Identifying Best Practices to Improve Access to PSEO

Humphrey School Capstone Report

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People for PSEO

Executive Summary

People For PSEO is a nonprofit organization that advocates for Minnesota's Post-Secondary Enrollment Options (PSEO) program, and works to inform high school students of this opportunity. The PSEO program is a dual enrollment program offering for high school students in Minnesota to earn both high school and college credits simultaneously at no cost to the student. Minnesota statute prescribes a funding formula and eligibility criteria for schools whose students enroll in the PSEO program. Outside of these statutes, schools have too much autonomy in program implementation which leads to some institutions discouraging students from participating as shown in the People for PSEO report on the information gap (Jackson, 2022). In Minnesota, inconsistent implementation of the PSEO program across the state has led to too few students utilizing the program; therefore, there is a need for more state guidance on implementation.

Dual enrollment programs in other states are linked to a variety of positive outcomes, including higher rates of high school and college graduation, increased enrollment in a postsecondary institution after high school, and decreased time to degree completion, which lowers student debt loads (Zinth and Barnett, 2018). The main barriers to increased enrollment in the PSEO program are *communication, eligibility requirements, and funding*.

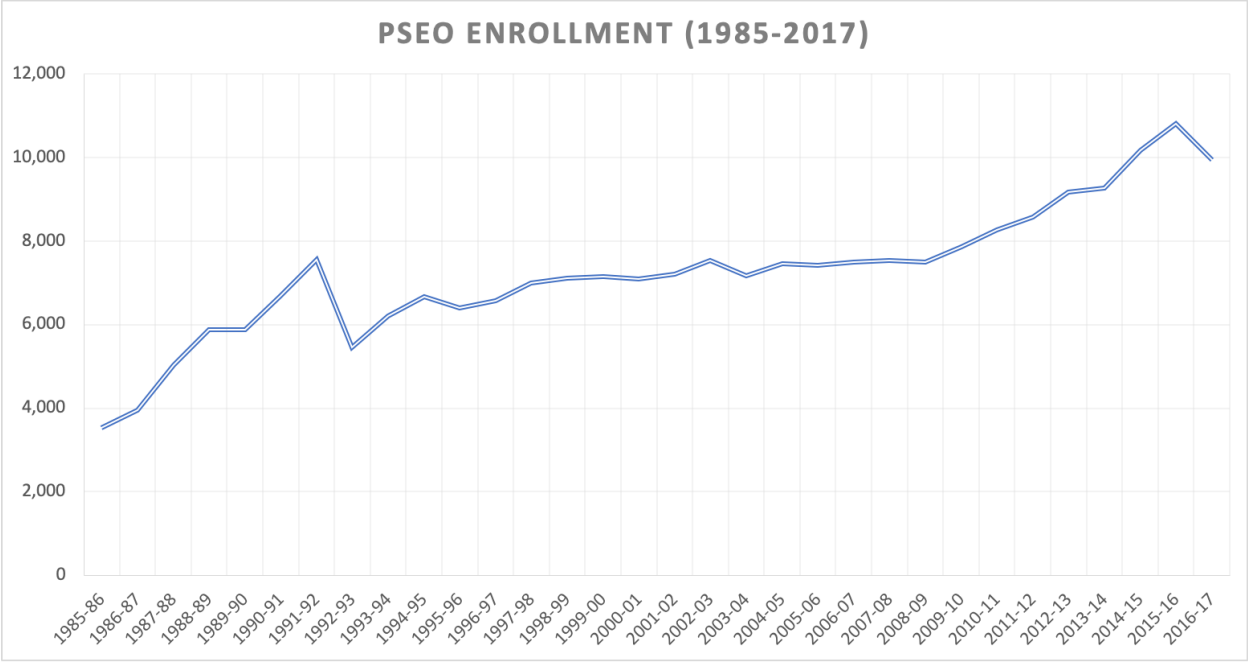
People For PSEO asked us to compile a list of best practices from across the US and craft recommendations for the state to implement. This report investigates how other states' dual enrollment programs operate through state statutes, handbooks, reports, and other supplemental methods. Minnesota is among the best states for a student-centered approach to dual enrollment, with little cost to students who enroll. While other states' programs may not be as affordable, they do utilize effective frameworks for promoting equity, increasing access, and student support structures. This report synthesizes the different policies across the United States, with an emphasis on Colorado, Ohio, Texas, and Utah as potential models for Minnesota. Using the information collected from other programs and the current understanding of PSEO, the following recommendations will increase PSEO utilization by high school students:

1. **Advocate to restructure the financing formula to a "Double Funding" model.**
2. **Help build early awareness of PSEO before students reach high school.**
3. **Commend converting current PSEO and DE programs to a Differentiated Dual Enrollment model.**
4. **Advocate for more funding to generate a pipeline of strong and diverse school counselors.**
5. **Advocate for expanded student eligibility criteria for Career and Technical Education (CTE) programs.**
6. **Allocate resources for research with the intention to focus on marginalized communities.**
7. **Join the National Alliance of Concurrent Enrollment Partnerships (NACEP) and attend their annual conference.**

Introduction

The Post-Secondary Enrollment Options (PSEO) program is an offering for high school students in Minnesota to earn both high school and college credits simultaneously. This is commonly referred to as dual enrollment or concurrent enrollment, whereby students can take classes at a variety of postsecondary institutions at no cost to them or their families. The PSEO program in Minnesota was the first of its kind, with its origins dating back to 1985 when it was enacted by the Minnesota Legislature. Since then, the number of participants in Minnesota's program has generally trended upward, reaching over 10,000 participants for the first time in 2015-2016 school year (Table 1), and similar programs have been adopted throughout the country. However, it is important to note that the true number of students enrolled in PSEO is not tracked. Therefore, tables one, two, and three are all somewhat inaccurate because high schools are not required to report PSEO by contract students (Jackson, 2022). This could exceed 50 percent of the current enrollment, which is over 5,000 students. This would disproportionately affect the demographic percentages listed.

Table 1: PSEO enrollment in Minnesota



Dual enrollment programs have been linked to a wide variety of positive outcomes, including higher rates of high school graduation, increased enrollment in a postsecondary institution, greater postsecondary success and graduation, and decreased time to degree completion, which lowers student debt loads (Zinth and Barnett, 2018). Some of these benefits are attributed to enhanced "academic momentum," due to students gaining confidence that they are capable of college-level work after experiencing a few courses in high school (Karp et al.,

2008). This exposure may also allow them to develop a sense of agency and belief in their capacity to navigate the higher education system.

Table 2 examines the difference in high school completion rates for the class of 2019 between all students and those who enroll in PSEO or concurrent enrollment courses. The data show that the differences for students of color are much larger than for white students. Additionally, students eligible for free or reduced lunch benefit at a higher rate than their counterparts. It is important to consider selection bias in that dual enrollment may attract high-achieving students rather than producing them. More research is required to identify the causal nature of this relationship. Additionally, while underserved populations may have greater improvements in graduation rates, their participation percentage in PSEO when compared to their makeup within the general student population is still low, which is further discussed below.

Table 2: High School 4-Year Graduation Rate (Minnesota High School Class of 2019)

	All Students	PSEO/CE Participants	Difference
	High School Graduation Rate		
All Students	**83.7%**	**97.6%**	**13.9%**
American Indian or Alaska Native	50.8%	91.6%	40.8%
Black or African American	69.9%	93.8%	23.9%
Asian	87.6%	97.0%	9.4%
Native Hawaiian or Pacific Islander	60.8%	100.0%	39.2%
Hispanic or Latino	69.9%	93.3%	23.4%
Two or More Races	72.3%	95.0%	22.7%
White	88.7%	98.4%	9.7%
Free or Reduced Lunch (9-12)	69.7%	93.7%	24.0%

Source: Minnesota Department of Education

Programs like PSEO have also demonstrated an ability to narrow educational gaps and increase college completion rates. Table 3 shows the college completion rates for PSEO and all other students for the Minnesota High School Class of 2016. As evidenced in the table, students

who enroll in PSEO are 21 percentage points more likely to complete college, with gains larger than that for American Indians, Asians, Hispanics, and FRL students. Another important trend to note is that the effect of PSEO on college completion for students of color was at the highest rate (28.4%) for those eligible for free or reduced lunch.

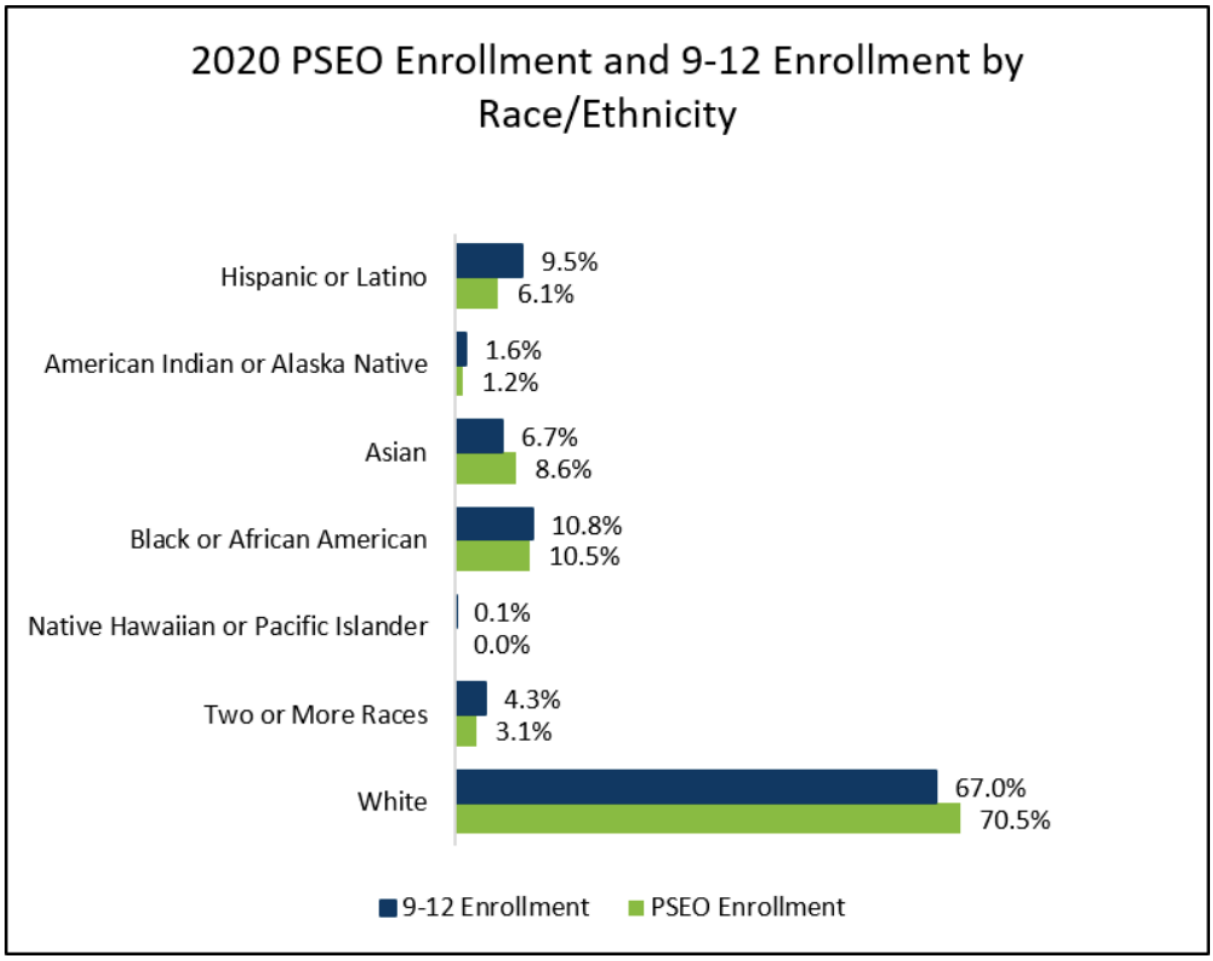
Table 3: College Completion Rates (Minnesota High School Class of 2016)

