graduation increases graduation likelihood while also providing a pathway to accelerate students' time to completion of a postsecondary certificate or degree.

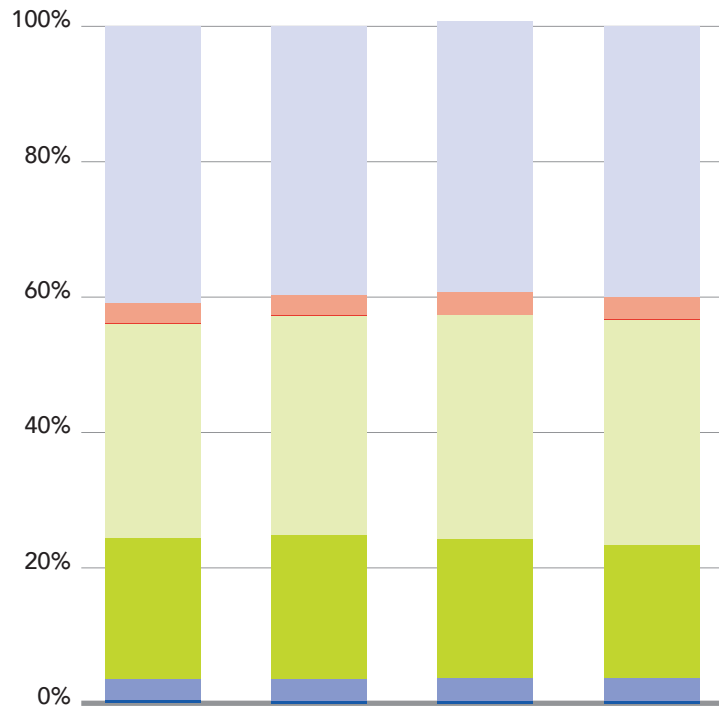
This report focuses on outcomes for dual enrollment students who graduated from public Florida high schools – both charter and non-charter - between 2018-19 to 2021-22 and enrolled

in a Florida postsecondary education program at any time within the following year. Herein, we specifically examine the following metrics: 1) the share of high school graduates who participated in high school dual enrollment, 2) the share who successfully passed at least one dual enrollment course with a C or better, and 3) the share of dual enrollment students who subsequently enrolled in one of three postsecondary pathways – State University System (SUS), Florida College System (FCS), or a Career and Technical Education (CTE) program. Dual enrollment and outcome data by race and ethnicity is provided by the Florida Department of Education's Bureau of PK-20 Education Reporting & Accessibility (PERA). Contextualizing data of high school graduates by race and ethnicity is taken from the Florida Department of Education's publicly available databases.

DEMOGRAPHICS

Florida's public school enrollment reflects a rich tapestry of racial and ethnic diversity. **Figure 1** presents the demographic composition of Florida's graduates for each academic year between 2018-19 and 2021-22.² White students make up the largest share of graduates, representing greater than 39% in each year, followed by Hispanic and Black students who represent the next two largest shares of Florida graduates. Notably, the share of Hispanic students increased each year resulting in a gain of 1.5 percentage points from 2018-19 to 2021-22. Asian students accounted for 3.2% - 3.4% of the graduate population, and students of Two or More Races represented 3.0% - 3.3%. Both American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander populations represented less than 0.5% of high school graduates in each year.

Figure 1: Share of Florida High School Graduates by Race/Ethnicity



	2018-19	2019-20	2020-21	2021-22
White	40.9%	39.6%	39.3%	40.0%
Two or More Races	3.0%	3.1%	3.3%	3.3%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.2%
Hispanic/Latino	31.6%	32.4%	33.0%	33.1%
Black or African American	20.8%	21.2%	20.6%	19.7%
Asian	3.2%	3.3%	3.4%	3.4%
American Indian or Alaska Native	0.4%	0.3%	0.3%	0.3%

The demographic diversity of Florida’s public school population is also reflected in the students participating in dual enrollment courses across the state. Dual enrollment refers to any student taking at least one dual enrollment course. Data provided by PERA further divides dual-enrolled students into two categories: those who took 1-4 dual enrollment courses before graduation and those who took five or more courses before graduation.

Table 1A presents the share of dual-enrolled high school graduates by race/ethnicity for the 2018-19

academic year, categorized by the number of dual enrollment courses taken compared to the share of all Florida graduates. Among students who took 1-4 dual enrollment courses in 2018-19, Asian, Black and Native Hawaiian or Other Pacific Islander students are represented at a higher share in dual enrollment compared to their share of all Florida graduates. Specifically, Asian students, who make up 3.2% of Florida’s overall graduates, account for 4.0% of students taking 1-4 dual enrollment courses - a 0.8 percentage point positive difference. Black students, similarly, represent 20.8% of Florida’s

graduates but make up 22.4% of students in this category, showing the largest positive difference (1.6 percentage points) across racial/ethnic groups.

