



Postsecondary Enrollment Options (PSEO) Reference Guide

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Table of Contents

| | |
|---|-----------|
| Definitions and Terms | 4 |
| PSEO/Concurrent Enrollment Program Definitions | 4 |
| Additional Terms..... | 6 |
| PSEO/Concurrent Enrollment Program Guidance | 8 |
| Student Eligibility | 8 |
| PSEO/Concurrent Enrollment Eligibility At A Glance | 10 |
| Residency Guidelines | 11 |
| Participation Requirements | 11 |
| Participation Limits..... | 12 |
| Institutions and Courses | 13 |
| Postsecondary Enrollment Program Notice of Student Registration..... | 13 |
| Tuition and Fees | 14 |
| Credits and Grades..... | 15 |
| Transportation | 16 |
| Participation in High School Activities | 16 |
| Students with an Individual Education Plan (IEP) Ages 18-21..... | 16 |
| Additional Guidance for Students and Parents | 18 |
| Benefits of Taking Dual Credit Courses While in High School..... | 18 |
| Choosing to Participate..... | 18 |
| How to Apply | 19 |
| Additional Guidance for Districts and Postsecondary Institutions | 20 |
| District Guidelines..... | 20 |
| Postsecondary Guidelines | 20 |
| Funding and Reimbursements | 21 |
| PSEO Funding Eligibility Chart..... | 22 |
| Funding Considerations for Students with IEPs..... | 23 |
| Postsecondary Participation for Students with IEPs | 26 |
| PSEO State Approved Early/Middle College Programs..... | 27 |
| MnSCU Participation Guidelines (Board Procedure 3.5.1)..... | 29 |
| State Resources | 30 |
| Contact Information | 30 |
| Helpful PSEO Links | 31 |
| Minnesota Dual Credit Options At A Glance | 32 |

Definitions and Terms

PSEO/Concurrent Enrollment Program Definitions

For the purpose of this Reference Guide, the following dual enrollment programs are defined under the Minnesota Postsecondary Enrollment Options Act (Minnesota Statutes 124D.09) and are carefully outlined on the following pages.

Postsecondary Enrollment Options (PSEO): The PSEO program allows 10th, 11th and 12th grade students to earn college credit while still in high school through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online. Students may take PSEO courses on a full- or part-time basis. The PSEO program provides students with a greater variety of class offerings as well as the opportunity to pursue more challenging coursework than may be available at the high school. The tuition, fees and required textbooks are at no cost to students.

Most PSEO courses are only open to high school students during their 11th and 12th grade years, but recent legislation allows eligible 10th graders to access PSEO by taking career and technical (CTE) courses.

Postsecondary institutions are paid by the Minnesota Department of Education (MDE) for PSEO participation.

Concurrent Enrollment: Concurrent Enrollment provides 9th, 10th, 11th and 12th grade students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers or college faculty, generally on the high school campus. Public school students may earn both high school and college credit at no cost, just as they do with PSEO.

Most concurrent enrollment courses are only open to high school students during their 11th and 12th grade years, but 9th and 10th grade students may participate if 1) the school district and the eligible postsecondary institution providing the course agree to the students' enrollment or 2) if the course is a world languages course available to 11th and 12th grade students and consistent with Minnesota Statutes, section 120B.022 governing world language standards, certificates and seals.

There are several concurrent enrollment programs in Minnesota with branded titles, including but not limited to the following:

- College in the Schools – The University of Minnesota, Twin Cities
- Senior to Sophomore (S2S) – St. Cloud State University
- College Now – Southwest Minnesota State University

Concurrent enrollment courses are funded through an agreement between a postsecondary institution and a participating school district. The agreement outlines the high school reimbursement to the college or university to cover the costs associated with the students receiving college credit. Concurrent enrollment aid is intended to help defray the costs incurred by the district to deliver the course at the high school site.

The term “concurrent enrollment” is also used to describe students who are enrolled part-time in a traditional school and taking classes after school or in the evening from a state-approved alternative program.

Early/Middle College Programs: An Early College Program is a high school program that allows a student to earn a high school diploma while also conferring a certification, associate's degree, or up to two years of credit towards a Bachelor's Degree. A Middle College Program is a high school program that allows a student to earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma or an associate's degree. Early/Middle College Programs are designed to serve students in the academic middle - especially low-income, English Learners, first generation college students, and/or students of color.

Legislation passed in 2014 provides the opportunity to leverage PSEO funding for developmental coursework under specific circumstances. In order to be considered for PSEO funding, each State Approved Alternative Program (SAAP) and its partnering postsecondary institution must submit an application and supporting documentation to be approved by MDE. Once approved, PSEO State Approved Early/Middle College Programs may enroll 11th and 12th grade students attending a full-time core school day SAAP.

For PSEO State Approved Early/Middle College Programs, postsecondary institutions are paid by MDE for PSEO participation. There are some early/middle college programs that exist in Minnesota under agreements between districts and postsecondary institutions. In these partnerships, funding between the district and the postsecondary institution is specified in the contract.

Additional Terms

Academic School Year: For PSEO purposes, an academic school year is defined as two semesters or three quarters within a school year beginning on or after July 1 and ending no later than June 30. However, the school year for PSEO State Approved Early/Middle College Program participants may start in June after the end of the prior school year.

Alternative Pupil: According to PSEO statute, an “alternative pupil” is defined as an 11th or 12th grade student who is a resident of Minnesota but not enrolled in a public school district. This includes students attending private schools and students who are home schooled. An alternative pupil must submit the PSEO Program Notice of Student Registration Form to the Minnesota Department of Education (MDE) to participate in PSEO.

Alternative Student: This term is widely used for Minnesota resident students enrolled in State Approved Alternative Programs (SAAPs). SAAPs have been approved by MDE to enroll at-risk students, as defined in Minnesota Statutes 124D.68. These include Alternative Learning Centers (ALCs), Alternative Learning Programs (ALPs) and contract alternative programs.

Concurrent Enrollment Aid: Concurrent enrollment aid is intended to help defray the costs incurred by the district to deliver the course at the high school site. Districts are only eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnership (NACEP), in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by MDE and the Minnesota State Colleges and Universities (MnSCU) system.

Courses According to Agreements: Courses offered at a high school, or another designated location, as specified in an agreement between a public school board and the governing body of an eligible postsecondary institution (Minnesota Statutes 124D.09, Subdivision 10). Students enrolled in these courses earn both high school and postsecondary credit. Funding between the district and the postsecondary institution is part of the contract.

CTE Course: A "CTE course" is part of a Career and Technical Education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provide technical skill proficiency, an industry-recognized credential, and a certificate, a diploma or an associate degree.

Eligible Institutions: Postsecondary institutions located in Minnesota, including:

- public postsecondary institutions
- private, nonprofit two-year trade and technical schools granting associate degrees
- opportunities industrialization centers accredited by the North Central Association of Colleges and Schools
- private, residential, two-year or four-year, liberal arts, degree-granting college or university

MARSS System: The Minnesota Automated Reporting Student System (MARSS) collects enrollment and demographic student data using a unique student identification system. The system allows MDE to track student enrollment and postsecondary enrollment option participation, among other things.

Nonsectarian: Not affiliated with or restricted to a particular religious group.

PSEO Funding: Postsecondary institutions are paid by MDE for PSEO participation at specified rates. Refer to the [Funding and Reimbursements](#) section (page 21) for more information.

State Approved Alternative Program (SAAP). State Approved Alternative Programs have been approved by MDE to enroll at-risk students, as defined in Minnesota Statutes 124D.68. These include Alternative Learning Centers (ALCs), Alternative Learning Programs (ALPs) and contract alternative programs.