	All Students	PSEO or CIS	Difference
	College Graduation Rate		
All Students	**54.9%**	**75.9%**	**21.0%**
American Indian or Alaska Native	28.2%	54.5%	26.3%
Black or African American	31.7%	52.6%	20.9%
Asian	51.3%	78.1%	26.8%
Hispanic or Latino	32.8%	58.1%	25.3%
Two or More Races	39.2%	56.6%	17.4%
White	59.4%	77.7%	18.3%
Free or Reduced Lunch (9-12)	32.3%	60.7%	28.4%

Source: Minnesota Department of Education

Despite these enticing and impactful benefits, dual enrollment programs are not without their flaws. In Minnesota, the PSEO program is still a relatively small program, with current enrollment 10,000 or so students that makes up less than 2 percent of the entire Minnesota high school student population (Office of Higher Education, 2022). Additionally, the program is not used proportionately by race, with white students making up 71% of the enrolled population as highlighted in Table 4, which shows the breakdown of public school PSEO participation by race. It is important to note, however, that the percent increase is positive for students of color and negative for white students from FY 2018 to FY 2020, indicating that participation is trending in the right direction. This table serves as a benchmark comparing the proportion of PSEO students by race to the makeup of the general student population. Ideally these percentages would be equal so that the PSEO program is representative of the student body, but in 2020, white and Asian students were slightly overrepresented, and all other groups were underrepresented.

Table 4



One major barrier to enrollment in PSEO is conflicting, inaccurate, or insufficient communication between high schools and their students. For example, a recent survey of 388 high school websites revealed that 62.4 percent do not have the Minnesota Department of Education's suggested language (see below), and 14.2 percent of websites did not have any PSEO information (Jackson, 2022). The language contains important information about eligibility, costs, enrollment procedures, credit transferability, and other critical information and resources. Information gaps create confusion and inconsistency, ultimately preventing students from taking advantage of the program because they are unaware of it or are not adequately informed of this option in a timely manner.

Minnesota Department of Education's Suggested PSEO Language:

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term by term basis.

By March 1 of each year, or three weeks prior to the date a student registers for courses for the following school year (whichever is earlier), schools must provide PSEO information to all students in grades 8-11 and their families. To assist the district in planning, a student must inform the district by May 30 of each year of their intent to enroll in postsecondary courses during the following school year.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course; however, students may incur fees for equipment that becomes their property when the course or program is completed, textbooks that are not returned to the postsecondary institution according to their policies, or for tuition costs if they do not notify the district by May 30 and the district does not waive this date requirement.

Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. For more information on these funds, *access the PSEO Mileage Reimbursement Program Instructions*.

Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school.

School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether on-line or on campus.

Each year, districts must publish their grade-weighting policy on their website, including a list of courses for which students can earn weighted grades.

All courses taken through the PSEO program must meet graduation requirements. Districts must transcript credits earned in PSEO by a ratio prescribed in statute. Districts have the authority to decide which subject area and standards the PSEO course meets. If there is a

dispute between the district and the student regarding the number of credits granted for a particular course, the student may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits will be final.

Postsecondary institutions are required to allow PSEO students to enroll in online courses consistent with the institution's policy regarding postsecondary student enrollment in online courses.

Tenth-grade students may initially enroll in one Career and Technical Education (CTE) PSEO course if they receive a reading proficiency score of "meets" or "exceeds" on the 8th grade MCA. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional postsecondary courses. If the student did not take the MCA in 8th-grade, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency.

For current information about the PSEO program, *visit the Minnesota Department of Education's Postsecondary Enrollment Options (PSEO) webpage*.

Another barrier to dual enrollment access lies within the eligibility requirements. Dual enrollment programs are often restricted to high achieving students who would likely already pursue college enrollment, either through GPA requirements or other quantitative means of evaluation to determine college readiness. However, research shows that students on the margin of these thresholds can often be as successful, if not more, and reap greater benefits than their counterparts when they are granted access (Zinth and Barnett, 2018). From an equity perspective, it is important to consider how these requirements may disparately impact students of color and potentially exacerbate existing inequities.

Even when students can participate in dual enrollment, there are still areas for improvement. Although there are some provisions to reimburse students for transportation, the process of securing funding is often cumbersome and difficult to navigate (Romero). In addition, there is no formal policy to cover student meals in Minnesota. This means that a student taking a PSEO class over their designated lunch hour would forfeit that free meal and must find an alternative means of accessing food. This may pose a great challenge to students eligible for free and reduced lunch, who made up 23 percent of PSEO students in FY 2020, as they are generally lower income individuals (Minnesota Office of Higher Education).

People for PSEO (PPSEO), a local nonprofit organization, has been working since 2018 to "reduce student debt and break cycles of poverty in Minnesota via the PSEO program" by increasing program participation. PSEO works to better prepare students for their post-secondary

education and ultimately move students toward their career goals with a lower debt burden. To learn about strategies to expand access to the PSEO program, PPSEO commissioned our group to assess similar dual enrollment programs in other states and to identify policies that could enhance awareness, increase enrollment, and improve access to PSEO in Minnesota. This paper focuses on the identified barriers in Minnesota: parent and student communication, eligibility requirements, and funding for student support. We anticipate that greater knowledge of the program, expanded access in the form of altered eligibility requirements, and improved funding coverage would all lower the barriers to the PSEO program, thus increasing enrollment.

Research Strategy and Methodology

To answer our research questions, we began with an environmental scan of the Education Commission of the States' (ECS) website. ECS is an interstate agency that tracks and compiles education policy and "creates opportunities for state policymakers to learn from one another." The main report we used was its "50-State Comparison," which details concurrent enrollment policies across the country. We narrowed our scan to the policy areas we were most concerned with (communication, eligibility, and funding) to understand the current state of dual enrollment programs relative to Minnesota and identify states that were notably innovative with respect to our three barriers.

We then sought additional information from states with comparable programs or interesting policies by emailing concurrent enrollment staff from community colleges and universities in Ohio, Utah, Washington, and Colorado. These individuals were chosen because they have the greatest familiarity and knowledge of the topic. We conducted three semi-structured individual interviews with subject matter experts in Minnesota to better grasp the current state of PSEO from a variety of perspectives. We also interviewed the Postsecondary Enrollment Specialist in the Colorado Department of Education and received four email responses from other states to supplement our initial findings. These provided a better understanding of other programs and how these individuals believed they could be improved. Because of the small sample size, this part of our analysis is not representative and should not be generalized to all concurrent enrollment programs. However, we used additional online research to generate a robust understanding of the concurrent enrollment landscape in the US.

Environmental Scan of Best Practices

The first step in our research process was to conduct an environmental scan of programs in other states comparable to PSEO, primarily using data collected by the Education Commission of the States. Keeping in mind the three areas of improvement we had recognized as the most important to increasing enrollment (communication, eligibility requirements, and funding), we identified policies and practices in several states that could be effectively implemented locally, as described in the following sections.

The Big Picture

Minnesota's PSEO is among the best dual enrollment programs in the country regarding cost-effectiveness and diversity of opportunities as it provides both college courses and career and technical education as options for students. However, there is ample opportunity for PSEO to lower Minnesota's racial and socioeconomic achievement gaps, which are among the worst in the country (Grunewald & Nath, 2019). Jessica Espinosa, the College Transition Director of Minnesota State Colleges and Universities, affirms this by noting that there is little ongoing research and evidence of PSEO's impact on reducing Minnesota's achievement gap. We believe that improvements in our identified categories can work to ameliorate these disparities.

Colorado is an example of a state that is prioritizing concurrent enrollment as a tool for equity. Governor Polis and the general assembly wholeheartedly support concurrent enrollment as a program to provide equitable education and reduce racial and socioeconomic disparities that exist in Colorado (CCCS News, 2022). It is pertinent to note that Colorado is currently in a legislative session where the current language of the concurrent enrollment bill is up for debate. There may be changes coming that would push for more access to concurrent enrollment, and People for PSEO should continue to monitor this as the legislative session moves forward.

Communication

Information gaps are a barrier preventing Minnesota high school students from participating in dual enrollment because students are often given inaccurate, untimely, or limited information regarding this option. MN Section 124D.09 Subd. 7 requires districts to share current information with parents and students either three weeks prior to the date by which a student must register for district courses for the following school year or by March 1st of each year, whichever is earlier. However, as evidenced in the previously referenced survey of high school websites, this is weakly enforced, and as a result, few high schools are in compliance with the statute (Jackson, 2022). Communication takes the form of updating websites with accurate and current information, and there is little accountability. People for PSEO's report identifies it is a time-consuming process to check every school's website annually (pg 15).

An interview with Beth Barsness, the Minnesota Department of Education's PSEO and Concurrent Enrollment Specialist, revealed why these information gaps may persist. Minnesota is relatively unique in that it is a "local control state," so districts and school boards have some discretion in their local policies as it pertains to things like grade weighting that may contradict MDE recommendations. While MDE can still enforce the statute discussed above, schools are still able to use other means that they have more control over to deter or disincentivize students from participating in PSEO.

A look at other states revealed that many have statutes which require schools to provide information on dual enrollment cost, deadlines, course offerings, and eligibility requirements to

high school students and/or parents each year. That being said, there were a few states with notable exceptions or additions to their policy that enhanced the communication process. For example, Kentucky has a very robust policy that includes a Dual Credit Advisory Council consisting of a variety of stakeholders in the dual enrollment system. This council is tasked with "coordinating and maintaining a communication plan for dual credit in the state." Additionally, the Council on Postsecondary Education and the Kentucky Department of Education work to jointly create informational materials and a notification system for schools, students, and families to ensure awareness of these options. Similarly, the Montana University System maintains a centralized website that lists program availability, enrollment procedures, costs, eligibility information, and next steps in a clear manner.

The Oregon Expanded Options Program is notable in that it targets at-risk students for additional outreach. Each school district must have a process in place to inform at-risk students, those eligible for free or reduced lunch, and their parents of this option, including those that have dropped out. This policy specifically targets and prioritizes students that may struggle in high school and therefore would not meet common eligibility requirements but would actually benefit substantially from these courses.