In contrast, American Indian or Alaska Native, Hispanic, White and students of Two or More Races are represented at lower rates among students taking 1-4 dual enrollment courses than their share of all Florida graduates with Hispanic students down the largest negative difference of 1.3 percentage points.

Overall, the alignment of students taking 1-4 dual enrollment courses with Florida's general student population suggests equitable access to dual enrollment opportunities across demographic groups. This parity indicates that students from diverse backgrounds are equally represented in accessing college-level coursework during high school, a promising indicator of inclusivity within Florida's dual enrollment programs.

Although the data shows there is equitable participation in dual enrollment opportunities

across demographics for a lesser concentration of courses taken (1-4), further examination of dual enrollment at higher course concentrations (5 or more) reveals notable differences in representation among certain racial and ethnic groups. Among students who took 5 or more dual enrollment courses in the 2018-19 academic year, all demographics - except for Black and Hispanic students - have a higher representation in dual enrollment compared to the share of Florida graduates overall. White students show the greatest positive difference, with their share of students taking 5 or more dual enrollment courses exceeding Florida's overall graduate share by 12.1 percentage points. Conversely, Hispanic students are underrepresented in this category, with a share 5.6 percentage points lower than their proportion of Florida graduates overall. Black students also have a lower representation among those taking 5 or more dual enrollment courses, with an 8.6 percentage point decrease—the largest negative difference in share among all demographics for this year.

Table 1A: Representation in Dual Enrollment by Demographic & Course Concentration (2018-19 AY Graduates)

Race/Ethnicity	2018-19				
	Share of Florida Graduates	1-4 Courses Taken	Difference	5+ Courses Taken	Difference
American Indian or Alaska Native	0.4%	0.3%	-0.1%	0.4%	0.0%
Asian	3.2%	4.0%	0.8%	5.1%	1.9%
Black	20.8%	22.4%	1.6%	12.2%	-8.6%
Hispanic/Latino	31.6%	30.3%	-1.3%	26.0%	-5.6%
Native Hawaiian or Other Pacific Islander	0.1%	0.2%	0.1%	0.2%	0.1%
Two or More Races	3.0%	2.8%	-0.2%	3.2%	0.2%
White	40.9%	40.1%	-0.8%	53.0%	12.1%
	100.0%	100.0%		100.0%	

By the 2021-22 academic year, data reveals for students taking 1-4 dual enrollment courses, little variation between the share of dual-enrolled students by race/ethnicity and the share of all Florida graduates, as shown in **Table 1B**. However, the trend of decreased representation among Hispanic and Black students taking 5 or more dual enrollment courses persisted, with both groups showing lower participation compared to their share of Florida graduates overall. Specifically, the representation of Black and Hispanic students in this higher concentration category was 7.4 and 5.4 percentage points lower, respectively, than their overall representation among Florida graduates.

Students identifying as Two or More Races also showed a slight decrease of 0.1 percentage points. Consistent with trends from the 2018-19 academic year, White students demonstrated a double-digit increase, with their representation in the 5-or-more courses category exceeding their share of the Florida graduate population by 10.2 percentage points. Asian students also exhibited higher representation, with 6.0% in this category compared to 3.4% of Florida graduates—a positive difference of 2.6 percentage points.

Table 1B: Representation in Dual Enrollment by Demographic & Course Concentration (2021-22 AY Graduates)

Race/Ethnicity	2021-22				
	Share of Florida Graduates	1-4 Courses Taken	Difference	5+ Courses Taken	Difference
American Indian or Alaska Native	0.3%	0.3%	0.0%	0.3%	0.0%
Asian	3.4%	4.0%	0.6%	6.0%	2.6%
Black	19.7%	20.5%	0.8%	12.3%	-7.4%
Hispanic/Latino	33.1%	33.0%	-0.1%	27.7%	-5.4%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.0%	0.2%	0.0%
Two or More Races	3.3%	3.2%	-0.1%	3.2%	-0.1%
White	40.0%	38.9%	-1.1%	50.2%	10.2%
	100.0%	100.0%		100.0%	

Examining dual enrollment participation by race and ethnicity highlights differences for those students taking 1-4 dual enrollment courses between 2018-19 and 2021-22 academic years. **Table 2A** shows the distribution of dual-enrolled students taking 1-4 courses by race/ethnicity for the 2018-19 and 2021-22 academic years, relative to graduates of the same race/ethnicity. Between the 2018-19 and 2021-22 academic

years, participation in dual enrollment courses increased across most demographics, apart from Asian and Black students, where participation in the 1-4 course category decreased by 1.3 and 0.5 percentage points, respectively. American Indian or Alaska Native students showed the largest gain in this category, with participation increasing by 2.3 percentage points over the span of years—marking the highest growth among all racial/ethnic groups.