Student Contract Placement: An arrangement between a district and a postsecondary institution to provide instruction for special education students according to their Individual Education Plan (IEP) at the postsecondary institution through a course(s) that does not meet the PSEO course eligibility criteria or if the student is not eligible for PSEO. This arrangement is not PSEO, and the student contract is a special education expense. Refer to [Funding Considerations for Students with IEPs](#) (page 23) for more information.

Super Seniors / 13th Graders: Students who have not successfully completed their senior year of high school and continue to work towards their diploma during the first year after 12th grade.

PSEO/Concurrent Enrollment Program Guidance

Student Eligibility

11th and 12th Graders (PSEO and Concurrent Enrollment): Any public, nonpublic, home school or American Indian-controlled tribal contract or grant student classified as an 11th or 12th grader who meets residency requirements outlined in the [Residency Guidelines section](#) (page 11). These students, if accepted by a postsecondary institution, may enroll in nonsectarian courses or programs at that postsecondary institution. Each participating college and university sets its own requirements for admission into PSEO or courses and programs.

Nonpublic and home school 11th and 12th grade students are not eligible to participate in concurrent enrollment courses for dual credit.

- **Special Education Students:** Students who have an Individualized Education Program (IEP) are eligible to apply to participate in PSEO or concurrent enrollment courses and programs available to all students in Minnesota. Admissions requirements for acceptance into the program are determined by the postsecondary institution. Special Education students are held to the same participation requirements and limitations as students without disabilities.
- **State Approved Alternative Program (SAAP) Students:** Only 11th and 12th grade students who attend a core school day SAAP are eligible to receive developmental college credit and not college credit for completing remedial or developmental courses as part of a PSEO State Approved Early/Middle College Program. These students are held to the same participation requirements as traditional students as outlined in the next sections. NOTE: Charter schools are not considered SAAPs.

Nonpublic and home school 11th and 12th grade students are not eligible to participate in PSEO State Approved Early/Middle College Programs.

10th Graders (PSEO): Any public 10th grade student who has received a passing score, defined as a proficiency level of “meets or exceeds” on the 8th grade reading Minnesota Comprehensive Assessment (MCA), is eligible to participate in PSEO if they initially enroll in one Career and Technical Education (CTE) course as identified by the Minnesota State College and University System (MnSCU).

A current public 10th grade pupil who did not take the 8th grade MCA in reading may substitute another reading assessment accepted by the enrolling postsecondary institution. The student must also meet the specific course requirements and prerequisites of the CTE course in which he/she wishes to enroll. This option is open only to public high school students. If the participating student then receives a grade of “C” or better in the first CTE course, the student is then eligible to take additional courses during second semester at the same institution.

Nonpublic and home school 10th grade students are not eligible to enroll in CTE courses through PSEO.

9th and 10th Graders (Concurrent Enrollment): Any public or American Indian-controlled tribal contract or grant student classified as a 9th or 10th grader may apply to enroll in nonsectarian concurrent enrollment courses through courses according to agreements if, 1) the school district and the eligible postsecondary institution providing the course agree to the students’ enrollment or 2) if the course is a world languages course available to 11th and 12th grade students and

consistent with Minnesota Statutes, section 120B.022 governing world language standards, certificates and seals.

Nonpublic and home school 9th and 10th grade students are not eligible to participate in concurrent enrollment courses for dual credit.

PSEO/Concurrent Enrollment Eligibility At A Glance

| Grade | PSEO (traditional) 124D.09 | Concurrent Enrollment 124D.09, Subdivision 5 | PSEO State Approved Early/Middle College Program 124D.09, Subdivision 9 |
|-----------------------|---|--|---|
| 9 | N/A | Public School Students Only: School district and postsecondary institution must agree on student enrollment OR course is world language course currently available to 11 th /12 th graders | N/A |
| 10 | Public School Students Only: One CTE course if proficient on MCA grade 8 reading (or reading assessment substitute if no MCA score) and meet other institution eligibility requirements | Public School Students Only: School district and postsecondary institution must agree on student enrollment OR course is world language course currently available to 11 th /12 th graders | N/A |
| 11 | Public, Nonpublic, Home School Students: Must meet eligibility requirements of postsecondary institution Two years of eligibility | Public School Students Only: Must meet eligibility requirements of postsecondary institution Two years of eligibility | SAAP* Students Only: Must meet eligibility requirements of Early/Middle College Program Two years of eligibility |
| 12 | Public, Nonpublic, Home School Students: Must meet eligibility requirements of postsecondary institution One year of eligibility | Public School Students Only: Must meet eligibility requirements of postsecondary institution One year of eligibility | SAAP Students Only: Must meet eligibility requirements of Early/Middle College Program One year of eligibility |
| 13 "super seniors" | Public, Nonpublic, Home School Students: Graduation requirements not met and 12 th grade year eligibility not used. | Public School Students Only: Graduation requirements not met and 12 th grade year eligibility not used. | Public School Students Only: Graduation requirements not met and 12 th grade year eligibility not used. |

* State Approved Alternative Program (SAAP). SAAPs have been approved by MDE to enroll at-risk students, as defined in Minnesota Statutes 124D.68. These include Alternative Learning Centers (ALCs), Alternative Learning Programs (ALPs) and contract alternative programs.

Residency Guidelines

Eligible students include:

- Minnesota resident students (living with their parents who also reside in Minnesota) who are:
 1. Attending a public school district out of state through a tuition arrangement between the out of state district and the Minnesota public school district.
 2. Attending a nonpublic school in another state.
- South Dakota resident students attending a Minnesota district under the Minnesota-South Dakota Tuition Reciprocity Agreement (only includes border districts).

Students **NOT** eligible include:

- Minnesota resident students attending a South Dakota district under the Minnesota-South Dakota Tuition Reciprocity Agreement.
- Students in cultural foreign exchange programs (J-1 visa) and students from another country attending a Minnesota school under other visas such as F1 student visa or B visitor visa.
- Minnesota students enrolling in an out-of-state district for which the parent pays the tuition.
- Parent and child living abroad with a residence in Minnesota (both parent and student must be living in Minnesota).
- Non-Minnesota residents.

Participation Requirements

Minnesota students who have open enrolled from the Minnesota school district where they reside into another Minnesota school district are eligible to participate in PSEO from the district into which they have open enrolled; students do not need to participate from their resident district.

To access PSEO, a student must first give up one class at the high school during the core school day. This allows a student to participate on a part-time or full-time basis – and enroll in classes during the day, evening or weekend – in an online or face-to-face setting.

Example 1: If a student is taking a full course load without any study halls, the student would have to give up one of their classes in order to participate in PSEO. The student can access PSEO classes during the day or evening (or both).

Example 2: If a student is taking a full course load that includes a study hall, they typically would give up the study hall to participate in PSEO. The student can access PSEO classes during the day or evening (or both). NOTE: The study hall time does not generate PSEO high school hours on MARSS.

Example 3: If a student chooses to NOT give up any classes, the student can still take a class at a postsecondary institution, but he/she would have to pay his/her own tuition. In this situation, the postsecondary class would be eligible for postsecondary credit. The student can also request that the postsecondary class be applied to secondary school

credit. A district must accept the credit (see Minnesota Statutes, section 124D.09, subdivision 12).

Participation Limits

A student who first enrolls in PSEO (through a concurrent enrollment course) in grade 9 may participate for four academic years. If first enrollment is in grade 10, he/she may participate for three academic years; for first enrollment in grade 11, two academic years; and for first enrollment in grade 12, one academic year.

An academic year is defined as two semesters or three quarters within a school year beginning on or after July 1 and ending no later than June 30. A student has utilized one academic year by enrolling in any combination of the following:

- Semester 1 only
- Semester 2 only
- Both semester 1 and 2
- Quarter 1 only
- Quarter 2 only
- Quarter 3 only
- Quarter 1, 2 and/or 3

Example: If a student takes PSEO courses for only one semester during their 11th grade year, he/she has used up one academic year of eligibility. The student has one year of eligibility left as a 12th grade student.