In Ohio, schools must hold a parent/guardian information session each year so that families can be educated on the program. In an interview with the College Credit Plus Program Director at Sinclair Community College in Ohio, we found that they run orientations in their partner high schools and have a transition advising office embedded in their top 20 schools to help with course planning, registration and any other questions. The Ohio Department of Higher Education provides professional development and resources for high school staff and college program coordinators in Ohio's College Credit Plus program to better prepare them to relay information to students.

Eligibility Requirements

In Minnesota, according to state statutes, high school juniors and seniors are eligible to participate in the PSEO program if they meet the requirement set by the postsecondary institution. High schools may, and have, added additional requirements at their own discretion, often to restrict participation. For CTE, students in grades 10-12 may enroll in courses offered by a Minnesota state college or university if they have received a passing score on the 8th grade Minnesota Comprehensive Assessment in reading. Using standardized tests for CTE courses' eligibility is a barrier for students interested in a career-specific school curriculum. Racial disparities and opportunity gaps in access to completion of four-year college programs show the need for CTE programs that reflect the demands of underinvested communities and align with the fast-growing and high-paying careers of the future (Smith, n.d.). Many states are increasing their focus on CTE programs because of the increased interest from BIPOC students. Steubenville High School in Eastern Ohio increased dual enrollment of Black, Latinx, and

low-income students by providing free placement testing and retesting for all eighth graders (Barnett et al., n.d.). In Minnesota, for all students to take advantage of CTE programs, the state needs to create objectives that address the racial inequalities in access and participation.

Existing literature suggests that eligibility requirements for many dual enrollment programs, such as grade point average minimums or test score thresholds, may exclude students on the margin who would greatly benefit from the program. This may include students who are college ready but are unsure of their post-graduation plans or those that may not quite be academically ready but would succeed with some support. “Differentiated dual enrollment” is an increasingly popular effort that works to broaden the reach of dual enrollment programs to middle and lower-achieving students that may otherwise be ineligible for participation. Under this model, high achieving students may follow the normal PSEO pathway, whereas mid-level students focus on developmental or transitional coursework, and the least advanced participate in college prep or summer bridge programs. The goal is to move students toward progressively more rigorous options, including both traditional and career and technical education (CTE) courses.

Recognizing this, some states have expanded the criteria to be more inclusive and improve access. Colorado allows students deemed to need more rigorous coursework or a different learning environment to participate in dual enrollment. Delaware and Illinois have both incorporated a wider variety of indicators to assess students' readiness, including teacher recommendations, student portfolios, a high level of motivation, and adequate time to devote to studying a college-level course. Other considerations include regular attendance and GPA improvement.

Elsewhere, states may use the common eligibility requirements for admission but also have exceptions for students that do not meet them. In an interview with a concurrent enrollment expert in Ohio we were told that broader consideration of student eligibility is especially important for students interested in career and technical education (CTE) stating that “testing college ready held students back from pathways like construction, HVAC, and fire science, even though students may have been successful in those areas” (Adams). Relatedly, the Ohio Innovative Programs for College Credit Plus waives the eligibility requirements for dual enrollment programs that offer unique curriculum focused on students of color, first-generation families, or low-income students.

In Maine, an “unqualified student” may still participate if they are at least in grade 11, have received a recommendation from the student’s high school, and are approved by the postsecondary institution. Massachusetts also allows students below their 2.5 GPA threshold to enroll if they secure a recommendation letter from their high school guidance counselor, teacher, or principal. The Mississippi Works Dual Enrollment-Dual Credit Option targets recent or

potential dropouts and disregards the selection criteria for other dual enrollment students. Finally, in Utah, one community college partners with a local high school and its Gear Up program to provide a three-week summer workshop for low-income and minority students who have GPAs below the 3.0 GPA requirement. Students who took this summer workshop proved equally capable of passing their college class as those considered to be more academically prepared.

Funding for Student Support

While Minnesota provides free tuition and textbooks for PSEO students, insufficient funding for their transportation and meals is a frequently cited challenge. Former PSEO student Anaa Jibicho testified that he almost stopped doing PSEO because it was infeasible for him, as a low-income student, to pay for three meals a day on a college campus when his full-time dual enrollment disallowed him to receive the consistent meals from his high school he had come to rely on (Nathan). These practices may disparately impact economically disadvantaged students, who are particularly reliant on school lunch benefits.

In Delaware, the state legislature has appropriated $1.5 million annually since 2014 to fund college access with a line item specifically for dual enrollment tuition, books, and transportation for low-income students. These funds are distributed to school districts according to the percentage of low-income, dually enrolled students. Similarly, in Vermont, $72,000 is allocated annually to the Vermont Student Assistance Corporation (VSAC) for a need-based stipend or voucher program for students participating in a dual enrollment course for the purchase of books, cost of transportation, and payment of fees. Another popular financial support strategy is to provide scholarships. For example, the Kentucky Higher Education Assistance Authority (KHEAA) provides support for students through the Dual Credit Scholarship Program through funding provided by the General Assembly. Tennessee has a similar grant program funded by state lottery proceeds and administered by the Tennessee Student Assistance Program.

In Utah, students/families must pay between $5 and $30 per credit hour. Students who qualify for free/reduced lunch are eligible for $5/credit hour and $15/credit hour if the class is done remotely (UT 53E.10.3.305). While this is not ideal compared to PSEO being completely free, it operates on a sliding scale. Other costs are subject to fee waivers, such as lab fees, printing/copying, and textbooks (Utah Concurrent Enrollment Handbook, 2020, pgs 17-18).

The dual credit program in Texas is funded through the Foundation School Program, as defined by the General Appropriations Act of the Texas Education Agency. Texas is unique due to it requiring each high school to have a connection with a post-secondary institution, allowing for access to higher education options including Advanced Placement, Early College High School (most similar to PSEO's goals), OnRamps, and Pathways in Technology Early College High School (CTE) (Legislative Budget Board, 2018). Texas administrative code Title 19-1-4D-b8 explains the funding formula requirements as "the sources of funding for courses

offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program." There is an explicit requirement that all or part of tuition and fees for Texas high school students be waived.

Additional Policy Areas of Consideration

Our scan also revealed financing, school counseling, and career and technical education (CTE) to be three additional areas of concern that should be addressed. Note that financing is differentiated from funding for students as this is the financial allocation to the high schools and postsecondary institutions.

Financing

Financing investigates how the state funds the dual enrollment program, specifically where money is allocated. In Minnesota, as in many other states, high schools receive a predetermined amount of funding per pupil enrolled. However, when a student chooses to register in PSEO, the funding that would typically go to the secondary school is allocated to the post-secondary institution because that is where the student spends more or all of their time. High schools and other secondary educational environments are already on a tight budget, and every student is significant for financial planning. Schools with a small population, such as rural schools, are even more severely impacted by students pursuing PSEO. Therefore, because high schools lose funding, they do not have an incentive to encourage students to enroll leading to some high schools not following dual enrollment policies with fidelity. Publicizing PSEO pushes students to other institutions and creates a one-way street toward difficult budgeting decisions: cutting classes, laying off teachers, or other losses that will affect staff and students.

One of the primary forms of accountability for PSEO and concurrent enrollment is the annual rigor report produced by the Minnesota Department of Education, which evaluates participation, quality, and outcomes of rigorous courses. The most recent report explicitly calls for a change in "the funding formula, so it is not a penalty for districts and charters for their students to participate in PSEO programs" (pg. 28). This is not an unknown issue. Beth Barsness and Jessica Espinosa, PSEO experts in Minnesota, identified the funding formula as the central cause of improper implementation and communication at the high school level.

Utah's concurrent enrollment program has a unique funding formula that could be a model for reform. Utah's state statute Title 53F-2-409 defines the financing formula for concurrent enrollment that is often called "double funding" because both institutions are allocated money. It is split in a 60/40 percentage share, with the Board of Regents from the higher education institution receiving 60 percent and 40 percent going to the local education agency. The percentages are switched for concurrent enrollment programs in the secondary

educational setting. This contrasts with Minnesota's program in which the school district would lose 100% of its funding if a student were to be enrolled full-time in PSEO.

School Counseling

Minnesota has one of the worst school counselor-to-student ratios in the nation (ASCA, 2016a). The American School Counseling Association (ASCA) recommends a counselor-to-student ratio of 1:250 (ASCA, 2015). In 2021, Minnesota had counselor-to-student ratio of 1:500 or greater (Patel & Clinedinst, n.d.). As part of a school support team, school counselors provide critical social-emotional and academic support. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for postsecondary success. School counselors are influential in disseminating college information, especially among low-income students and students of color (Holcomb-McCoy, 2010). A study conducted by Teachers College at Columbia University found that when well-designed and supported dual enrollment and counseling programs are made available to them, students start seeing college or professional training as not only possible, but desirable (Barnett et al., n.d.). In particular, students of color benefit from having more access to school counselors because these students are more likely than their white peers to identify their school counselor as the person who had the most influence on their thinking about postsecondary education.

The lack of counselors in schools is creating barriers for current counselors who are interested in promoting dual enrollment programs. Alicia Adams (Sinclair Community College) stated, "It's hard sometimes for a counselor to really publicize or support [DE] programs when they have so many other things that they feel are way more pertinent going on." Washington Student Achievement Council, in their 2021 report, stated that many school counselors expressed a need for better access and training on examining dual credit data to identify and address equity gaps, noting that this type of information often does not trickle down to them (Dual Credit: Washington Aspirational Vision, n.d.). Assistant Director of Enrollment at the University of Northern Colorado stated, "We continue to have a gap in understanding the social and economic barriers that marginalized populations face at the local level, but we rarely have the resources to fund people needed to provide the extra outreach and care. When you do get someone who could be a real connection, they are often so under-resourced that any effectiveness requires a superhuman effort." Despite considerable growth in rates of participation in recent years, disparities in access to dual enrollment programs still exist, with little resources being allocated to increase the staff support needed to successfully manage PSEO and DE programs.

Utah's dual enrollment program is one of the most effective in terms of student support. Its corps of school counselors visits secondary schools to provide information and have conversations with students interested in enrolling. This process changes how information is shared from a passive approach to a proactive approach. In Minnesota, secondary schools need to

update their websites with information on PSEO and how to enroll, but this responsibility is delegated to high school staff. Utah's communication model is student-centered, where neutral counselors take the burden off the secondary school. They are state employees that travel around the state and provide counseling to potential students.

Career and Technical Education (CTE)

Career and Technical Education programming has become highly advanced and popular within the last four years. Advance CTE: State Leaders Connecting Learning to Work, a national nonprofit whose mission is to support state CTE leadership to advance CTE policies, programs and pathways released their annual year in review report in February 2022. According to the report, in 2018, 41 states enacted policies that affected CTE programming (State Policies Impacting CTE: 2021 Year In Review, 2022). The report indicated that 51 policies were enacted addressing significant changes in CTE funding, such as increasing or decreasing allocations, creating a scholarship or grant program, or investing in a pilot program (2022). Also, 36 policies addressing data and research activities that support CTE, including the use of labor market information and the inclusion of career readiness indicators within accountability systems were enacted (2022). And 33 policies were enacted addressing attainment of credentials recognized by industry, including microcredentials, such as badges, and educational degrees (2022). The report concluded that overall 138 policy actions were enacted or passed.

