



Students and Families Need to Know About PSEO

A report on the state of PSEO information in Minnesota

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Executive Summary

Considerable research shows the value of participating in PSEO (Post Secondary Enrollment Options) and other dual credit programs. However, students must know about them if they are going to decide whether to participate.

In 2014, the Minnesota legislature decided that by March 1 of each year, Minnesota public schools must provide “up to date information” on their websites and in materials distributed to parents and students in grades 8-11 about the Post Secondary Enrollment Options program (MN Statutes 124D.09). Legislators acted in part because of a Center for School Change survey in January 2014, finding that 90% of 91 Minnesota high schools studied were not providing accurate, up to date information on their website about key elements of the PSEO law.

In June-July 2015, more than a year after stronger language was adopted, CSC examined compliance with the new provision. This report describes how well a stratified random sample of 87 Minnesota district and charter schools, one from each county, are responding to the 2014 requirement. Each website was reviewed separately by at least two people. CSC is responsible for findings and conclusions.

Through this research, CSC found:

- 85% of websites/materials reviewed did not provide up to date information about the 10th grade PSEO option
- 99% of websites/materials reviewed do not provide information on the availability of online PSEO courses
- 99% of websites/materials reviewed don't provide information on transportation assistance for PSEO students from low-income families
- Some websites provided inaccurate information about PSEO

CSC recommendations include:

- MDE should notify each district and charter high school about the legislative mandate on providing up-to-date information about PSEO, and encourage each to follow through this fall.
- MDE should modify its website to include revisions the 2015 legislature made in PSEO
- All MN public high schools should review the information on their websites and in materials given to students and families to determine if they are in compliance with the law. If not, up-to-date information should be provided.
- Each district and school website should include a search function yielding up to date, accurate information about PSEO and other dual credit programs.
- MDE should consider sharing information about PSEO and other dual credit programs directly with families and community groups, in various languages.
- A follow-up study should be done in December 2015 to determine progress.

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Introduction

Thirty years ago in 1985, Minnesota became the first state to allow its high school juniors and seniors to take all or part of their course-work at participating two and four year public and private colleges and universities. Post Secondary Enrollment Options (PSEO) allows Minnesota high school students to take college courses for free. Courses can be taken on a college campus or online. As one of the original advocates for PSEO, the Center for School Change has continued to work to improve and expand PSEO opportunities over the last 30 years. From the beginning, a key issue has been ensuring that information about this opportunity is shared widely with families and students.

This report has several major parts:

- Introduction, key details of PSEO legislation and its evolution since being adopted in 1985
- Summary of research about benefits of PSEO and other dual (high school/college) credit programs
- Description of the study conducted June-July 2015 of district and school websites (n=87), to determine how well educators are following provisions of a law adopted in 2014 (Findings)
- Conclusions and Recommendations
- References cited
- Appendix

Although not right for every student, PSEO offers tremendous opportunities. It is available for MN high school students in grades 10 through 12. PSEO is one of several 'dual credit' opportunities for Minnesota high school students to earn college credit. Other programs include Advanced Placement, concurrent enrollment, College in the Schools, Project Lead the Way and International Baccalaureate. Additional details on dual credit programs, including student-produced videos in 7 languages are available at <http://centerforschoolchange.org/dual-credit/>.

In 2014, the Minnesota legislature decided that by March 1 of each year, Minnesota public schools must provide "up to date information" on the district's website and in materials distributed to parents and students in grades 8-11 about the PSEO program (MN Statute 124d.09). This report describes how well a stratified random sample of 87 Minnesota district and charter high schools are responding to this requirement.

This report also describes the value of Minnesota's pioneering, thirty year old Post Secondary Enrollment Options law. The report shows the significant challenge facing students, families, community members and educators who want to learn about key components of this law. While research shows many benefits for participating, the challenge is obtaining accurate information. This challenge

remains despite legislative efforts mandating that districts provide up-to-date information to students and families.