Table 2A: Participation in Dual Enrollment by Demographic & Course Concentration (1-4)

Race/Ethnicity	1-4 Courses Taken		
	2018-19	2021-22	Difference
American Indian or Alaska Native	15.5%	17.8%	2.3%
Asian	24.4%	23.1%	-1.3
Black	21.0%	20.5%	-0.5
Hispanic/Latino	18.7%	19.7%	1.0%
Native Hawaiian or Other Pacific Islander	21.2%	20.2%	1.0%
Two or More Races	18.7%	19.4%	0.7%
White	19.1%	19.2%	0.1%

Similarly, analysis of the participation of dual-enrolled students across racial and ethnic groups reveals differences in participation when comparing students who took five or more dual enrollment courses between the 2018-19 and 2021-22 academic years. **Table 2B** highlights the differences in participation between the 2018-19 and 2021-22 academic years, relative to graduates of the same race/ethnicity. Between the 2018-19 and 2021-22 academic years, participation in dual enrollment

courses increased across most demographics, with the exception of American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students where participation in the 5 of more course category decreased by 0.5 and 2.0 percentage points, respectively. Asian students showed the largest gain in this category, with participation increasing by 2.7 percentage points over the span of years - marking the highest growth among all racial/ethnic groups.

Table 2B: Participation in Dual Enrollment by Demographic & Course Concentration (5+)

Race/Ethnicity	5+ Courses Taken		
	2018-19	2021-22	Difference
American Indian or Alaska Native	12.2%	11.7%	-0.5%
Asian	18.5%	21.2%	2.7%
Black	6.8%	7.5%	0.7%
Hispanic/Latino	9.6%	10.1%	0.5%
Native Hawaiian or Other Pacific Islander	13.5%	11.5%	-2.0%
Two or More Races	12.7%	11.9%	0.8%
White	15.1%	15.1%	0.0%

POSTSECONDARY ENROLLMENT

Many Florida graduates who took at least one dual enrolled course in high school between 2018-19 and 2021-22 and earned a grade of C or better continued their educational journey by enrolling in the State University System (SUS), Florida College System (FCS), or a Career and Technical Education (CTE) program the following year. Over 163,000 Dual Enrollment graduates pursued one of these three postsecondary pathways. Slightly more Dual Enrollment graduates enrolled in Florida College System than State University System - 77,610 versus 75,447 and over 5200 Dual Enrollment graduates entered a Career and Technical Education program. Relative to the overall enrollment patterns (59% in the Florida College System and 34% in the State University System)³, dual-enrolled graduates are more likely to attend a SUS institution than typical Florida high school graduates. Due to limitations on student tracking, however, nearly 48% of dual-enrolled graduates were not found enrolled in any postsecondary program the year after graduation.⁴

Figure 2A illustrates the share of dual-enrolled high school graduates who took and passed at least one dual enrollment course between the 2018-19 and 2021-22 academic years and subsequently enrolled in a postsecondary pathway the following year. The data is disaggregated by race and ethnicity and categorized by the number of dual enrollment courses taken. Among students taking 1-4 courses, Asian, Hispanic, and White students show higher enrollment shares in postsecondary pathways compared to the overall dual-enrollment



population across each year. Conversely, American Indian, Black, Native Hawaiian, and students identifying as Two or More Races exhibit lower postsecondary enrollment shares. This trend continues among students who took 5 or more courses, with these groups remaining underrepresented in postsecondary pathways relative to their Asian, Hispanic, and White peers, as shown in **Figure 2B**. Notably, when comparing **Figures 2A** and **2B**, the data indicates that across all demographics, a larger share of students enrolls in postsecondary pathways when they complete 5 or more courses.

Figure 2A: Share of Dual-Enrolled Students Who Passed at Least 1 DE Course and Entered Any Postsecondary Pathway by Race/Ethnicity (1-4)