Exception: If a student is enrolled in a Learning Year Program (year round program) and participates in PSEO during the summer term, that time does not count against their eligibility.

Limits on participation apply to all programs available under the PSEO law. If a student participates in dual credit courses via courses according to agreements or a concurrent enrollment course at any time during a school year, the student has used up one academic year of eligibility.

Students who graduate early: A student who graduates early or mid-year is no longer eligible to participate in PSEO for the remainder of the school year. He/she may participate up to the point the diploma is issued.

Students who are not on track to graduate: In 2015, the following language was added to Minnesota Statutes 124D.09, subdivision 8: “If a school district determines a pupil is not on track to graduate, the limit on participation does not apply to that pupil.”

Once a student graduates from high school and receives a diploma, he/she is not eligible to participate in PSEO.

Students who are in 13th Grade (“Super Seniors”): A student who has not successfully completed his/her 12th grade year of high school and continues to work towards his/her diploma is considered to be a “super senior” or “13th grader”. If this student has participated in PSEO as a 12th grader at any time during that academic year, this student is not eligible to participate in PSEO during his/her 13th grade year. He/she has already used all PSEO eligibility. If a 12th grader/super senior/13th grader has not previously participated in PSEO, the student is eligible to participate for up to one academic year.

Institutions and Courses

A list of [PSEO Participating Institutions](#) approved to offer PSEO can be found on MDE's website at the following link:

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/040787>

In general, a course is deemed PSEO eligible if the following criteria are met:

- The course is available to both high school and postsecondary students
- The course is listed in the postsecondary institution's syllabus
- The course generates both high school and college credit
- The course is non-sectarian
- The course is college-level
- The course is **not** considered to be a developmental or remedial course unless it is part of a PSEO State Approved Early/Middle College Program for students enrolled full-time in State Approved Alternative Programs

Postsecondary institutions determine admission standards to participate in specific PSEO programs and courses. School districts do not make this determination. The postsecondary institution also determines the eligibility of a PSEO student to continue in the program if his/her grade(s) falls below a certain threshold.

Postsecondary institutions determine the number of postsecondary courses a student can take. This could be one or more courses as allowed by the postsecondary institution for enrollment.

School districts must allow students to take high school courses in addition to any number of postsecondary courses. High school students are always eligible to take high school courses in addition to any number of postsecondary courses as long as the student has at least one free period at the high school. Refer to the [Participation Limits](#) section (page 12) for additional information.

School districts cannot set a minimum number of high school classes as a prerequisite for participating in PSEO. The high school sets the graduation requirements; however, a school district cannot require a student to take a certain number of courses at the high school in order to take a PSEO class.

School districts cannot set a minimum OR limit the number of PSEO courses the student can take. The district receives aid based on the number of credit-bearing class hours a student takes at the high school, not how many courses a student takes at the college.

Postsecondary Enrollment Program Notice of Student Registration

To assist the district in planning, a student shall inform the district by May 30 of each year of the student's intent to enroll in postsecondary courses during the following school year. A student is bound by notifying or not notifying the district by May 30. Districts may decide when or if they will waive this requirement.

The [PSEO Program Notice of Student Registration](#) is available at the bottom of the Postsecondary Enrollment Options page of the MDE website:

Incomplete forms cannot be processed and the student will be considered ineligible until a complete application is received. Section one of this PSEO Program Notice of Student Registration needs to be completed by the student (and signed by the parent if the student is under age 18). Section two requires a signature from the secondary school or home school parent if the student is determined eligible to apply for participation in the PSEO program. After sections one and two are completed, section three must be completed by the postsecondary institution. The postsecondary institution will then mail the form to MDE. Students and secondary schools do not mail this form to MDE.

Tuition and Fees

The state will pay for a course only once unless the student fails the course. A student can re-take a failed PSEO course, and the state will cover the cost as long as the student has not previously been awarded credit for the course and still meets PSEO eligibility and participation guidelines. The state will not pay the postsecondary institution for a student to repeat a course in which the student received a low but not failing grade.

- Postsecondary institutions will be paid for a student who withdraws from a PSEO course after the first 14 days of the quarter or semester.
- Postsecondary institutions will not be paid for a student who withdraws during the first 14 days of the quarter or semester or who has been absent from the postsecondary institution for the first 15 consecutive school days of the quarter or semester and is not receiving instruction in the home or hospital.

PSEO students cannot be charged for either high school or postsecondary credits earned through the PSEO program. Postsecondary institutions are paid by the state for PSEO courses offered at the postsecondary institution.

PSEO students cannot be charged for non-optional fees that are charged by the postsecondary institution for attending the school. These fees include, but are not limited to, technology fees, access to e-books, library services and expenses that are required to participate in the PSEO course.

PSEO students cannot be charged for an initial admissions test. Dependent on a postsecondary institution's policy for retesting, a student may be charged for retesting.

PSEO students cannot be charged for textbooks, equipment, travel experiences or other costs that are *required for the course*. These items must be provided by the postsecondary institution at no cost to the student. Equipment includes, but is not limited to, uniforms, lab coats, calculators, software, tools, and kits. The postsecondary institution may offer the students the option of purchasing equipment and materials.

- All textbooks and equipment provided to a student, and paid for by PSEO, are property of the providing postsecondary institution. See note below regarding textbook funding by concurrent enrollment or courses according to agreements.
- If a travel experience is a course requirement in order for a PSEO student to earn credit, the postsecondary institution is responsible for the costs.

- If a background check and malpractice insurance is a course requirement in order for a PSEO student to earn credit, the postsecondary institution is responsible for the costs.

NOTE: Concurrent enrollment or courses according to agreements are funded through an agreement between a college or university and their school district. Textbooks under these arrangements are typically regulated through the agreement and are usually covered by the high school district as the school district receives state aid for the student.

PSEO students may be charged fees in the following situations:

- Students are required to return all textbooks and equipment to the postsecondary institution after the course has ended. Postsecondary institutions may charge the student a late return fee for textbooks and equipment returned after the agreed upon deadline. Textbooks or equipment not returned may be charged to the student at the used price under the assumption the student chose to keep the book or equipment.
- Students may be charged for “test out” fees at the college level.

Credits and Grades

The high school determines the amount of secondary credit to be awarded upon successful completion of the PSEO course. According to Minnesota Statutes 124D.09 Subdivision 12, “A district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Seven quarter or four semester credits equal at least one full year of high school credit. Fewer college credits may be prorated.”

In other words, the conversion of postsecondary college credits to high school credits has to be at least a 4:1 ratio, not any less. Whatever is considered one year of high school credit in a district for a subject area is equivalent to at least four college credits.

Example: If a high school student takes a postsecondary English course for four college credits, the student would have earned at least one full year of high school English credit.

If a student is in a high school where one full year of high school English receives one credit of English, the year of English would be the equivalent of four college credits.

Example: If a high school block schedule (i.e. 4-5 periods/day) is used whereby a student earns the equivalent of one full year of high school English credit in one semester, the corresponding high school credits earned in the semester would be equivalent to four college credits.

Example: If a high school traditional schedule (i.e. 6-7 periods/day) is used whereby a student earns the equivalent of one full year of high school English credit in two semesters, the corresponding high school credits would be equivalent to four college credits.

Credits and grades received at a postsecondary institution are on the student’s record and count as courses completed at that institution.

- The postsecondary institution determines if a PSEO student’s grades can be expunged from their postsecondary transcript.
- Transferring credits to another institution is dependent upon the transfer rules of that institution.

Minnesota Transfer Curriculum: According to Minnesota Statutes 124D.09, subdivision 12, “All MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student’s postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student’s course or program for that goal area or the transfer curriculum as completed.”