California directed $300 million to the Career Technical Education Incentive Grant program (CTEIG) for the 2021-22 fiscal year which is double the amount allocated in 2018 that allowed the program to be made permanent (CA Dept of Education). This program is a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, with the knowledge and skills necessary to transition to employment and postsecondary education (CA Dept of Education). Part of the funding is allocated to reporting data to allow for evaluation of the program.

Idaho established a workforce readiness and CTE high school diploma. The law outlines the requirements for learners to earn the diploma, such as passing technical skills assessments and workplace readiness assessments, demonstrating CTE competency standards, and earning a badge or an industry-recognized credential (Idaho n.d.). Seventeen Idaho Career Technical Schools (CTS) and six technical colleges across the state provide career-focused instruction to students in grades 8-12.

Texas formalized through legislative action a Tri-Agency Workforce Initiative to coordinate information among the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Workforce Commission. The purpose of this initiative is to ensure that state and federal education and workforce funds are coordinated among agencies to achieve state workforce development goals, align CTE programs to industry demand, and

identify outcomes of CTE programs related to state workforce development goals (Tri Agency Commission | Tri Agency Initiative). The law also requires a data sharing policy, coordination of staff and resources, and quarterly meetings among the agencies. In addition, the initiative will create publicly accessible tools for education and workforce data, approved credentials, and career exploration and development resources.

Analysis & Recommendations

The funding formula that finances dual enrollment programs is identified by many experts in Minnesota as a foundational barrier impeding the success of PSEO. Multiple PSEO experts (Beth Barsness & Jessica Espinosa) said that an improved funding formula would likely allow for significant changes and reduce the need for more policies on communication and eligibility accountability. In the current Minnesota funding formula, 88 percent of the money that would be allocated to the secondary educational setting is sent to the post-secondary institution when students attend PSEO full-time. Thus, it is in a secondary school's best interest to disincentivize students from enrolling in PSEO. We see this as a potential root of restricted enrollment that manifests through weak communication processes and strict eligibility requirements.

Following our review of dual enrollment literature and our environmental scan of best practices in other states, our group would like to make the following recommendations to People for PSEO:

Advocate to restructure the financing formula to a "Double Funding" model.

Minnesota's current financing formula allocates all the money per pupil to one institution. This means if a student enrolls in PSEO, the high school does not receive funding for that student, and the money goes to the post-secondary institution where the student is enrolled for PSEO. The issue with this policy is that high schools are risking significant losses to their budget by promoting PSEO to students. By changing the funding formula to a double funding framework, both institutions the student is enrolled in would receive some form of funding. This would remove any incentive high schools have to not follow established policies, such as required communication. However, Utah's model also requires students/families to pay per credit hour. Minnesota is completely free to students currently, and this shift would require more funding to cover the larger budget.

Help build early awareness of PSEO before students reach high school.

Educators should not wait until students are in high school to plant the seed about PSEO and dual enrollment programs. We recommend adding support to middle school teachers and guidance counselors to talk about PSEO and possibly invite current dual enrollment students to speak with middle schoolers about the program's benefits via an in person informational session. We also recommend partnering with local programs such as TRIO Upward Bound, an academic

and college preparatory program funded by the US Department of Education. The purpose of TRIO is to develop the skills and motivation necessary for students to successfully complete high school and to enter and succeed in college. Developing partnerships with college ready programs geared towards middle school students (as early as fifth grade) can assist in creating pathways starting at the younger levels.

Support converting current PSEO and DE programs to a Differentiated Dual Enrollment model.

Differentiated dual enrollment is a promising approach states can adopt to extend the benefits of dual enrollment participation to middle and lower achieving students. This approach offers programs of differing academic challenges to high, middle, and lower achieving students, while trying to help them to participate in progressively more rigorous options. “Lessons From the STEM Early College Expansion Partnership” (New York: Community College Research Center) starts with these definitions:

- **Most advanced academically:** Students who have always planned on going to college, and meet traditional dual enrollment eligibility requirements.
- **Academically mid-range:** Students who may hope to go to college, but are concerned about their academic eligibility, college costs and/or their likelihood of college success. These students are typically eligible for fewer advanced learning opportunities (dual enrollment or otherwise).
- **Least academically advanced:** Students who have lower academic performance and may not think of themselves as college material. That said, they may be willing to consider college under the right approach.

Advocate for more funding to generate a pipeline of strong and diverse school counselors.

Traditionally, schools rely on the recommendations of counselors to identify students for dual enrollment opportunities, but schools serving the most students of color have fewer counselors. In addition, there is a lack of racial diversity among counselors, with over 77% of school counselors being white (Najarro, 2022). Therefore, it is especially important to train counselors to address how they interact with students of color and students from low-income backgrounds. Excellent counselors give prospective dual enrollment students considerable personal guidance, helping them explore their interests but also using pathways and maps to make sure courses count toward a degree, ensuring students are making purposeful choices about their future (Karp et al., 2008). It is also important to train high school counselors on the exact college requirements for PSEO students to obtain a higher education degree. High school counselors are often the first people to help students explore and plan for what comes after their diploma, so the best dual enrollment programs systematically offer excellent advising, going above and beyond to nurture and encourage students to pursue dual enrollment programs.

Advocate for expanded student eligibility criteria for Career and Technical Education (CTE) programs.

Currently, Minnesota students must pass the 8th grade Minnesota Comprehensive Assessment in reading to qualify for CTE courses. Sinclair Community College in Ohio has been able to use a student's GPA and other parameters in place of a test score due to COVID. The program director we interviewed stated that standard test scores were holding students back, especially students that excelled in career pathways such as construction, HVAC, and fire science. Over the past five years, many states have seen an increase in BIPOC student enrollment to CTE programs. Twenty-seven states enacted policies related to access and equity that implement changes aimed to expand access to CTE for students from historically marginalized communities including students with disabilities and students who are economically disadvantaged. Perhaps an increase in student enrollment in Minnesota could influence policies on the state level.

Allocate resources for research with the intention to focus on marginalized communities.

PSEO and other dual enrollment programs have been proven to close equity gaps, promote high school graduation, and improve college access, affordability, and success. Although students from marginalized communities participating in PSEO and DE programs have a higher chance of graduating high school, the overall number of BIPOC students participating in PSEO programs is low. We recommend that People for PSEO invest in research with the intent to detect barriers that students encounter with PSEO and DE programs. There are gaps in understanding the social and economic barriers that marginalized populations face not just in Minnesota but throughout the United States. California and Texas both have research agencies specifically focusing on education barriers for marginalized communities. The Twin Cities is home to numerous research organizations such as:

- HACER, an advocacy-driven, Latino-specific research organization.
- Voices for Racial Justice, a movement organization working on community research and policy.
- Rainbow Research, an organization that focuses on evaluation services within BIPOC communities.
- Amherst H. Wilder Foundation, an organization with a specific department for education research.

People for PSEO would be able to retrieve the data necessary to begin removing barriers for marginalized communities. No state has figured out best practices to increase BIPOC student participation in PSEO and DE programs. There is an apparent trend from all states that data support for tracking barriers and best practices for BIPOC students is limited. Also, as noted with tables one, two, and three, the current PSEO enrollment numbers exclude PSEO by contract

students, which could exceed over 5,000 students. Investing in a methodology to track students, especially students of color and students from disadvantaged backgrounds, would contribute to demonstrating the effectiveness and impact of PSEO.

Join the National Alliance of Concurrent Enrollment Partnerships (NACEP) and attend their annual conference.

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the only national organization supporting programs, practitioners, and policy to advance concurrent and dual enrollment programs. The NACEP works to advance informed and inclusive state and federal policy impacting concurrent and dual enrollment. They see evidence-informed policy work as critical to ensure program quality and improve equity in program access and student engagement. Membership for an organization is an annual fee of $200. They hold a conference each year and it would be a good resource to inform future policy.

Conclusion

This report is intended to help People for PSEO better advocate for strategies and practices that will increase participation in Minnesota's PSEO program. Minnesota statute prescribes a funding formula and eligibility criteria for schools whose students enroll in the PSEO program. Outside of these statutes, schools have too much autonomy in program implementation, creating implementation inconsistencies across school districts. Our research revealed that the main barriers to increased enrollment in the PSEO program are *communication, eligibility requirements, and funding*.

This report investigates how other states' dual enrollment programs operate through state statutes, individual interviews, reports, and other supplemental methods. While other states' programs may not be as affordable as Minnesota's, they do utilize effective frameworks for promoting equity and increasing access. This report synthesizes the different policies across the United States, with an emphasis on Colorado, Ohio, Texas, and Utah as potential models for Minnesota. It is our hope that the seven recommendations provided in this report improve PSEO program practices, allowing its myriad benefits to be more widely enjoyed by students across the state.

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Douglas, Tessa. Interview date: Apr 20, 2022. Email.

Espinosa, Jessica. Interview date: Mar 29, 2022. 30 minutes. Zoom.

Extended Campus (organizational email, no name attached). Interview date: Apr 8, 2022. Email.

Nathan, Joe. Interview date: Feb 4, 2022. 45 minutes. Zoom.

Romero, Michelle. Interview date: Apr 13, 2022. 30 minutes. Zoom.

Appendix A: Complete Environmental Scam

	Eligibility Requirements	Parent Communication	Funding	Other
Alabama	grades 10-12, minimum GPA, placement test may be required, entrance requirements set by the college, written approval/recommendation	policy doesn't specify proactive communication to parents and students; the Alabama Community College System must have a provision for communicating to parents and students the educational and economic benefits of the dual enrollment program and requirements for participation (minimum is to have this on the institution's publications and website)	Payment for tuition is a local decision; at Alabama Community College System (ACCS) institutions, tuition is the responsibility of the student/parent, unless covered by alternative funding sources, which may include scholarship funds (when allocated by the legislature) for Career and Technical Education Dual Enrollment (CTEDE) to cover costs if included in institutional agreements and may cover costs of courses in eligible CTE programs if taken concurrently with CTE course(s).	private school and homeschool students can establish agreements with colleges; state must help high schools with lowest graduation rates to implement dropout interventions (one is to offer course fee waivers for students eligible for free/reduced lunch)
Alaska	parent or legal guardian of a student under 18 to sign an authorization	not set in state policy	Generally it is a local decision. At the University of Alaska, payment of dual enrollment varies depending on the type of delivery. For a regularly scheduled postsecondary course or a course delivered within a middle college, regular tuition and fees are paid for by the student, school district, or external funder. If the postsecondary course is delivered under an agreement with a school district, typically the school district and sometimes the student will pay $25/credit.	In 2018, the University of Alaska partnered with the State of Alaska Department of Education and Early Development and the Alaska Commission on Postsecondary Education to provide a resource for secondary students and parents to better understand what dual enrollment is, what the benefits are, and some key considerations.