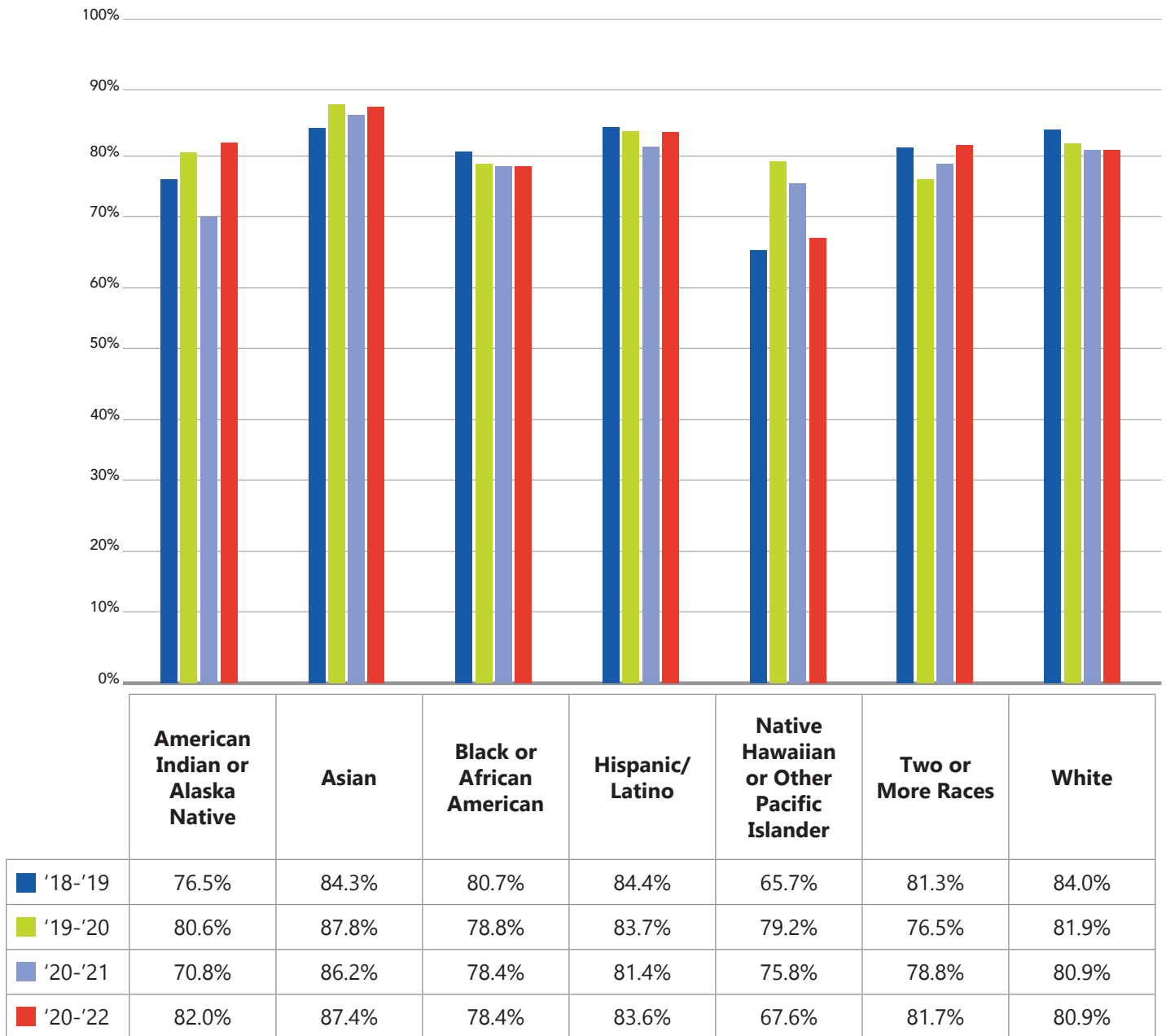
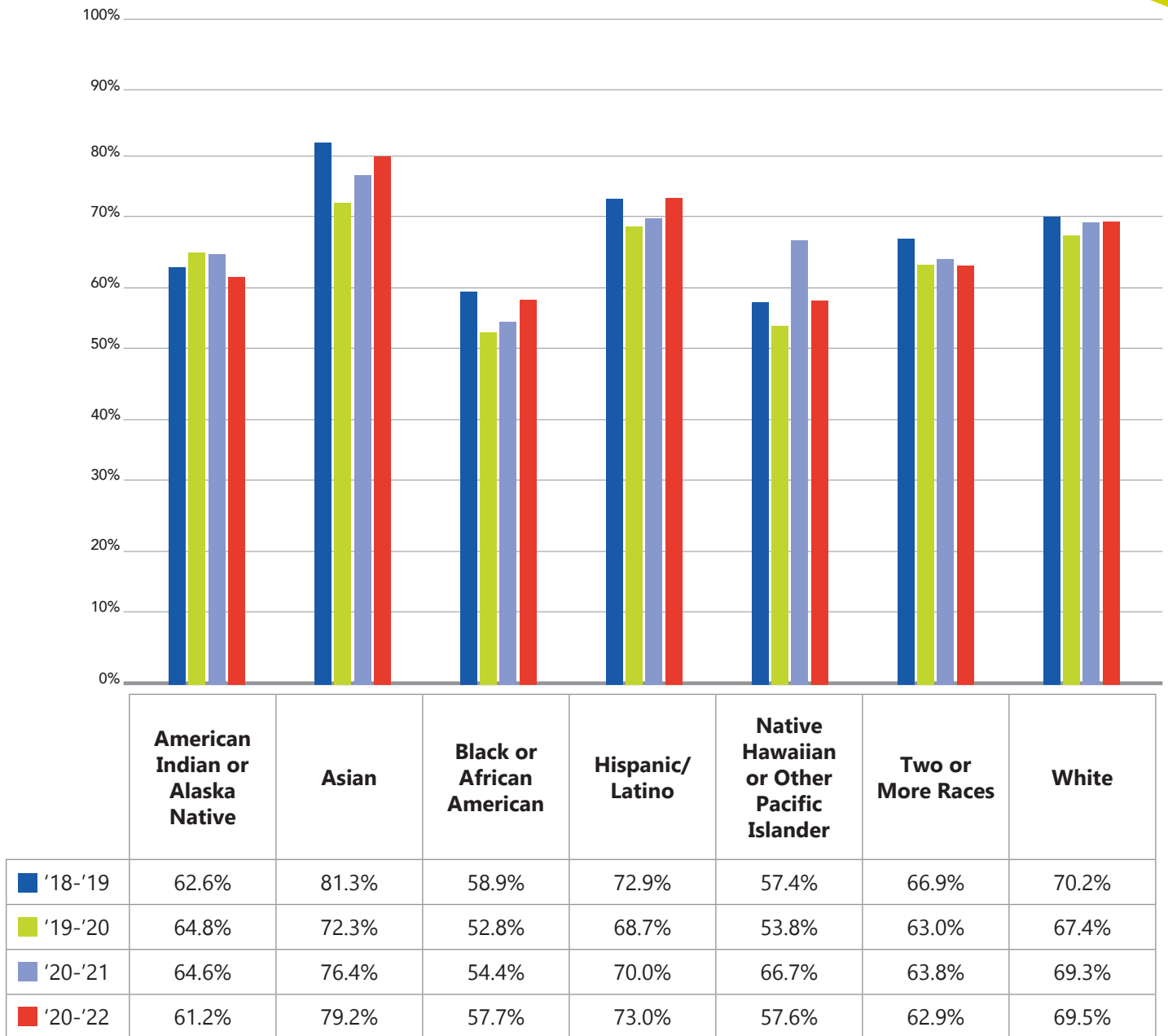