Transportation

Districts are not obligated to provide transportation for PSEO students between the high school and the postsecondary institution.

If requested by the parents or guardians, school districts must reimburse low-income families for certain transportation costs incurred traveling to and from courses held on college campuses. Certain mileage limits apply. Qualifying students (as determined by income levels set by the federal government) will be reimbursed at 15 cents per mile for travel from their homes to the postsecondary institution or from their high schools to the postsecondary institution, whichever is less.

Public school districts apply for mileage reimbursement through the state on behalf of eligible public school students. Non-public and home schooled students apply for mileage reimbursement through their postsecondary institution.

For more information, view the [Mileage Reimbursement Program Instructions](#) on the MDE website:

<http://education.state.mn.us/MDE/SchSup/SchFin/Trans/Res/005668>

Participation in High School Activities

Students participating in PSEO are high school students and should not be prohibited from participating in activities sponsored by the student’s high school.

Students participating in PSEO are eligible to participate in their high school graduation ceremonies.

Students with an Individual Education Plan (IEP) Ages 18-21

Students who have an IEP are eligible to apply to participate in the PSEO program available to all students in Minnesota. Special Education students are held to the same [eligibility requirements](#) (page 8) and [participation limits](#) (page 12) as students without disabilities.

The postsecondary institution must inform the student of support services available; if the student’s IEP specifies general education support and accommodations, the postsecondary institution must provide them, and the postsecondary institution and the district shall negotiate an agreement on the rate to be charged for these services. The student’s case manager should work with the postsecondary institution if any accommodations or adaptations are needed for the student.

The student's case manager and guidance counselor should be working together to ensure that the appropriate arrangement is made for PSEO or student contract placement.

Student contract placement: Students with IEPs who do not meet the PSEO eligibility requirements or have exceeded their participation limitations can participate in postsecondary courses consistent with the student's IEP via a student contract placement. **This arrangement is not PSEO, and the student contract is a special education expense.** Please refer to [Funding Considerations for Students with IEPs](#) (page 23) and [Postsecondary Participation for Students with IEPs](#) (page 26).

Additional Guidance for Students and Parents

Benefits of Taking Dual Credit Courses While in High School

Dual credit courses through PSEO and concurrent enrollment offer high school students the opportunity to enroll in rigorous courses that further prepare them for postsecondary education. These programs are a great way for high school students to challenge themselves academically, earn college credit, and save time and money. Students may attend either part-time or full-time during the fall and spring academic school year; the PSEO program is not available during the summer. Tuition, fees and textbooks are provided at no cost to the student. These courses are taught by college instructors and/or high school teachers who serve as adjunct professors. They can be taught online, at the high school or college campus.

Many Minnesota colleges accept credit transfers of these courses in the same manner they would accept credits from another college; some do not. Students should check that the college they plan to attend after high school will apply these credits toward their chosen college degree.

Advanced Placement (AP) and International Baccalaureate (IB) courses are another route toward earning postsecondary credit while in high school. A student participating in these two programs, however, does not generate a postsecondary grade and credit by taking the course. Postsecondary credit is generated by demonstrating proficiency on an AP or IB content-based examination given each spring. Proficiency scores may then be forwarded to a student's chosen postsecondary institution.

For more information about AP and IB programs, visit the [MDE College and Career Readiness Page](#).

Choosing to Participate

The decision to participate in PSEO or concurrent enrollment courses is an important one, and students should start planning early. The student will be expected to be a responsible, self-starting independent learner. Students and parents should seek out additional information and counseling at the high school and at the postsecondary institution to ensure that they are making the best choice for themselves and their educational future.

NOTE: Nonpublic schools are not required to follow all sections of the PSEO law. Students and families attending nonpublic schools are encouraged to discuss the school's PSEO policy with a counselor or program advisor well in advance of participation in this program.

Students and parents should consider the following:

- **High School Graduation Requirements:** *Students should meet with their high school guidance counselor and review the courses needed to graduate. Enrollment in an incorrect PSEO class could result in delayed high school graduation, so careful planning and communication with the high school is very important. The high school should allow students flexibility in choosing generally comparable courses to meet requirements.*
- **Academic Ability:** *Is the student ready for college-level course work?*
- **Maturity:** *Is the student mature, responsible and self-disciplined enough to be successful in a college setting?*

- **Scheduling and Transportation:** *Will the student be able to manage schedules at two locations and have the transportation means to get to each location?*

How to Apply

Talk to the high school counselor. Students should consult with their high school counselor about their interest in postsecondary courses and which requirements are still needed for graduation. Counselors can help students come up with a plan.

Be aware of postsecondary admissions requirements and deadlines. It is the postsecondary institution that determines admissions requirements into their postsecondary courses – not the high school. Postsecondary institutions also set their own application deadlines and timelines for admission. For example:

- Fall semester: application deadlines range from April-June the previous academic year
- Spring semester: application deadlines range from October-December.

Many postsecondary institutions create eligibility guidelines for PSEO students based on class rank, GPA and/or specific score minimum on a nationally standardized, norm-referenced test (like the PLAN, ACT, PSAT or SAT).

Most schools allow an appellate process for students who do not meet those criteria; in general, students must provide documentation or proof of their readiness and ability to perform college-level work, as determined by the postsecondary institution. In addition to program admissions requirements, students need to meet the college course prerequisites.

Discuss and determine transportation options. Districts are not obligated to provide transportation for PSEO students between the high school and the postsecondary institution. If requested by the parents or guardians, school districts must reimburse low-income families for certain transportation costs incurred traveling to and from courses held on college campuses. Refer to the [Transportation](#) section (page 16) for more information.

Decide where to enroll – and which courses to take. There is no list of available PSEO courses available across the state. Students should locate the list of PSEO courses offered by the postsecondary institution where they would like to enroll. A list of [PSEO Participating Institutions](#) approved to offer PSEO can be found on [MDE's website](#).

Most postsecondary institutions on the list have their own PSEO webpage and contact information for PSEO coordinators on the college campus. These contacts can help families navigate the admissions process, find or explain classes and schedules, and provide general information. Many colleges offer PSEO orientation nights or informational sessions. Participation in PSEO is based on space availability in the desired course.

Notify your district of your intent to enroll in PSEO by May 30. PSEO law states that students need to notify their district of their intent to enroll in PSEO courses during the following school year by the May 30 deadline. For information about the [PSEO Program Notice of Student Registration](#), go to page 13.

Additional Guidance for Districts and Postsecondary Institutions

District Guidelines

Dissemination of PSEO Information: By March 1 of each year, a district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all students in grades 8, 9, 10 and 11.

Counseling: The school or school district must provide information on the PSEO program including who may enroll, what institutions and courses are eligible for participation, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the student enrolls, the effect of enrolling in this program on the student's ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the students and their parents or guardian. The person providing counseling shall encourage students and their parents or guardian to also use available counseling services at the postsecondary institutions before the quarter or semester of enrollment to ensure that anticipated plans are appropriate.

Postsecondary Guidelines

Advertising to Schools, Students and Parents: A postsecondary institution may provide information about its programs to a secondary school or to a student or parent and it may advertise or otherwise recruit or solicit a secondary student to enroll in its programs on educational and programmatic grounds.

NOTE: For the 2014-2015 through 2019-2020 school years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit a secondary student residing in a school district with 700 students or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic, or *financial grounds*.

Eligible Courses: Colleges and universities determine which courses are eligible for PSEO participation and should have a list readily accessible on their website for public viewing. Refer to [Institutions and Courses](#) section (page 13) for a list of criteria for PSEO eligible courses.

Enrollment Priority for PSEO Students: A postsecondary institution shall give priority to its postsecondary students when enrolling 10th, 11th, and 12th grade students in its courses.