Arizona	Student in grades 11-12. Only applies for courses offered at high schools. Other provisions specify that a student may not be denied admission to a community college or university due to age or grade in school if a student has achieved at least a specified score on a college entrance exam. A community college offering a course at a high school may waive the grade level requirement for up to 25% of students, provided that the college has written criteria for waiving requirements for each course. Criteria must include that 9th and 10th graders meet course prerequisites and are prepared to benefit from the course.	No--no reference is made to parental notification. Each community college district and the Arizona Board of Regents must provide all high schools with information that describes the policies and rules, types of courses available and other information related to the enrollment of students under age 18. Districts must make this information available to all high school students.	For courses offered at postsecondary campuses: Unless the student's high school or postsecondary institution has volunteered to pay the tuition, tuition is the responsibility of the student/parent. For community college courses offered at high schools, the agreement or contract between the school district/charter school and community college district must specify student tuition and financial aid policies, including if scholarships or grants are awarded to dual enrollment students. If a student counts in calculating a school's average daily membership, the district or charter school pays the postsecondary or community college tuition for that student.	
Arkansas	Student has successfully completed the eighth grade and are admitted to the college/university as non-award seeking students. Each college/university must specify the concurrent admission requirements for high school students; Written approval/recommendation from high school principal or designee; requirements set by colleges (ACT score)	none specified	**Concurrent enrollment:** Local decision. Tuition is paid by the student/parent unless paid by a school district, college scholarship, grant, or private foundation. If the course costs are paid by the school district, a college/university scholarship, a grant, or a private foundation, a signed agreement must exist between the school district, the external entity or foundation, and the publicly-supported or private institution of higher education; Students who are eligible for national school lunch and who enroll in concurrent courses offered on a high school campus	

			where such a student is enrolled or where a teacher employed by the district teaches the class, are not required to pay for up to six hours of endorsed concurrent courses. In such as case, costs are to be paid a) by the district where the student is enrolled; b) by the institution of higher education offering the course, or c) through a cost-sharing agreement between the higher education institution and the enrolling district; **Endorsed Concurrent Enrollment:** A state-supported two-year or four-year institution of higher education may offer a reduced tuition rate. The reduction in tuition may not be considered an institutional scholarship.	
California	Written approval/recommendation, parental permission	Schools are not required to notify families of dual enrollment opportunities.	At community colleges, the school may waive the tuition, but it is not required to do so; therefore, it may be the responsibility of the student / parent to pay tuition. A school district may count a student as full-time for funding purposes if the student is in grade 11 or 12, attends school at least three hours a day and is enrolled at a community college as a special part-time student.	Community colleges: cap of 11 units per semester; no cap for UC or Cal State schools. Awarding of high school and/or college credit to be determined by the student's school district and community college district governing boards.
Colorado	Student is deemed to be in need of coursework at a higher academic level than that available at the student's school or is deemed by the high school to be in need of a different environment. Students in grades 9-12 may participate.	Schools are required to notify families of dual enrollment opportunities.	Students may be reimbursed up to 2 courses per semester, but schools may reimburse for more courses.	2 programs, (1) PSEO for 11th and 12th graders and are concurrently enrolled, and (2) Fast Track which is for 12th graders who have fulfilled their graduation requirements and want to

				take a full college course load.
Connecticut	Student in grades 11-12, minimum GPA, and Written approval / Recommendation	Not required to notify parents of dual enrollment opportunities, although where a local agreement has been established, the college must provide academic advisement and other appropriate supportive services. Colleges use the preregistration process to assist participating high school students to make their preliminary selection of college courses.	The (community) college will pay the costs of tuition for the high school students participating in the program and will waive all fees." Tuition is not paid for noncredit and extension courses. District and/or students pay book costs. If a high school student is enrolled for at least 5 hours a day, and part of that time is in a class that meets high school graduation requirements at an institution accredited by either the state department of higher education or regionally accredited, the school can count that student as an FTE for state funding purposes.	
Delaware	The "articulation agreement" between a district or school and the postsecondary partner must identify student eligibility criteria. Student eligibility requirements must be based on multiple indicators of readiness such as a combination of tests, course grades, teacher recommendations or portfolios.	Yes. All students must be provided information about dual enrollment and dual credit opportunities.	Payment of tuition varies depending upon the type of dual enrollment and district policy. Depending on the program and location, may be grant-funded, paid by the student or student's parent, or covered by waivers for eligible students.	Districts must offer multiple points of access to dual enrollment courses, including courses offered at the high school, at the postsecondary campus, online, or a combination of any of the above. No cap on the number of credits that can be taken. Yes. The state intends to use its P-20 data system to evaluate the relationship between K-12 course taking and postsecondary entry and success. It is anticipated that data generated by the

				P-20 data system will be used to determine which dual enrollment (and other dual credit) opportunities yield the best results. No student may be denied access to dual enrollment courses because of the student's or family's inability to pay. Students must have multiple access to dual credit (i.e., AP, IB, Tech Prep) and dual enrollment courses, including courses offered at the high school, at the postsecondary institution, online, or a combination of any of the above.
Florida	Minimum GPA, exceptions to the GPA requirement may be made if agreed to by educational entities and are included in the interinstitutional articulation agreement, meet entrance requirements set by postsecondary institutions, District interinstitutional articulation agreements' ' between districts and postsecondary partners must identify student eligibility criteria. Agreements must also set forth institutional responsibilities regarding student screening prior to	Schools required to notify parents of dual enrollment options, Agreements between districts and community colleges must delineate the process for informing students and parents about opportunities to participate in articulated acceleration programs.	Students enrolled in programs at public institutions are exempted from paying registration, tuition and laboratory fees — students enrolled at private institutions are not. The high school or higher education institution that educates the student is allowed to claim 1/12 of FTE of state funding for each course that a student is enrolled in.	

	enrollment and monitoring student performance. Legislation directs the department of education to adopt guidelines to achieve comparability of student qualifications across districts.			
Georgia	11th and 12th graders, must be minimum 16 years of age, Accel program: must have parental consent if student is a minor.	Students/parents must be notified of dual enrollment opportunities. All eligible students must receive general information about programs. Students interested in participating must be provided counseling services before enrolling. Counseling must include information about the institutions and courses eligible for participation; the process for granting academic credits; financial arrangements for tuition, books and materials. Students must be given the name of a contact person at each eligible institution for information about the program.	Accel and dual enrollment students in non-degree granting programs that qualify for HOPE Grants: Student tuition, fees and a book allowance are paid for through the state's lottery funds. Students cannot receive more than a cumulative total of 190 quarter hours or 127 semester hours of Accel, HOPE Grant, and/or HOPE Scholarship payments. Dual & joint enrollment for students not qualifying for state lottery funding: Tuition is the responsibility of the student or the student's parent. Schools receive reduced funding for dual enrollment students	ACCEL, Dual Enrollment and Joint Enrollment. ACCEL is a lottery-funded dual enrollment program administered by the Georgia Student Finance Commission that allows 11th and 12th grade students to take certain courses (not technical certificate courses) for high school and postsecondary credit.
Hawaii	Grades 11-12, written approval/recommendation, meet entrance requirements set by postsecondary institutions, students may be required to take a placement exam.	Students/parents not required to be notified of dual enrollment opportunities.	Unless the student is from a low-income family that qualifies for financial aid from the state's Gear Up program, tuition is the responsibility of the student or the student's parent(s).	

Idaho	11-12th grade students	Students in grades 10 and 11 must receive general information about the program.	For a pupil enrolled in a postsecondary enrollment options course, the school district may make payments or partial payments for courses taken for secondary credit. The school district superintendent cannot make payments to a postsecondary institution for a course taken for postsecondary credit only. The district superintendent cannot make payments to a postsecondary institution for a course from which a student officially withdraws during the first 14 days of the semester or for courses for audit. Equal, with qualifications. A high school student enrolled in the Postsecondary Enrollment program who attends school at least four hours a day will be funded at the same level as a full-time student.	However, all high schools in the state must offer "Advanced Opportunities," which may include dual credit, Advanced Placement, International Baccalaureate or Tech Prep. In addition, the state board has directed postsecondary institutions to work with districts to provide dual credit options, and has made a review of each institution's efforts in this area a part of each president's annual performance review. Legislation provides that the Idaho Digital Learning Academy (IDLA) must work with institutions of higher education to provide dual credit coursework
Illinois	11-12th grade students must meet entrance requirements set by the postsecondary institution. Students must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course.	Students/parents not required to be notified of dual enrollment opportunities.	Student or school district (locally determined) is required to pay tuition and fees.	Every superintendent must report to the state board of education the number of students in the district taking courses at any community college, along with the name and number of the course or courses

				that each such student is taking. The state board must annually assemble all such reported data, both by individual school district and by educational service region totals.
Indiana	Students in grades 11-12, For Postsecondary Enrollment Program and Double Up: However, a local board may establish procedures to allow students below grade 11 to participate in the program. Meet entrance requirements set by postsecondary institution (For Postsecondary Enrollment Program and Double Up), For Fast Track to College: Students must be either (1) at least 19 and not enrolled in a high school or (2) at least 17 and have consent from the high school the student attended most recently. For Double Up: The postsecondary institution may, with the school corporation, determine the terms and conditions under which a student may be admitted to the program. The Indiana Commission for Higher Education's Dual Credit Policy (2005) requires that postsecondary institutions use the same admissions policies for dual credit courses as used for other on-campus courses.	Parents/students must be notified for the Postsecondary Enrollment Program. All students in grades 10 and 11 must receive information about the program by February 1 each year.	Double Up for College: Students eligible for free/reduced lunch must have their tuition waived. The university/community college may waive any student's tuition, but is not required to do so. Post Secondary Enrollment Program and Fast Track to College: A school may grant financial assistance to a student enrolled in a Post Secondary Enrollment Program but is not required to.	State has three programs: the Postsecondary Enrollment Program, Double Up for College, and Fast Track to College.