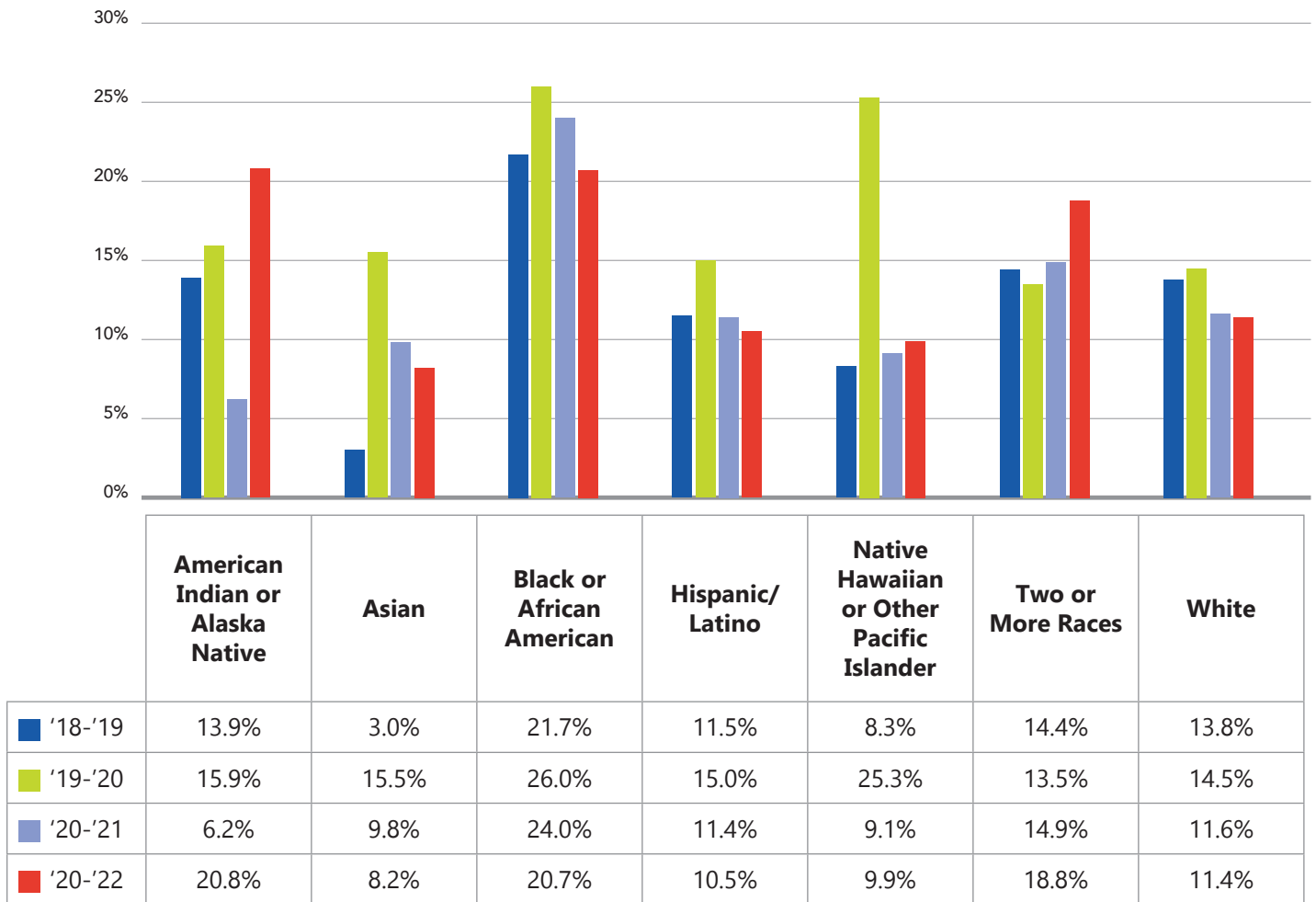
Figure 2B: Share of Dual-Enrolled Students Who Passed at Least 1 DE Course and Entered Any Postsecondary Pathway by Race/Ethnicity (5 or more)