An institution must not enroll secondary students for postsecondary enrollment options purposes in remedial, developmental, or other courses that are not college level unless the student is enrolled in a PSEO State Approved Early/Middle College Program specifically designed to allow the student to earn dual high school and college credit. In this case, the student shall receive developmental college credit and not college credit for completing remedial or developmental courses (Minnesota Statutes 124D.09, Subdivision 9).

Once a secondary PSEO student is enrolled in a PSEO course, that student cannot be displaced by another student.

If a postsecondary institution enrolls a secondary school student in a course, the postsecondary institution also must enroll in the same course an otherwise enrolled and qualified postsecondary student who qualifies as a veteran as defined in Minnesota Statutes, section 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's established enrollment timelines were not practicable for that student.

Funding and Reimbursements

PSEO: Postsecondary institutions are paid by MDE for PSEO participation at the following rates:

| 2015-2016 | 2016-2017 |
|----------------------------|----------------------------|
| \$129.61 / quarter credit | \$132.40 / quarter credit |
| \$194.41 / semester credit | \$198.60 / semester credit |

- Postsecondary institutions will not be paid for a student who withdraws during the first 14 days of the quarter or semester or who has been absent from the postsecondary institution for the first 15 consecutive school days of the quarter or semester and is not receiving instruction in the home or hospital.
- Postsecondary institutions will be paid for a student who withdraws from a PSEO course after the first 14 days of the quarter or semester.
- Postsecondary institutions must notify the district when a PSEO participant withdraws from a course.
- Districts must report a student as a PSEO participant to MDE up through the date of the PSEO course withdrawal if it occurs after the first 14 days.
- Districts must report a student who withdraws within the first 14 days of the quarter or semester as a part-time student if the student does not have a full schedule at the high school. Districts do not need to identify the student as a PSEO participant.

Concurrent Enrollment: Concurrent enrollment or courses according to agreements are funded through an agreement between a postsecondary institution and a participating school district. The agreement outlines the high school reimbursement to the college or university to cover the costs associated with the students receiving college credit. Textbooks under these arrangements are typically regulated through the agreement and are usually covered by the high school district as the school district receives state aid for the student.

Concurrent enrollment aid is intended to help defray the costs incurred by the district to deliver the course at the high school site. Districts are only eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnership (NACEP), in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by MDE and MnSCU.

PSEO Funding Eligibility Chart



Postsecondary Enrollment Options (PSEO) M.S. 124D.09
 Student earns both high school and postsecondary credit
 For juniors and seniors and in some circumstances 9th and 10th grade students at
 State-approved Postsecondary Institutions (PSI)

School Finance

- PSEO
- Courses to Agreement
 - College in the Schools
 - Concurrent Enrollment
- Concurrent Aid

MDE Pays Tuition
 MARSS:
 'Y' PSEO
 PSEO High School Hours needed and it excludes study hall
 'N' Concurrent Enrollment

 PSI determines which juniors and seniors are eligible to participate and in which/how many PS courses.
 10th grade students are eligible to participate in a career and technical class

**Courses to Agreement/
 District Pays Tuition**
 MARSS:
 'N' PSEO
 0 PSEO High School Hours
 'Y' Concurrent Enrollment

 District and PSI together determine which juniors and seniors are eligible to participate and in which/how many PS courses. 9th and 10th grade students are eligible to participate in certain circumstances

Taught by Postsecondary Faculty at the PS campus

Taught by Postsecondary Faculty Via OLL

Course Provided at High School
 Eligible for Concurrent Aid if the PSI is NACEP Accredited ,in the process of being accredited or the district has an approved concurrent enrollment aid application on file at MDE
 MARSS:
 'N' PSEO
 'Y' Concurrent Enrollment
 0 PSEO High School Hours

Course Provided at PS Campus
 Not Eligible for Concurrent Aid
 MARSS:
 'N' PSEO
 'Y' Concurrent Enrollment
 0 PSEO High School Hours

Courses Provided via OLL Student Physically Located at the HS
 Eligible for Concurrent Aid if the PSI is NACEP Accredited ,in the process of being accredited or the district has an approved concurrent enrollment aid application on file at MDE
 MARSS:
 'N' PSEO
 'Y' Concurrent Enrollment
 0 PSEO High School Hours

Courses Provided via OLL Student Physically Located Off HS Campus
 Not eligible for concurrent enrollment aid
 MARSS:
 'N' PSEO
 'Y' Concurrent Enrollment
 0 PSEO High School Hours

Taught by Postsecondary Faculty

Taught by High School Teacher

Taught by Postsecondary Faculty

Each cell represents a combination of one student and one course. A student can participate in both PSEO and Courses to Agreement, but not for the same course.
 April 9, 2013

Funding Considerations for Students with IEPs

Students who have an IEP are eligible to apply to participate in the PSEO program available to all students in Minnesota. Special Education students are held to the same eligibility requirements and participation limits as students without disabilities, including:

- Admission requirements set by the postsecondary institution.
- Participation limits defined in Minnesota Statutes, section 124D.09, subdivision 8.
- The course must be a regular, college-level course offered by the postsecondary institution. It can be offered on campus or at a high school via courses according to agreement/concurrent enrollment.
- Developmental/remedial courses are not eligible unless they are provided through a PSEO State Approved Early/Middle College Program.
- Courses specifically offered for students with an IEP and are not of the rigor of a college level course are not eligible.
- In order for MDE to pay the postsecondary institution, the credits earned must be dual credit (counts as college and high school credit). For example, students with an IEP who have not earned their diploma, but have met their academic credits will not be earning dual credit. In order to participate in a PSEO class under the PSEO law, the student can enroll in a class for postsecondary credit only.

Student Contract Placement

Students with an IEP who do not meet PSEO eligibility and/or participation guidelines can participate in a postsecondary course as part of their IEP requirement through a student contract placement. **A student contract placement is not PSEO.** In these cases:

- The school district can partner with their postsecondary institutions to enroll the student in a student contract placement.
- The postsecondary institution invoices the school district for the cost of the student contract placement.
- The courses in which the student is enrolling at the college can be at a college level and/or developmental level, but the courses must be part of the student's IEP.
- Districts are eligible to claim the cost of the contract for state special education aid.
- The postsecondary institution may decline to accept the contracted student placement.

Funding Priority

1. If student meets the same eligibility and admission requirements as a typical PSEO student, then PSEO funding.
2. If student is not eligible for PSEO and participation in the course is through the IEP, then it can be a student contract placement. The placement is eligible for state/federal special education aid. Class participation time generates student membership for general education revenue.

3. If student is not eligible for PSEO and the service is not in the student's IEP, then it is a cost to the district or parent. Class participation time does not generate student membership for general education revenue.
- Admission requirements under the PSEO law apply.
 - If participation in the class is written in the student's IEP, a student contract placement should be arranged with the postsecondary institution. The postsecondary institution will invoice the district. The district pays the bill and claims the cost of the placement for special education aid. The student earns postsecondary credit for the class. Class time is eligible for student membership for general education revenue.
 - If participation in the class is not written in the student's IEP, this would not be a special education cost or a student contract placement. Either the student/parent or district will pay the tuition costs to the postsecondary institution. The student earns postsecondary credit for the class. The time that the student is taking the class is not eligible for student membership for general education revenue.
 - If a student with an IEP participates in a course offered by the postsecondary institution that is not college level and admission requirements are different than those for the PSEO program that course offering is not under the PSEO law.
 - If participation in the class is written in the student's IEP, a student contract placement should be arranged with the postsecondary institution. The district pays the bill. The district can claim the cost for special education aid. The student's time participating in the class generates student membership for general education revenue.
 - If participation in the class is not written in the student's IEP, this would not be a student contract placement arrangement. The district that made the arrangement is responsible for the cost of the class. This expenditure is not considered a special education cost and therefore the district cannot claim the expenditures for state special education aid. The student's time participating in the class is not eligible for membership for general education revenue.