Iowa	Student in grades 11-12 for Postsecondary Enrollment Options. Students in grades 9-12 may participate in Concurrent Enrollment courses. Written approval/recommendation, Meet entrance requirements set by postsecondary institution. Postsecondary Enrollment Options and Concurrent Enrollment: Student must demonstrate proficiency in reading, mathematics, and science. If a student is not proficient in one or more of the content areas, the school board may establish alternative but equivalent qualifying performance measures including but not limited to additional administrations of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments.	Information about the availability and requirements of the Postsecondary Enrollment Options and Concurrent Enrollment programs must be included in every district's student registration handbook. Information about the programs must be provided to the student and the student's parent prior to the development of the student's core curriculum plan.	District pays by June 30 (end of school year). Statute bars institutions from charging students for tuition. However, if the student does not complete or receive credit for the course, the student is responsible for all tuition and other course costs, and must reimburse the district.	State has two programs: **Postsecondary Enrollment Options** and **Concurrent Enrollment**. Postsecondary Enrollment Options allows students to take college courses at a two- or four-year institution. The district will pay for the course if the course is not offered at the high school. Concurrent Enrollment courses, typically taught by a high school teacher at a high school, are offered through a contractual agreement between a community college and the school district.
Kansas	Student in grades 10-12, minimum GPA (Students in grades 10-12 must either have a minimum 3.0 GPA, or an ACT or SAT score above the national average.), Written approval/recommendation (Only required for students who do not meet the minimum GPA/ACT/SAT score requirement, have passed an "ability-to-benefit	Parents/students not required to be notified of dual enrollment opportunities.	Tuition is an amount negotiated by the school district and the college/university under this program. Tuition is the responsibility of the student or the student's parent. Equal, with qualifications. A 10th, 11th or 12th grade student who is concurrently enrolled in a school district and a postsecondary institution is counted as one FTE pupil if the student is enrolled	Yes. Each concurrent enrollment partnership (CEP) (in which high school teachers provide college courses at the high school) must be reviewed at least every five years by the postsecondary partner to ensure compliance and quality considerations.

	test" approved by the U.S. Department of Education, and will attend a technical program offered in a community college.), Meet entrance requirements set by postsecondary institution,		in both programs for 5/6th of the time. If the student is not enrolled for less than 5/6th of the time, his/her enrollment is determined to the nearest 1/10 of full-time.	
Kentucky	Be a student in a participating secondary school. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the participating postsecondary institution. Postsecondary institutions, at their discretion, may also provide dual credit to eligible students in private secondary schools and home school settings. B. Meet the postsecondary institution's dual credit requirements for admission. C. Be admitted to the participating postsecondary institution as a dual credit student. D. Meet the postsecondary requirements for each program's placement into college credit-bearing courses or courses in programs of study that align to a career pathway.	The Kentucky Department of Education is responsible for ensuring that school districts provide student information through the KDE data system that supports monitoring and tracking of dual credit students.	A. Tuition and other fees for dual credit courses will be outlined in writing and provided to each student, parent and/or guardian, and secondary school by the postsecondary institution prior to enrollment in such courses. B. The Kentucky Higher Education Assistance Authority (KHEAA) shall provide student support for dual credit scholarships through funding provided by the General Assembly for the existing Mary Jo Young Scholarship or other newly created dual credit scholarship programs administered by KHEAA.	http://cpe.ky.gov/policies/academicaffairs/dualcreditpolicy.pdf

	E. Complete the postsecondary institution's application for admission and a dual credit form.			
Louisiana	Based on Standardized Testing. Some colleges require high schools to participate in College Readiness Program	Very little information provided. Information comes from the Louisiana Board of Regents	Each institution has different costs for dual enrollment courses. Some courses may require a fee for the course, some charge for the use/rental of supplemental material, some both.	https://www.louisianabelieves.com/docs/default-source/teaching/dual-enrollment-policy-jan-2020.pdf?sfvrsn=e3409a1f_4
Maine	Students must be enrolled in a public high school or be homeschooled and meet certain general and academic requirements. The participating institutions must have course space available and may require prerequisite courses for enrollment.	Could not find any information. Most information found is through individual college websites.	The Maine Department of education pays 50% of the in-state tuition for the first 6 credit hours taken each semester by a student at an eligible institution and up to 12 credit hours per academic year.	https://www.maine.gov/doe/learning/highered/earlycollege
Maryland	Have a minimum 2.5 cumulative high school grade point average with prior qualifying test scores (ACCUPLACER, SAT, or ACT) for desired institution (Minimum admissions test score requirements vary at each college) OR Have a minimum 3.0 unweighted cumulative high school grade point average Be enrolled in 11th or 12th grade (this includes the summer before a student's junior year)	Could not find any information. Most information found is through individual college websites.	Minimum 25% tuition discount, 50% to 100% tuition discount possible, based on county. 100% tuition discount for FARM students (Free and Reduced Meal)	https://files.eric.ed.gov/fulltext/ED576183.pdf. https://mldscenter.maryland.gov/egov/publications/CenterReports/DualEnrollmentReports/MLDSDualEnrollmentReport_2019.pdf

Massachusetts	Be enrolled in a Massachusetts public secondary school or nonpublic school, including home school; Meet all course prerequisites per the policies of the participating campus; Be a Massachusetts resident; May not have earned a GED or high school diploma; and Have a minimum cumulative 2.5 high school GPA* *If a student's GPA is below the 2.5 GPA threshold then the student must submit a recommendation letter from their high school guidance counselor, teacher, or principal. Home schooled students should submit a letter from their parent or guardian	Families are asked to contact their local school administrators	Students do not pay tuition or fees for courses taken through CDEP. However, some institutions may charge a nominal admission fee (for example, $25), which may be waived. Students who demonstrate financial need may also receive additional assistance for books, supplies, and transportation.	https://www.mass.edu/strategic/cdep.asp#contacts
Michigan	Standardized Testing. e Student – 388.513(1)(f) o A student enrolled in at least one high school class in a school district, public school academy, or state-approved nonpublic school in Michigan. o Excludes foreign exchange pupils enrolled under a cultural exchange program (J-1 Visa). o Student must have at least one parent or legal guardian that is a resident of Michigan (unless the student is experiencing	a school district or state approved nonpublic school are legally required to provide general information about postsecondary enrollment opportunities such as Advanced Placement (AP), dual enrollment, early and middle college high schools, career and technical preparation enrollment options, etc., to all pupils in grade 8 or higher	The school districts. Charges covered under the Postsecondary Enrollment Options Act include: Tuition, mandatory course fees, materials fees (including textbooks required for a course), and registration fees required by the postsecondary institution for enrollment in a course. Any late fees charged by a postsecondary institution as a result of the State or a school district not making the required payment	https://www.michigan.gov/documents/mde/9-12_Dual_Enrollment_FAQs_397781_7.pdf. https://www.michigan.gov/documents/mde/Dual_Enrollment_Legislative_Report_2020_713083_7.pdf

	homelessness). o Student must not have been enrolled in high school for more than four school years (unless one of the exceptions provided for in administrative rule has been satisfied).		in time (according to this Act) o Transportation fees, parking costs, and activity fees are not eligible charges. o For a district that receives funding through state aid, the district is not required to provide more tuition support under this act than what is received by the district through state aid for the student for the school year.	
Minnesota	https://education.mn.gov/mde/fam/dual/pseo/			
Mississippi	a. Have earned 14 Core Carnegie Units as listed in Appendix B of the Mississippi Public School Accountability Standards; b. Have a minimum overall high school GPA of 3.0 on a 4.0 scale; and c. Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal's designee. OR a. Have a minimum high school GPA of 3.0 on a 4.0 scale; b. Earned a minimum composite ACT score of 30 or the equivalent SAT score; and c. Obtain an unconditional written recommendation from his/her high school counselor or principal.	Could not find any information. Most information found is through individual college websites.	NOT BY THE STATE	https://www.mccb.edu/sites/mccb/files/Academic%20and%20Student%20Affairs/Dual_Enrollment_and_Accelerated_Programs_Procedures_Manual-Fall_2021.pdf

Missouri	ACT test required. Students must have a GPA of 3.0 OR a letter of recommendation	No policy in place that require schools to inform parents	Grants and scholarship or out of pocket	https://dhewd.mo.gov/policies/documents/CBHEPolicyonDualCreditJune2015.pdf
Montana	Be enrolled in a Montana school district* Be between the ages of 16-19 and/or junior/senior standing.** Have successfully completed the required classes at their grade level and be on track for high school graduation within four years.	All information through college websites	The state pays.	2,520 dual enrollment students in 2018. https://leg.mt.gov/content/Committees/Interim/2017-2018/Education/Meetings/June-2018/AW-DE-present-June-2018.pdf
Nebraska	Student eligibility for the program is determined by participating high school and college/university officials; however, eligible students will: a) Be juniors or seniors; and b) Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course; or c) Be formally identified as high ability or gifted students by the school participating in the dual enrollment program.	Has high school representatives	Out of pocket or scholarship	http://update.legislature.ne.gov/?p=27266
Nevada	You must be a high school student. You must have a 3.0 cumulative high school GPA, ACT required	All information through college websites	Students/parents	
New Hampshire	Each school board is required to develop and adopt a policy permitting students residing in the district who are in grade 11 or 12 to	Each high school is required to annually notify all high school students and their parents of dual and concurrent enrollment	The state pays for 2 classes per student per year. The state pays up to $250 to the CCSNH institution where a high school or career and technical education	

	participate in the dual and concurrent enrollment program set out in statute.	opportunities.	student successfully completes an approved course and the CCSNH is required to accept such an amount as full payment for course tuition. Funding for high schools is reduced for PSEO students.	
New Jersey	Not specified. A dual enrollment agreement between a school district and public institution of higher education must include a description of the student eligibility requirements for initial and continuing participation in the dual enrollment program, including a provision ensuring an eligible student is not excluded from participation because of inability to pay.	Policy does not specify that all students/parents are notified, but does require a dual enrollment agreement between a school district and public postsecondary institution to include a description of the process by which a student and his parent are informed about opportunities for student participation in the dual enrollment program.	The governor's approved FY 2019 budget includes $1 million to support College Readiness Now (CRN) program grants for low-income students who are not college ready, through participation in Bridge courses; some participating community colleges will also offer the opportunity for CRN students to participate in dual enrollment at no cost to the students.	
New Mexico	Written approval/recommendation from student's school counselor, school principal or head administrator of the school the student primarily attends; meet requirements set by postsecondary institution	Local boards must ensure that students, in developing and updating next-step plans beginning in grade 8, are reasonably informed about curricular and course options, including dual credit and other advanced learning opportunities.	State. The higher education institution must waive tuition and general fees for dual credit students (students are responsible for course-specific fees, i.e., lab, computer fees). The funding formula in place to allocate funds to the public institutions of higher education bases the allocation on the number of credit hours completed and reported to the higher education department. There is a lag of a year or more because the funds are allocated during the January-February legislative session.	All high school graduates must complete one unit either as an Advanced Placement or honors course, a dual credit course, or a distance learning course. Must take 1/2 or more courses at the high school
New York	No state-wide policy; offered on an institutional basis		Tuition is the responsibility of the parent/student; students may be counted	NOT VERY ROBUST POLICY EXISTS

			as part-time by the highschool if they participate in dual credit	
North Carolina	grade 11-12, 2.8 GPA or meet entrance requirements set by college (college readiness assessed through placement test)	no	State. The general assembly reimburses FTE costs to the community college system based on participation reports. All curriculum courses taken by Career and College Promise students at community colleges are tuition-waived except courses offered on a self-supporting basis. Responsibility for textbook costs is locally determined. Textbook costs are the student's responsibility unless a student's high school, school district, or another organization covers these costs. Student fees (e.g., technology fees, insurance fees) are not waived for Career and College Promise students. However, school districts and community colleges should work together to determine whether and how student fees will be paid for participating students.	
North Dakota	grade 10-12, written approval from superintendent, college entrance requirements, parent approval	no	Student/parent. Student or parent is also responsible for all fees, textbooks, materials, equipment, and other necessary charges related to the course in which the student has enrolled.	
Ohio	Meet entrance requirements set by postsecondary institutions. Institutions must apply established standards and procedures for admission and course placement. When determining admission and	extensive communication requirements (see ECS website)	https://reports.ecs.org/comparisons/view-by-state/16/OH	Each public secondary school must develop, in consultation with at least one partnering college, two model pathways for courses offered under the

	course placement, the institution must consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores			College Credit Plus program. One model pathway must be a 15-credit hour pathway and one must be a 30-credit hour pathway. Each pathway must include courses that all apply to at least one degree or professional certification offered at the college.
Oklahoma	junior or senior with college readiness demonstrated by scores on acceptable exams, signed form from high school, written permission from guardian	No. While the state board and the Oklahoma State Regents for Higher Education are required to prepare promotional materials explaining the requirements, features and opportunities of concurrent enrollment and ensure that districts distribute the materials to each student prior to enrollment for each year of high school, policy is silent on annual notification to parents of program opportunities.	Student/parent, unless the district does not offer enough course selections to allow the student to receive the courses needed to meet the graduation requirements, in which case the district pays tuition, fees, and books for the concurrent enrollment course, and provides transportation. High school seniors who meet the eligibility requirements for concurrent enrollment are entitled to receive a tuition waiver for a maximum of 18 credit hours per semester. Students receiving a waiver are responsible for fees, books, and supplies. Scholarships are available to high school students who are concurrently enrolled. Tuition waiver scholarships may also be awarded to students enrolled in on-line courses and other special students.	