Dual enrollment course concentration aligns with postsecondary education enrollment. **Figure 3** shows the difference in percentage points for students entering a trackable postsecondary educational pathway who took 1-4 dual enrollment courses versus those students who took 5 or more courses disaggregated by race/ethnicity and by each year. Across all races/ethnicities, a larger percentage

of students who took 5 or more dual enrollment courses entered a postsecondary pathway compared to those in the 1-4 course category. Notably, Black students' postsecondary enrollment increased by 26.0 percentage points in 2019-20 among those who moved into the higher concentration course category. This was the largest percent increase for any racial/ethnic group in any year.

Figure 3: Differences in Share of Postsecondary Enrollment by Course Concentration (5 or more vs. 1-4)



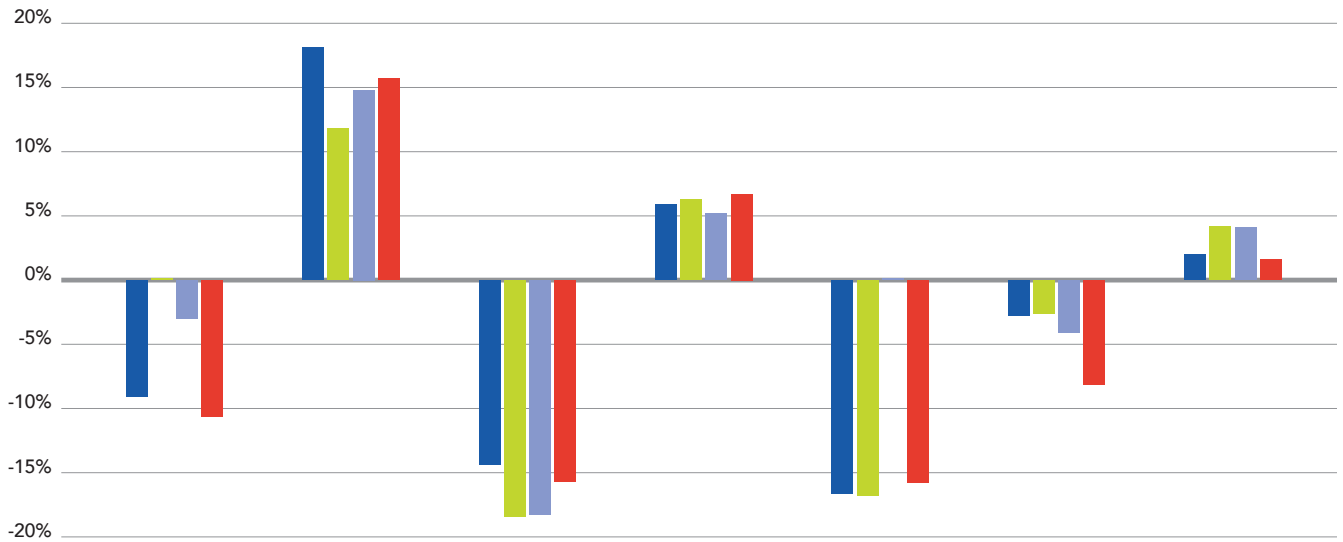
To gain further insight into postsecondary outcomes for dual-enrolled students, we can examine the ratios of student groups who took and passed at least one dual enrollment course relative to the total population of dual-enrolled students who passed at least one course, categorized by the number of courses taken. **Figures 4A and 4B** illustrate these differences from a baseline of 100%, broken down by demographic and number of courses.

For students taking 1-4 dual enrollment courses, American Indian, Black, Native Hawaiian, and students identifying as Two or More Races consistently enter postsecondary pathways at rates below the overall rate for all demographics across each year, as shown by negative differences in **Figure 4A**. In contrast, Asian, Hispanic, and White students in this course category enter postsecondary pathways at rates above the overall rate, indicated by positive differences.

For example, in the 2019-20 academic year, Black students had a difference of -18.4, marking the largest negative difference. This indicates that Black students who took 1-4 dual enrollment courses entered postsecondary pathways at a rate 18.4 percentage points lower than the overall

student population in this category. Conversely, Asian students in the 1-4 course category had a positive difference of 18.1 in the 2018-19 academic year, demonstrating that Asian students entered postsecondary pathways at a rate higher than the broader population in this range.