Example: Students ages 18-21 from several districts have attended a general studies class (GSA) at a Community College. It is an Introduction to College Course, but offered only to students not ready for college-level rigor.

Response: *Courses such as those indicated above do not fall under the PSEO law as they do not meet the rigor of a college level course. Therefore, this is not a PSEO issue. A district can make an arrangement with the postsecondary institution to provide access to such classes as indicated above. If participation in this class is written in the student's IEP, the district should arrange a student contract placement with the post- secondary institution. The postsecondary institution would invoice the district. The district pays the tuition and claims the cost of the placement for state special education aid. The time the student is in the class generates student membership for general education revenue.*

If participation in the class is not written in the student's IEP, the district can still arrange for the class by entering into a contract. However, it would not be considered a special education cost, but a general education cost. The district would pay the postsecondary institution for the cost of the class. The student's time participating in the class is not eligible for student membership for general education revenue because the teacher is not appropriately licensed to teach the class and this arrangement does not fall under the PSEO law.

Question: What EXACTLY qualifies them for PSEO funds?

Response: *If the student has not met all of their academic requirements, meets PSEO eligibility and admission requirements, a college level class would fall under the PSEO law. The student would be earning both secondary and postsecondary credit. Participation in the class does not need to be written in the student's IEP. MDE will reimburse the postsecondary institution.*

If the student has met all of his/her academic requirements, meets PSEO admission requirements, the college level class falls under the PSEO law. However, the student will be generating postsecondary credit only. MDE will not reimburse the postsecondary institution as the class is generating only postsecondary credit for the student. If the class is written in the student's IEP, a student contract placement with the postsecondary institution should be arranged. The district would pay the bill, and claim the cost of the placement for state special education aid. The time the student is taking the postsecondary class would generate student membership for calculation of general education revenue.

If participation in the class is not written in the student's IEP, and the student initiates participation in this course, the student/parent will pay the cost of the tuition. If participation in the class is during the day, the time the student participates in the class is not eligible for student membership for the calculation of general education revenue.

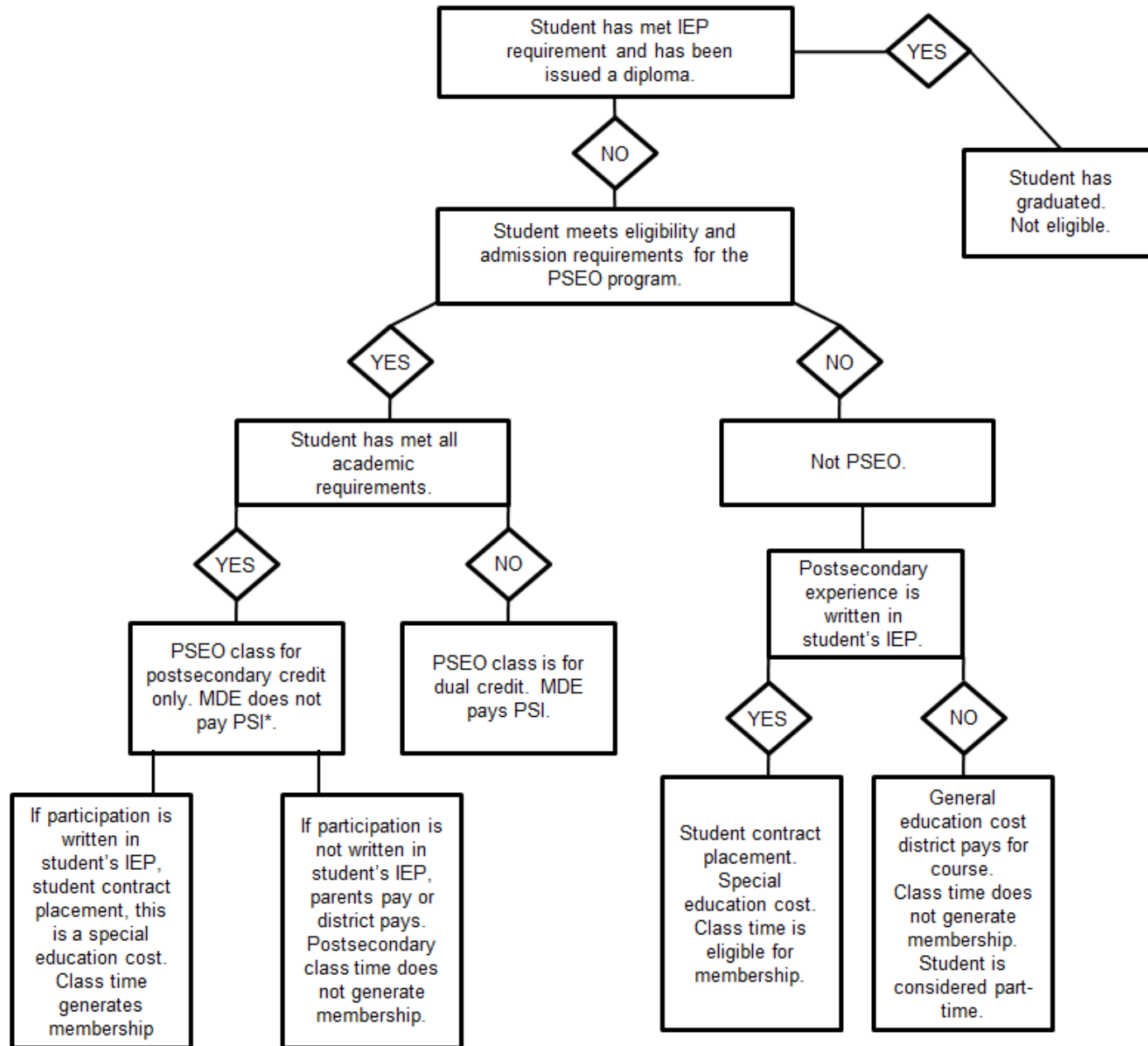
The district could also enter into a contract with the postsecondary institution. This would not be considered a special education cost, but a general education cost. If the district enters into a contract and pays the bill, the time the student participates in the class is not eligible for student membership for the calculation of general education revenue.

Question: When does a student with an IEP qualify for PSEO verses Contract? How do we make that call? What is our responsibility verses the high schools? Do they ever have the opportunity to cross over from one side to the other, and if so how?

Response: The special education director and IEP team should be working with the school counselor and the postsecondary institution to determine whether it is PSEO or a requirement within the student's IEP.

Postsecondary Participation for Students with IEPs

*PSI = Postsecondary Institution



PSEO State Approved Early/Middle College Programs

Legislation passed in 2014 provides the opportunity to leverage PSEO funding for developmental coursework under specific circumstances. Minnesota Statutes 124D.09, reads:

“An institution must not enroll secondary pupils, for postsecondary enrollment options purposes, in remedial, developmental, or other courses that are not college level except when a student eligible to participate and enrolled in the graduation incentives program under section 124D.68 enrolls full time in a middle or early college program. A middle or early college program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway to allow the student to earn a postsecondary degree or credential. In this case, the student shall receive developmental college credit and not college credit for completing remedial or developmental courses.”

Definition: For this purpose, a Middle College Program is a high school program that allows a student to earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma or an associate’s degree. An Early College Program is a high school program that allows a student to earn a high school diploma while also conferring a certification, associate’s degree, or up to two years of credit towards a Bachelor’s Degree. Early/Middle College Programs are designed to serve students in the academic middle - especially low-income, English Language Learners, first generation college students and/or students of color.