Oregon	entrance requirements set by the college	Districts must annually notify all high school students and their parents of the Expanded Options Program for the following school year. Each school district must establish a process to ensure that all at-risk students and their parents are notified about the Expanded Options Program. Districts must establish a process to identify students who have dropped out and make it a priority to provide these dropouts with information about the Expanded Options Program. Districts must send information about the program to the last known address of the student's family. Districts must also notify students who transfer into the district after the notification date, or return to high school after dropping out.	Dual Credit: State. The legislature appropriates funds to reimburse FTE costs to institutions based on participation reports; these funds are distributed by the Oregon Department of Community Colleges and Workforce Development. Local decision as to whether students are charged registration/transcription fees. Expanded Options: Local decision. Expanded Options programs were developed to ensure "at-risk" student participation in Accelerated College Credit Programs are provided at no cost to the student. Tuition and fees are negotiated between the school district and the postsecondary institution to pay required instructional costs of the student. A student may apply to the resident district for reimbursement for any textbooks, fees, equipment or materials required for a postsecondary course. A postsecondary institution that receives payment through the negotiated financial agreement may not charge a student for tuition, fees and other required instructional costs associated with the student's enrollment in a course.	Expanded Options: One of the purposes of the Expanded Options Program is to "Increase the number of at-risk students earning college credits or preparing to enroll in post-secondary institutions." "At-risk student" is defined for these purposes as a student who qualifies for free-/reduced-price lunch or as defined by rules adopted by the board if the board has adopted rules to define an at-risk student. The student's resident school district must provide any required special education and related services to a student participating in the Expanded Options Program. A post-secondary institution that intends to provide special education and related services to a student in the Expanded Options Program must enter into a contract with the student's resident school district.

Pennsylvania	Program inactive due to inadequate state funds (according to NCS) Doesn't seem to be true based on Google results & personal connection			Link to toolkit
Rhode Island	Secondary school students may take dual and concurrent enrollment coursework upon the approval of their principal, director or head of school, in accordance with local enrollment criteria. The criteria shall be based on the student's academic, behavioral, and attendance record and, if applicable, the student's results on an ACT, SAT, ACCUPLACER, PSAT, EXPLORE or state standardized assessments. Student age is not a determiner of enrollment. Postsecondary institutions are required to establish eligibility criteria and, if applicable, assessment standards to determine college readiness. In the case of career and technical education dual and concurrent enrollment coursework, secondary school students must meet the course-specific eligibility requirements.	Yes. Local school committees are required to adopt a dual and concurrent enrollment policy and provide students and their families with information about dual and concurrent enrollment coursework requirements and the potential benefits and consequences of dual and concurrent enrollment prior to approving a request for dual and concurrent enrollment.	Dual enrollment and concurrent enrollment course costs vary by course and delivery method. Concurrent enrollment course offerings and course costs are to be annually established by postsecondary institutions and approved by the Board of Education. The 4th year of the Governor's Prepare RI Dual Enrollment Fund (for the 2018-19 school year) was included in the FY19 State budget. The Prepare RI Dual Enrollment Fund provides funding for qualified public high school students to take college courses from the state's public higher education institutions as part of their high school requirements at no cost to the student or family. The cost of books and associated course materials is covered by the school or district if the student is taking the course for high school credit. Districts/LEAs are required to pay for full-time students enrolled in community college. These payments are capped at 50% of core instructional per pupil rates. Board regulations also outline the parameters for allocation of funds in	

			instances where there is a dedicated funding stream for dual enrollment courses. If program participation outpaces dedicated funding, the postsecondary commissioner determines how to allocate available funding to postsecondary institutions. Funding limitations may change institutional policies as to the courses offered but access will not otherwise be limited.	
South Carolina	Primarily for students in grades 11-12; however, exceptions may be made for freshman or sophomore students at the request of the high school principal. Minimum GPA. Only for course sections in four-year institutions and two-year regional campuses of the University of South Carolina. Written approval/recommendation. High school principal or designee Meet entrance requirements set by postsecondary institution. Only for technical colleges. Not specified. An individual college or university may establish additional criteria for admission.	No	Local decision. Student/parent, unless otherwise specified in local school district policy.	

South Dakota	Generally: Institution of higher education or postsecondary technical institute sets admission standards. Other. Obtain district (or private school or tribal school, as applicable) approval of course(s) prior to enrolling. If student is receiving alternative instruction per § 13-27-3, approval of the provider of alternative instruction prior to enrolling. If a student receives a failing course grade in a postsecondary course, the student is ineligible to enroll in additional postsecondary courses under these provisions, absent a showing of good cause. Dual Credit (HSDC): For the High School Dual Credit Program, additional eligibility requirements apply. To participate in the HSDC program, students enrolled in public, private, or Bureau of Indian Education (BIE) school districts must have signed a Memorandum of Understanding (MOU) with the South Dakota Department of Education (SDDOE). Non-resident students enrolled in a South Dakota school district may enroll in HSDC coursework if approved by their	Nothing set in policy	Generally: Local decision. Students in grades 9-12 are allowed to take general education college courses as high school credit with students in the 11-12 grades earning college credit through the program. HB 1099 (2018) deleted provisions specifying that the district or the state may cover all or a portion of tuition and fees (district has that ability should it choose to do so, but is no longer codified); and deleted that the student is responsible for paying any tuition/fees not paid by the district or the state, and any other costs. HB 1099 also added a new section (described below) that adds tuition subsidies for 11th-12th graders. State subsidized high school dual credit (for 11th-12th graders): Student pays subsidized rate of tuition. HB 1099 (2018) added a new section specifying that the Board of Regents is to set the tuition rate equivalent in 43% of the undergraduate off-campus tuition rate. It also added that the student taking the course is to pay an amount equal to 33.3% of the total high school dual credit tuition rate and a school district may pay any portion of the student's share. HB1099 also requires the state to pay an amount equal to 66.7% of the total high school dual credit tuition rate and prohibits any public institution of	

	local high school administrator. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with the SDDOE. The public institution of higher education or postsecondary technical institute offering the credit sets the admission standards.		higher education or postsecondary technical institution offering the credit from requiring additional fees. The student, however, is responsible for any other costs involved with attending a postsecondary institution. Concurrent Enrollment: $48.33 per credit hour, if course is offered through the Externally Supported tuition rate (requires approval by the System Vice President for Academic Affairs). Students are expected to cover all instructional costs, including course materials, texts, and related instructional supplies. Student textbooks may be provided by the high school per local school/district policy. No additional course level fees (i.e., lab fees, program fees, discipline fees, laptop fees, delivery fees, etc.) may be assessed to students enrolled in concurrent enrollment coursework.	

Tennessee	Dual Credit: Not set in state policy Dual Enrollment: Not set in state policy. However, to be eligible for a Dual Enrollment Grant, a student must be in grades 11-12 and meet other eligibility criteria. Early admission: Early admission into college may be considered for a 12th grader with a minimum 3.5 GPA and ACT composite score of at least 25.	No. However, the office of postsecondary coordination and alignment is required to make available to students, their parents, and other stakeholders, prior to students enrolling in an early postsecondary credit course, the requirements for receipt of credit at each postsecondary institution and the transferability of credits among public postsecondary institutions.	If a program is funded through local, state, or federal funds appropriated to an LEA, then no fee may be charged by the LEA or a public postsecondary institution to any student participating in the program. A "dual enrollment grant" is defined as a grant for study at an eligible postsecondary institution that is funded from net proceeds of the state lottery and awarded to students who are attending high school and who are also enrolled in college courses at eligible postsecondary institutions for which they will receive college credit. A dual enrollment grant, funded from net proceeds of the state lottery, is available to an 11th or 12th grader who is not ineligible for a state lottery-funded grant, has been a Tennessee resident for at least one year, before the grant application date, is admitted to an eligible postsecondary institution as a dual enrollment student, and completes the Dual Enrollment Grant Application. The student must submit the Dual Enrollment Grant application each academic year. A student receiving a dual enrollment grant may enroll for 1 course per semester at an eligible postsecondary	

			institution. Courses attempted as a dual enrollment student do not count toward the limitation on the receipt of a HOPE scholarship. To be eligible for a dual enrollment grant for a semester beyond the first semester of receipt, the student must continue to meet all eligibility requirements for the grant and achieve a minimum cumulative grade point average of 2.75 for all postsecondary courses attempted under a dual enrollment grant. However, if a student is a junior or senior, is receiving a dual enrollment grant, and has either (1) qualified academically for a Tennessee HOPE scholarship by earning the required composite ACT score or the equivalent SAT score, or (2) achieved an overall weighted GPA of 3.0 for all high school work completed before the semester of enrollment as a dual enrollment student, the student may enroll in two additional courses per semester at an eligible postsecondary institution as a dual enrollment student.	

Texas	(1) A high school student is eligible to enroll in academic dual credit courses if the student: Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative on relevant section(s) of an assessment instrument approved by the Board; or demonstrates that he or she is exempt under the provisions of the Texas Success Initiative relating to Exemptions, Exceptions, and Waivers. (2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics (3) A high school student is eligible to enroll in workforce education dual credit courses in a Level 1 certificate program, or program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and must not be required to provide demonstration of college readiness or dual credit enrollment eligibility. (details in policy) (4) For workforce education dual credit courses contained in a Level 2 certificate or applied associate	Yes. Districts must annually notify parents of students in grades 9-12 of opportunities to earn college credit, including through dual credit programs and joint high school and college credit programs. The notification must include the name and contact information of any public or private entity offering a college credit program in the district. A school district may provide this notification on the district's website. In addition, during the first school year a student is enrolled in a high school, and again during each successive year of enrollment in high school, a school counselor must provide information to the student and the student's parent on the availability of programs in the district under which a student may earn college credit, including Advanced Placement programs, dual credit programs, joint high school and college credit programs, and International Baccalaureate programs. Counselors must provide information about availability of fee and/or tuition waivers to any student who was previously in the	Equal funding between high school and post-secondary institution	

	degree program (details in policy) (5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy applicable requirements listed above. (6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.). (7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with requirements listed above.	conservatorship of the Department of Family and Protective Services -- and report how many times this information was offered to the student.		