Figure 4A: Postsecondary Enrollment by Demographic, Relative to All Graduates (1-4 DE Courses Taken)

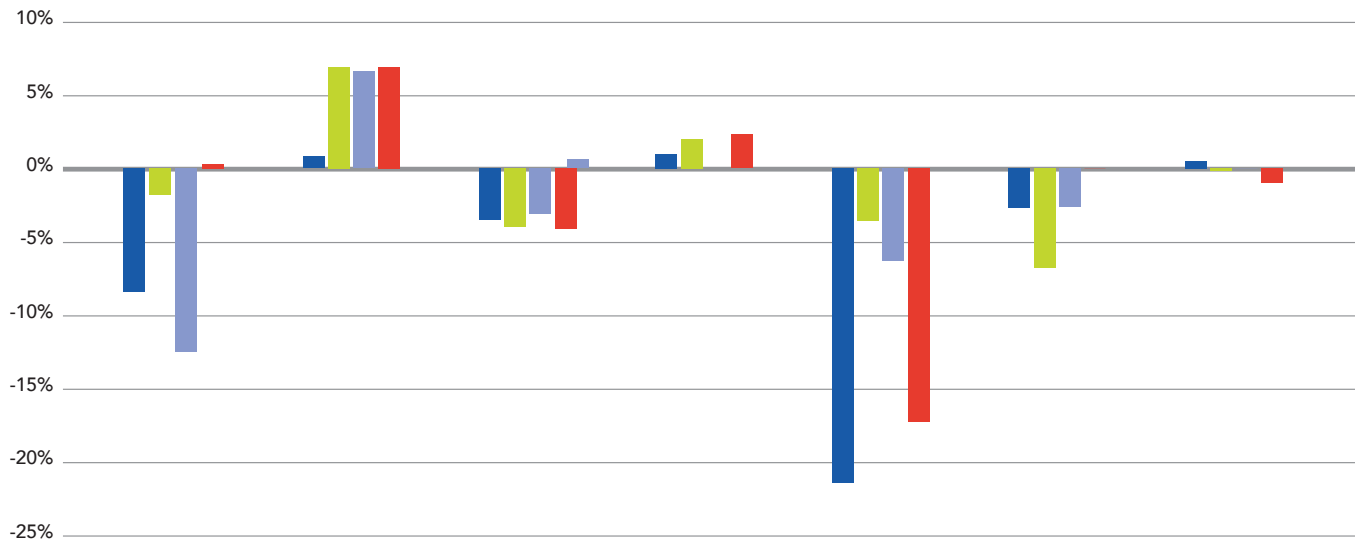


	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
■ '18-'19	-9.1%	18.1%	-14.4%	5.9%	-16.6%	-2.8%	2.0%
■ '19-'20	0.1%	11.8%	-18.4%	6.3%	-16.8%	-2.6%	4.2%
■ '20-'21	-3.0%	14.8%	-18.3%	5.2%	0.1%	-4.1%	4.1%
■ '20-'22	-10.6%	15.7%	-15.7%	6.7%	-15.8%	-8.1%	1.6%

Like the 1-4 course category, students taking 5 or more dual enrollment courses who are American Indian, Black, Native Hawaiian, or identify as Two or More Races consistently enter postsecondary pathways at rates below the overall rate for all demographics, as indicated by negative differences as can be seen in **Figure 4B**. In two of the evaluation years, White students also showed negative differences in this category. The largest

negative difference was observed among Native Hawaiian students in 2018-19 at -21.4%. In contrast, Asian and Hispanic students in the 5-or-more course category enter postsecondary pathways at rates above the overall rate, reflected in positive differences. Asian students had the highest positive difference of 6.9 percentage points above the baseline in both the 2019-20 and 2021-22 academic years.

Figure 4B: Postsecondary Enrollment by Demographic, Relative to All Graduates (5+ DE Courses Taken)



	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
'18-'19	-8.4%	0.8%	-3.5%	1.0%	-21.4%	-2.7%	0.5%
'19-'20	-1.8%	6.9%	-4.0%	2.0%	-3.6%	-6.8%	-0.2%
'20-'21	-12.5%	6.6%	-3.1%	0.6%	-6.3%	-2.6%	0.0%
'20-'22	0.3%	6.9%	-4.1%	2.3%	-17.3%	0.0%	-1.0%

TAKEAWAYS

Understanding the impact of dual enrollment on postsecondary access and identifying areas for improvement, particularly for underrepresented students groups, ensures equitable outcomes for all students, including but not limited to increasing the proportion of Florida’s population earning a postsecondary credential. With the aim of reaching the state’s goal of 60% postsecondary attainment by 2030, this report highlights key takeaways to help achieve this target.

- 1. Participation in Dual Enrollment at lower levels of concentration aligns with Florida student demographics:** The data show, overall, the demographic makeup of students taking 1-4 dual enrollment courses closely aligns with that of Florida graduates from the 2018-19 to 2021-22 academic years
- 2. Disparities exist at higher concentrations of Dual Enrollment:** Participation differences become more pronounced among students who take 5 or more dual enrollment courses. White and Asian students are more highly represented in this category, while Black and Hispanic students show lower participation rates, which could indicate potential barriers to increased dual enrollment participation for certain groups.