Student Eligibility: Students are considered eligible if they are enrolled in a core school day State Approved Alternative Program (SAAP) under the graduation incentives program as defined by the Minnesota Department of Education. Students enrolled in an Early/Middle College Program are restricted to the participation limits in the PSEO program. Under Minnesota Statutes, section 124D.09, any program that does not meet the qualification of an Early or Middle College Program as defined above must not enroll secondary students, for postsecondary enrollment options purposes, in remedial, developmental, or other courses that are not college level.

In order to be identified as a PSEO State Approved Early/Middle College Program: Only eligible postsecondary institutions as outlined in Minnesota Statutes 124D.09 Subdivision 3a are allowed to apply. Each high school program and its partnering postsecondary institution must submit an application and documentation to support the required elements of the program (as outlined on the next page). Complete applications will be considered for state PSEO funding for developmental coursework in their program for eligible students.

The Early/Middle College Program Identification Application is available to districts and their postsecondary partners on the [MDE Forms](http://education.state.mn.us/MDE/SchSup/Forms/) page: <http://education.state.mn.us/MDE/SchSup/Forms/>

The application deadline for new programs is April 1 of the previous academic year. To comply with statute language, students identified to participate in these programs will need to submit a notice of student registration by May 30. These forms will be given to PSEO State Approved Early/Middle Colleges upon notification of approval from the Minnesota Department of Education.

If you have any questions regarding the application process, contact Angie Johnson at 651-582-8478 or angie.johnson@state.mn.us.

Required Elements of a PSEO State Approved Early/Middle College Program:

| |
|--|
| A. Aligned curricula and instruction: A coherent instructional framework aligned to college-ready academic standards, with consistent instructional practices that establish a strong college-going culture and prepares students for postsecondary success. |
| A1. Documentation required: Description of the Early/Middle College Program’s grade structure and the term-by-term program plan or map that allows a participating student to earn a postsecondary credential, diploma, or Associate’s degree prior to, or at the same time as, receiving the high school diploma. Identify and include all developmental coursework included in the full-time program. |
| A2. Documentation required: Description of the school’s college readiness curriculum that addresses academic preparation and alignment with K-12 academic standards and local high school graduation requirements. |
| B. Personalization and student supports: Student-centered learning environments promote personalization, engagement, and relationships among students and staff, with assistance based on assessments that identify the needs of each individual. |
| B1. Documentation required: Description of how the secondary school provides a unique Early/Middle College Program environment for students including access to college campus resources including student services, advising, tutoring, library resources, etc. |
| B2. Documentation required: Description of the Early/Middle College Program’s support services that develop students’ skills and behaviors necessary for college success. |
| B3. Documentation required: Description of the Early/Middle College Program’s guidance and counseling services specifically designed to support Early/Middle College students. |
| B4. Documentation required: Each Early/Middle College Program student, as part of their Personal Learning Plan and Continual Learning Plan on file at the district, has a program course map to complete graduation requirements and earn postsecondary credits. Their plan may also include college and career readiness assessments and targeted interventions if needed by the student. Include a description of how legislated Personal Learning Plans and Continual Learning Plans are incorporated into the Early/Middle College Program. Include a copy of your Continual Learning Plan with this application. |
| C. Power of place: Early/Middle College Programs are located on a college campus and draw on that environment to enable high school students to experience real college coursework and build their identity as college goers. |
| C1. Documentation required: Description of the Early/Middle College Program’s delivery model for coursework and instruction. Include a program map that details each course offered in the program by semester, including the mode of delivery (online, hybrid, etc.) for each course. |
| D. College credit: Students simultaneously earn a high school diploma and college credit—tuition free. |
| D1. Documentation required: Description of how the student will earn both high school and postsecondary credit for the courses (alignment to graduation requirements, successful completion of course, etc.). |
| E. Partnerships: Strong partnerships with colleges foster shared responsibility for student success, with collaboration on the development of academic programs that meet secondary and postsecondary standards and provide appropriate student supports. |
| E1. Documentation required: Description of how student participants will be identified, recruited, and retained in the program and how this information will be reported, monitored, and evaluated for continuous improvement. Demographic information of enrolled students may include identifiers such as race, gender, English Language Learners, those who qualify for Free or Reduced Price meals under the National School Lunch Program, and those who qualify for Special Education services. |
| E2. Documentation required: Description of how student participation data will be collected including progress and retention in program, transcription of postsecondary credits, and awarding of earned degrees in both secondary and postsecondary student record systems. |

MnSCU Participation Guidelines (Board Procedure 3.5.1)

Eligibility Standards. PSEO participation shall be available to juniors and seniors enrolled through a Minnesota high school, home school, or alternative learning center who present evidence of the ability to perform college-level work. Such evidence includes the following:

1. for juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test;
2. for seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test; or
3. for juniors or seniors, documentation other than that specified above of the student's readiness and ability to perform college-level work as determined by the college or university.

A college or university may set higher standards than those specified above for all students as needed to ensure student success.

Career and Technical Education. Notwithstanding the eligibility standards established as noted above in this procedure, a student who is in 10th grade and has attained a passing score on the 8th grade Minnesota Comprehensive Assessment in reading and meets any the other course prerequisites or course enrollment standards established by the college, including but not limited to assessment test scores, program admission, or other requirements, may enroll in a career or technical education course at a system college. If the student receives a grade of C or better in the course, the student shall be allowed to take additional career or technical education courses in subsequent terms. A career or technical course is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provides technical skill proficiency, an industry recognized credential, and a certificate, diploma, or an associate degree.

A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment.

PSEO Concurrent Enrollment Exceptions. A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the PSEO eligibility requirements in the first section may:

1. Request approval for an exception from the president of the college or university to allow 9th or 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a favorable recommendation from a designated high school official to enroll in that course; or
2. Request approval for an exception from the president of the college or university to allow non-PSEO students to enroll in that course. The president of the college or university shall approve or deny the request after the appropriate college or university consultation process. In any concurrent enrollment course that enrolls both PSEO and non-PSEO students:
 - PSEO students shall be the majority of the students in the course; and the concurrent enrollment instructor and college or university faculty member shall ensure that all PSEO students are held to college-level course standards.

State Resources

Contact Information

**Minnesota Department of Education (MDE)
Office of Career and College Success: High School to Postsecondary Initiatives**

| | |
|--|--|
| Angie Johnson Supervisor | Angie.Johnson@state.mn.us 651-582-8478 |
| Beth Barsness High School Specialist | Beth.Barsness@state.mn.us 651-582-8336 |
| Jacqui McKenzie Program Administrator | Jacqui.McKenzie@state.mn.us 651-582-8852 |
| Mary Barrie Alternative Learning Specialist | Mary.Barrie@state.mn.us 651-582-8567 |

MDE Finance

| | |
|--|--|
| Sharon Peck Supervisor | Sharon.Peck@state.mn.us 651-582-8811 |
| Jeanne Krile Education Finance Specialist | Jeanne.Krile@state.mn.us 651-582-8637 |
| Julie Belisle Education Finance Specialist (PSEO Transportation) | Julie.Belisle@state.mn.us 651-582-8265 |

MDE Special Education: Interagency Partnerships

| | |
|---|--|
| Robyn Widley Supervisor | Robyn.Widley@state.mn.us 651-582-1143 |
| Jayne Spain Secondary Transitions Specialist | Jayne.Spain@state.mn.us 651-582-8515 |

Minnesota State Colleges and Universities (MnSCU)

| | |
|--|--|
| Pakou Yang System Director of P-20 and College Readiness | Pakou.Yang@so.mnscu.edu 651-201-1760 |
| Jessica Espinosa College Transitions Coordinator | Jessica.Espinosa@so.mnscu.edu 651-201-1651 |

Helpful PSEO Links

Minnesota Statutes:

[124D.09](#) POSTSECONDARY ENROLLMENT OPTIONS ACT

[124D.091](#) CONCURRENT ENROLLMENT PROGRAM AID

[120B.021](#) REQUIRED ACADEMIC STANDARDS

Program and Finance Information:

[Ready Set Go Website](#)

<http://readyssetgo.state.mn.us/RSG/index.html>

[MDE College and Career Readiness PSEO Page](#)

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/>

[MDE School Finance PSEO Page](#)

<http://education.state.mn.us/MDE/SchSup/SchFin/PostSec/index.htm>

[Participating PSEO Postsecondary Institutions 2015-2016](#)

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/040787>

[PSEO Program Notice of Student Registration](#)

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html> (bottom of page)

Transportation:

[PSEO Mileage Reimbursement Program Instructions](#)

<http://education.state.mn.us/MDE/SchSup/SchFin/Trans/Res/005668>

[PSEO Mileage Reimbursement Forms](#)

<http://education.state.mn.us/MDE/SchSup/SchFin/Trans/Reporting/index.htm> (scroll down to find the following forms under “Mileage Reimbursement”)

- Parents and Students:
 - Application for Student Transportation Reimbursement – PSEO
 - Student Transportation Reimbursement Report – PSEO
- Districts:
 - Monthly Transportation Reimbursement Request – PSEO

Minnesota Dual Credit Options At A Glance
FOR HIGH SCHOOL TEACHERS, COUNSELORS AND PRINCIPALS

| Program Description | Instructor Requirement | Student Eligibility | Funding Source |
|---|---|--|---|
| <p>Postsecondary Enrollment Options (PSEO) allows students to take college courses at a college. Students attend class and complete the same assignments required of regular college students.</p> | <p>All courses are taught by the college or university faculty online, or on the college campus.</p> | <p>11th and 12th grade public, nonpublic, and home school students must meet PSEO eligibility that is determined by the enrolling college/university. It may include requirements such as class rank, percentile on a nationally standardized, norm-referenced test, etc. [Most institutions have an appellate process for students who are college-ready but may not meet the specified eligibility criteria.]</p> <p>10th grade public school students who “meet or exceed” the proficiency level on the 8th grade reading MCA are eligible to enroll in one Career and Technical Education (CTE) course through PSEO. Another reading assessment may be accepted by the postsecondary institution if the student did not take the MCA in 8th grade.</p> | <p>Postsecondary institutions are paid by the Minnesota Department of Education (MDE) for PSEO participation at a specific rate outlined in current legislation.</p> <p><i>NOTE: Courses according to agreements also allow eligible pupils to participate in PSEO and are funded through an agreement between a postsecondary institution and a participating school district. The agreement outlines the high school reimbursement to the postsecondary institution to cover the costs associated with the students receiving college credit.</i></p> |
| <p>PSEO State Approved Early/Middle College Programs allow students to earn a high school diploma while also earning postsecondary credits on a prescribed pathway for a certification, associate’s degree, or up to two years of credit towards a Bachelor’s Degree. This could include remedial, developmental or other courses that are not at college level.</p> | <p>All courses are taught by the college or university faculty on the college campus.</p> <p>This particular model is designed to serve students in the academic middle – especially low-income, English Learners, first-generation college students, and/or students of color.</p> | <p>11th and 12th grade students who are enrolled in a core school day State Approved Alternative Program (SAAP).</p> | <p><i>Early/Middle College Programs exist through partnerships between high schools and postsecondary institutions. In these situations pathways to certificates and degrees, funding, and student eligibility are negotiated by program partners and do not receive PSEO funding from MDE.</i></p> |
| <p>Concurrent Enrollment allows students to take actual college/ university courses at their high schools through partnerships between high schools and local colleges and universities. These offerings are sometimes referred to as “college in the high school” courses. There are several branded program titles in Minnesota.</p> | <p>Concurrent enrollment courses are taught by qualified high school teachers who meet the appropriate credentialing requirements of the respective college/ university. These are often governed by regional and national accreditors which can vary across systems.</p> | <p>11th and 12th grade public school students who meet eligibility determined by the college/university offering the concurrent enrollment course. It may include requirements such as class rank, percentile on a nationally standardized, norm-referenced test, etc.</p> <p>9th and 10th grade public school students may enroll if 1) the school district and eligible postsecondary institution providing the course agree to the students’ enrollment or 2) if the course is a world languages course available to 11th and 12th grade students.</p> | <p>District and postsecondary institution contractual agreement that may include on- going discipline-specific professional development for teachers, providing course oversight, providing students with transcribed dual credit, offering access to college/university resources. High schools receive concurrent enrollment aid, which is intended to help defray the costs incurred by the district to deliver the course at the high school site.</p> |

| Program Description | Instructor Requirement | Student Eligibility | Funding Source |
|--|--|--|--|
| <p>Articulated College Credit classes allow students to earn technical or community college credits. Students can choose a specific Career and Technical Education (CTE) program or a major that may lead to transfer options at a university.</p> | <p>Meet K-12 licensure requirements in field and any specified in the articulation agreement.</p> | <p>Eligibility is determined by the articulation agreement.</p> | <p>District covers cost and student only receives credit if they enroll in the college or colleges that sponsored the articulation agreement.</p> |
| <p>Advanced Placement (AP) offers more than 30 college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science.</p> | <p>Meet K-12 licensure requirements in field. The College Board recommends that instructors attend Advanced Placement trainings and professional development. AP Course is guided by College Board AP Course Descriptions and has completed the AP Course Audit.</p> | <p>Student may take multiple AP Exams. AP Program doesn't require students to take an AP course before taking an AP Exam. Varies by institution. For most colleges and universities, students must take and score 3 or higher to be eligible to receive course credit and/or advanced standing.</p> | <p>The state will fully reimburse districts per exam for fee-reduced, low-income students* and partially reimburse exams for non-fee- reduced students. Schools are responsible to pay the entire cost of exam fees to the College Board. To qualify for exam fee reimbursement, schools are responsible for adhering to all application procedures and deadlines.</p> |
| <p>International Baccalaureate Diploma Programme (IB DP) is a two-year pre-college program. Students select IB courses in any of six subject areas: the student's primary language, a second language, mathematics, experimental sciences, the arts and humanities. In addition, diploma students must meet three core elements: extended essay (EE) independent research, Theory of Knowledge (ToK) course, and Creativity, Action, Service (CAS).</p> | <p>Meet K-12 licensure requirements in field. Extensive knowledge of their subject and skill in instruction. Attend International Baccalaureate trainings and professional development.</p> | <p>District determined. Student may take and score a 4 or higher on the International Baccalaureate exam to earn college credit at colleges and universities worldwide. Colleges and universities may grant transcribed credit based on student's IB DP exam scores, the IB diploma or the IBCC (see below).</p> | <p>The state will fully reimburse districts per exam for fee-reduced, low-income students* and partially reimburse exams for non-fee- reduced students. Schools may collect unreimbursed exam fees from non-fee-reduced students.</p> |
| <p>International Baccalaureate Career-Related Certificate (IBCC) Programme offers juniors and seniors the chance to become career-ready through rigorous, college-level IB coursework while developing career skills through nationally recognized training opportunities. IBCC students have a core of: Community and service, language development, and a reflective project.</p> | <p>Meet K-12 licensure requirements in field and any specified in the articulation agreement. Extensive knowledge of their subject and skill in instruction. Attend International Baccalaureate trainings and professional development.</p> | <p>The student will earn the Career-related Certificate and statement of results upon successful completion of the IBCC requirements. Colleges and universities may grant transcribed credit based on student's IB DP exam scores, the IB diploma or the IBCC.</p> | <p>Schools are responsible to pay the entire cost of exam fees to the IBO. To qualify for exam fee reimbursement, schools are responsible for adhering to all application procedures and deadlines.</p> |

*The criteria for full financial assistance are determined by eligibility for free or reduced-price lunches under the national School Lunch Act.