Utah	Students in grades 9-12 who are enrolled in, and counted in average daily membership, in a high school within the state. An LEA and an institution of higher education must establish qualifying academic criteria for an eligible student to enroll in a concurrent enrollment course, in accordance with State Board of Regents guidelines. Statute directs the State Board of Regents to provide guidelines to an institution of higher education for establishing qualifying academic criteria for a student to enroll in a concurrent enrollment course. Before allowing an eligible student to participate in concurrent enrollment, an LEA and an institution of higher education must ensure that the eligible student has, for the current school year: Submitted the required USHE CE participation form Signed an acknowledgment of program participation requirement Has obtained parental permission.	Required	The State Board of Regents or an institution of higher education may not charge a student tuition for a concurrent enrollment course. However, they may charge a one-time admission application fee and/or partial tuition (no more than $30 per credit hour for a course for which a student earns college credit). An institution of higher education may not charge more than: $5 per credit hour for an eligible student who qualifies for free or reduced price school lunch; $10 per credit hour for a concurrent enrollment course that is taught at an LEA by an eligible instructor; $15 per credit hour for a concurrent enrollment course that is taught through video conferencing. The State Board of Education is required to allocate money appropriated for concurrent enrollment in proportion to the number of credit hours earned for courses taken where: an LEA primarily bears the cost of instruction (60% of the money allocated goes to LEAs; 40% of the money goes to the State Board of Regents); and an institution of higher education primarily bears the cost of instruction (in this case, 40% of the money goes to LEAs; 60% of the money goes to the State Board of Regents). Subject to budget constraints, the	

			Legislature must annually increase the money appropriated for concurrent enrollment in proportion to the percentage increase over the previous school year in kindergarten through grade 12 student enrollment; and the value of the weighted pupil unit. Utah Navajo Trust Fund (UNTF): UNTF higher education scholarship funding is available to eligible San Juan County, Utah, Navajo students for studies at institutions of their choice. Concurrent Enrollment Program students must meet the eligibility criteria regarding all requirements for the UNTF Higher Education Scholarship & Financial Assistance Program with the following modifications: Applicants must provide a letter of recommendation from his/her high school counselor or school officials for concurrent enrollment program participation. The letter should address the student's ability to meet the demands of concurrent enrollment. Students must maintain at least a 3.0 GPA in their high school studies to be eligible for this program.	

Vermont	Students who have completed grade 10 but have not received a high school diploma are eligible to participate if: the student is enrolled in a Vermont public school, including a Vermont career technical center; a public school in another state or an approved independent school that is designated as the public secondary school for the student's district of residence; or an approved independent school in Vermont to which the student's district of residence pay publicly funded tuition on behalf of the student; the student is assigned to a public school through the High School Completion Program; or if the student is is a home study student.	Not set in state policy. However, the Vermont Dual Enrollment Program Manual requires that high schools notify students and parents of the Dual Enrollment process and procedure for their school.	The State pays 100% of the negotiated tuition owed to a public post-secondary institution if it agrees to the terms of 16 V.S.A. § 944(c). As it pertains to the Dual Enrollment Program, the state does not fund participating high schools. The state reimburses the college/university directly based on the number of participating students. According to the Vermont Dual Enrollment Program Manual the following guidance specifies different payment structures: When the course is delivered on a college campus and the college pays the instructor, all colleges (except the Community College of Vermont (CCV)) are reimbursed the CCV rate for dual enrollment courses; When the course is delivered on a college campus and CCV pays the instructor, CCV is reimbursed at 90% of their rate for CCV courses; When a course is taught by a high school instructor and paid by the high school, participating colleges are reimbursed 20% of the CCV rate for dual enrollment.	

Virginia	Written approval of the high school principal prior to participation; The college must accept the student for admission to the course or courses; The course or courses must be given by the college for degree credits (no remedial courses will be accepted). Other (for community colleges: parental permission, and achieving minimum score on English/writing, reading, and math on the Virginia Placement Test (VPT), Compass, Asset, PSAT, SAT, ACT, or SOL. There are differential minimum scores on these assessments for transfer courses and CTE courses.) Home school students must also provide a copy of a home school agreement approved by the school district or a letter from the local school board or a copy of the letter filed by the parent or legal guardian declaring home school.	Yes. All local boards are required to implement a plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.	Local decision. However, under the Governing Principles for Dual Enrollment Between Virginia's Public Schools and the Virginia Community College System, approved summer 2015, full tuition and fees must be paid to the community college, but when the course is taught at the high school by a qualified high school faculty member, the minimum amount the community college must reimburse the school division is 60% of tuition charged. Dual enrollment reimbursement rates may be increased up to 100% based on specified options negotiated by the community college and public school division. Total reimbursement may not exceed 100% of the tuition charged. School divisions may not charge dual enrollment students or their families more than the actual cost of the tuition and fees charged.	

Washington	**Dual Credit:** Not specified **Running Start:** Meet entrance requirements set by postsecondary institution Student in grades 11-12	Programs generally: Yes. Each high school and any other school serving grade 9 must deliver to each parent of a student in any grades 9-12 information about entrance requirements and availability of local programs offering college credit, including Running Start, College in the High School, Advanced Placement, Tech-Prep, skill centers, and International Baccalaureate programs. The information may be included with other information the school regularly mails to parents. In addition, each senior high school and any other public school that includes 9th grade must include the names and contact information of other public or private entities offering such programs to its 9th through 12th grade students if the school has knowledge of such entities. In addition, high schools must ensure that parents and students have opportunities to learn about online learning programs, such as Running Start, University of Washington extension, Washington Online, and other programs and providers that meet	Running Start: Combination of state and student/parent, although funds paid by the state through districts are not deemed tuition or operating fees. The superintendent of public instruction allocates funds appropriated for basic education to school districts for purposes of making payments to postsecondary institutions, and for granting school districts 7% thereof to offset program related costs. Each participating district transmits to the institution of higher education an amount per full-time equivalent college student at statewide uniform rates for vocational and nonvocational students. The superintendent of public instruction, participating institutions of higher education, and the state board for community and technical colleges must consult on the calculation and distribution of the funds. At community or technical colleges, in lieu of tuition and fees, students pay all other mandatory fees. The state board for community and technical colleges may authorize a fee of up to 10% of tuition and fees. All other institutions of higher education may charge students a fee of up to 10% of tuition and fees, in addition to technology fees, in lieu of tuition and fees. In both instances, fees must be prorated based on credit load.	

		qualifications to offer courses that high schools may accept for credit toward graduation requirements or that offer courses generally accepted for credit by public institutions of higher education in Washington. High schools must also ensure teachers and counselors have information about these online learning programs and are able to assist parents and students in accessing the information. Running Start: Yes. Districts must provide general information about Running Start to all students in grades 10-12 and to their parents.	Institutions must make fee waivers available to low-income students, and establish written policies to determine low-income students before offering the fee waiver. Institutions must make every effort to communicate to students and their families the benefits of the waivers and provide assistance to students and their families on how to apply. Information about waivers must, to the greatest extent possible, be incorporated into financial aid counseling, admission information, and individual billing statements. Institutions also must, to the greatest extent possible, use all means of communication, including websites, online catalogs, admission and registration forms, mass email messaging, social media, and outside marketing to ensure that information about waivers is visible, compelling, and reaches the maximum number of eligible students and families.	
West Virginia	Written approval/recommendation (Early Enrollment) of high school principal or designee; Meet entrance requirements set by postsecondary institution (Early Enrollment); Student in grades 11-12 ((West Virginia EDGE and Early Enrollment); Not specified	Yes, for West Virginia EDGE. The purpose of the annual data report described under "Institutional Reporting Requirement" is to analyze program outcomes to demonstrate to what degree the initiative has met goals and objectives articulated in statute.	Dual Credit: In practice, varies from county to county – some counties pay the tuition; in other counties the student pays the tuition; however the tuition is at a reduced cost. West Virginia EDGE: Postsecondary institution	W. Va. Code, § 18B-1-2(13), W. Va. Code R. 126-42-11(23); Dual credit: W. Va. Code St. R. § 135-6-3.15 EDGE: W. Va. Code R. § 135-28-2 Early enrollment: W. Va. Code R. § 135-19-1 and ff.

	(Dual Credit/Dual Enrollment)		Early Enrollment: Student/parent. However, to increase access, an institution may use a special tuition structure for high school students, which must be set at at least $25.00 per credit hour. All high school students must be charged the special tuition or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may use tuition/fee waivers or third party sponsors to support the student's cost of the course.	
Wisconsin	Start College Now: Student in grades 11-12; Written approval/recommendation. Approval from student's parent; Meet entrance requirements set by postsecondary institution; Other. Must be a student "in good academic standing." Students may not be concurrently enrolled in the Early College Credit Program. Students must notify the school district board before fall or spring semester deadline; student may not be a child at risk as defined in s. 118.153(1)(a); student cannot be ineligible due to failure to reimburse school board or private school governing body after failing a course. A school board may refuse to permit a pupil to attend a technical college if the pupil is a	Early College Credit Program: Yes. Each school must provide parents of enrolled students a list of the educational options available to students residing in the district, including the Early College Credit Program. In addition, school boards must annually: Provide program information to all students in grades 8-11 Publish as a Class 1 notice under ch. 985 and post on its website a description of the educational options available to children in the district, including the Early College Credit Program.	District/high school is typically responsible. Certain circumstances require the student/parent to pay (ex. student fails, course is available at the high school)	Start College Now: W.S.A. 38.12(14)(d), (dm), (f) Early College Credit Program: W.S.A. 118.55(5), (6); Wis. Adm. Code § PI 40.04 Both programs: W.S.A. 118.55(7t)(c) Other dual enrollment at University of Wisconsin System institutions: W.S.A. 120.12(17)

	child with a disability, as defined in s.115.76(5), and the school board determines that the cost to the school district would impose an undue financial burden on the school district. In addition, the technical college district board may reject an application from a pupil who has a record of disciplinary problems, as determined by the district board. Early College Credit Program: Meet entrance requirements set by postsecondary institution.			
Wyoming	Student in grades 11-12; Written approval/recommendation. From designated school official; Meet entrance requirements set by postsecondary institution. Student must meet course entrance requirements/course prerequisites; Other. Parental permission	Voluntary. However, while offering is not mandated for every district, each school board, in conjunction with the University of Wyoming, community college boards, or other accredited postsecondary institutions must make postsecondary education options programs reasonably accessible to eligible students.	Student's district. A postsecondary institution may not assess any fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution. W.S.1977 § 21-20-201(d)	Manual of Procedures