3. **Higher course completion correlates with postsecondary enrollment:** Across all racial/ethnic groups, students taking 5 or more dual enrollment courses are more likely to enter postsecondary pathways than those in the 1-4 course category.

4. **Enrollment patterns vary by race and ethnicity:** Asian, Hispanic, and White students have higher postsecondary enrollment rates compared to the overall population, while Black, Native Hawaiian, and American Indian students consistently enroll in postsecondary pathways at lower rates. This trend highlights differences in postsecondary outcomes that may warrant further support or targeted resources for certain populations.

5. **Gains and challenges are seen in postsecondary pathway access:** While many dual-enrolled students progress to Florida's State University System, Florida College System, or Career and Technical Education programs, about 48% do not enroll in a trackable postsecondary pathway in the year following graduation. This finding underscores the need for enhanced longitudinal data systems and interstate data sharing agreements to measure educational and workforce outcomes.

RECOMMENDATIONS FOR FUTURE RESEARCH & PRACTICE

• While dual enrollment is a proven strategy to accelerate students' time to completion of a postsecondary certificate or degree, this report aligns with broader national research highlighting the underrepresentation of certain student groups in dual enrollment programs.⁵ To address these disparities in access to dual enrollment programs, further research should explore effective practices



for supporting underrepresented students. The Dual Enrollment Equity Pathways (DEEP) Framework for Reform⁶ - based on field research conducted in Florida (Miami-Dade, Chipola) and Texas - offers a roadmap for expanding access and supporting early college success. Key policy and practice recommendations include:

- Targeted outreach to underserved students and schools
- Mapping dual enrollment offerings to college degree programs in high-demand fields
- Embedding dual enrollment opportunities within career-connected high school programs
- Designing offerings that introduce students to high-opportunity postsecondary pathways

- To further explore dual enrollment access and participation, it is essential to examine participation at the high school level, disaggregated by race and ethnicity. This analysis should include course-taking outcomes, such as the share of students who took dual enrollment (DE) courses, the average DE course pass rate, and the percentage of DE completers based on course concentration. Additionally, it is important to assess postsecondary outcomes, with a focus on the strength of the postsecondary partners associated with each high school offering a DE

program. An in-depth analysis of these metrics could highlight any potential disparities for certain student groups at the high school level. Continued monitoring of improvements in underrepresented student groups over time is prudent.

- To ensure that all students have equitable access to dual enrollment courses, additional analysis is needed to look at potential geographic barriers to participation in dual enrollment programs across the state including addressing technology and resource availability in underserved areas.



Notes

The following should be considered when interpreting the data in this report, which aims to benchmark outcomes for dual enrollment students.

- **Descriptive statistics:** Descriptive data is useful for summarizing the characteristics or features of data, such as identifying patterns and understanding gaps; however, it does not lend itself to drawing conclusions or making inferences about a larger population.
- **Inconsistencies in county-level data:** Examining dual enrollment participation gaps by district level could explain geographic participation that shapes dual enrollment participation; however, county-level data is only available when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed.
- **Limited course concentration categories:** Dividing the data into additional course concentration categories would provide greater insight into where representation in higher course concentrations decreases among certain ethnicities.

References

¹The Case for Dual Enrollment: Access, Benefits, and Opportunities. Florida College Access Network, 2024.

²Unlike the federal standard of reporting race and ethnicity as separate demographic categories, Florida education data standards combine race and ethnicity. In this report, Hispanic students may be of any race, and values reported by race represent non-Hispanic students of that race.

³[High School Graduates Statewide Report. Florida Department of Education, 2021.](#)

⁴Potential postsecondary outcomes for these students include private Florida institutions, out-of-state institutions, military, direct entry into labor force (employed or unemployed), or none.

⁵[Xu, D., Solanki, S., & Fink, J. \(2021\). College acceleration for all? Mapping racial gaps in advanced placement and dual enrollment participation. American Educational Research Journal, 58\(5\), 954–992.](#)

⁶Fink, John, et al. "Deep Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity." Community College Research Center, Teachers College, Columbia University (2023).

Additional Dual Enrollment Resources

[*Estimating Trends in Access to Dual Enrollment Using IPEDS and CCRC Data*](#)

[*Leading and Partnering for Excellence and Equity in Dual Enrollment*](#)

[*Scaling Dual Enrollment Equity Pathways to College and Career Success*](#)

[*The Dual Enrollment Playbook*](#)

[*The Case for Dual Enrollment: Access, Benefits, and Opportunities*](#)

About Florida College Access Network

Florida College Access Network (FCAN) is Florida's collaborative network committed to ensuring all Floridians have the opportunity to achieve an education beyond high school and a rewarding career. We envision a Florida working together where education is the pathway to economic mobility for all.

FCAN strives to expand knowledge of research, data, policies, and practices that impact postsecondary access and attainment in Florida. For more information, visit www.floridacollegeaccess.org.

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