Key details of the Post Secondary Enrollment Options (PSEO) law

- High school students can take courses at public or private, two or four year colleges/universities
- 11th and 12th graders can do PSEO full or part time, if they are accepted at a college/university.
- The PSEO law does not set any entrance requirements for 11th/12th grade PSEO students. It requires Minnesota's public postsecondary institutions to participate in the PSEO program, and permit private institutions to also participate
- 10th graders who have passed the state's eighth grade reading test or its equivalent can start by taking one career/technical education (CTE) course on a college campus. If 10th graders earn at least a C in their first CTE class, they can take additional courses.
- College admission requirements vary. Many institutions will give students, regardless of their grade point average or class rank, the opportunity to try one or two courses.
- Students may not take sectarian classes under PSEO.
- Students may not take remedial courses under PSEO unless they are enrolled in a state approved 'early college' program that includes such courses.
- Books, tuition and fees are free for PSEO students
- Transportation funds are available to help students from low-income families travel to campuses for PSEO.
- PSEO courses are also available online from some colleges and universities.
- By March 1 of each year, districts are to provide "up to date" information on their websites and in materials that are distributed to parents and students about PSEO
- By May 30, a student must notify the district of her/his intent to participate.

The Evolution of PSEO

Minnesota was the first state in the nation to allow high school students to dual enroll in public and private colleges/universities and high school at the same time, simultaneously earning high school credit and free college credit. In 1985, a diverse coalition helped to pass Minnesota's Postsecondary Enrollment Options program (PSEO). Initially, the law allowed participation only for high school juniors and seniors.

Initially the proposal was controversial, though it generated bi-partisan support led by DFL Governor Rudy Perpich, Minnesota House Majority Leader Connie Levi, Republican, and Senate Education Committee Chair Tom Nelson, DFL. Former

Minnesota Governor Al Quie, a Republican, also became a strong, visible advocate (Mazzoni).

When Postsecondary Enrollment Options passed, the associate director of the Minnesota School Board Association was quoted in the national publication *Education Week* as asserting that the new law was “the most devastating piece of legislation in the past 20 or 30 years” (Wehrwein, 1985). One of the state’s teachers’ union filed suit against PSEO, challenging its constitutionality (Court of Appeals, Minnesota, *Minnesota Federation of Teachers v. Mammenga*). The Minnesota Court of Appeals ruled that the PSEO law is constitutional.

Several studies have described initial adoption of the PSEO law. (Mazzoni, 1986; Mazzoni, 1987; Boyd, Fitzpatrick and Nathan, 2002; Nathan, Accomando and Fitzpatrick, 2005).

In 2012, the legislature and governor decided to expand PSEO to 10th graders. District and charter public high school students in 10th grade are now allowed to take one career technical class at a public, two-year institution. Students can take such a class if they had passed the state’s eighth grade statewide reading test. If students earned a “C” or higher in the first career-technical class, they are allowed to take additional courses (MS 124D.09 Subd 5a).

In 2014, the PSEO law was modified to require that school districts provide “up to date” information about PSEO on their website and materials provided to students and families (S 124D.08, Subd 7). The law also was modified to permit colleges and universities to provide information about PSEO directly to students and families if the students attended a high school enrolling at least 700 students in grades 10-12.

In 2015, PSEO was again modified. The law now allows 10th grade students to participate in a career technical class if they pass the state’s eighth grade reading test, or “another reading assessment accepted by the enrolling postsecondary institution” (MS 124D.09, Subdivision 5A). The law also was modified to allow continued participation in PSEO by a student “If a school district determines a pupil is not on track to graduate” (MS 124D.09, Subdivision 8).

Why are PSEO & other dual credit programs important?

Considerable research shows that PSEO and other programs allowing high school students to earn college credit are important opportunities for Minnesota students. Dual credit helps to effectively address many of Minnesota's most critical educational issues: gaps between student groups, high school graduation rates, college entrance rates, remediation rates, college completion rates, and college debt loads.

As research cited below shows, dual credit programs produce major benefits for students and broader society.

Dual Credit courses:

- Help students, especially potential first generation students, develop what some researchers call "academic momentum," which is a much greater level of confidence that they can do college level work (Karp et. al)
- Help students and families save thousands, sometimes tens of thousands of dollars on college costs
- Increase the likelihood that students will graduate from high school, enter and graduate from some form of 1, 2 or 4 year postsecondary program (Struhl, et al)
- Help reduce the likelihood that a student will have to take remedial, non-credit-bearing courses upon entering colleges or universities (currently about 25% of Minnesota public high school graduates who enroll in a MN college/university have to take remedial courses) (Fergus et al)

PSEO also is a valuable strategy for helping improve Minnesota's high schools. Research by the Minnesota State Auditor found that more than half of the high school principals surveyed felt PSEO increased collaboration between high schools and colleges (Minnesota State Auditor). Moreover, some school district leaders have acknowledged that PSEO has helped encourage their high school(s) to add additional dual credit courses, taught on the high school campus, that they hadn't offered previously (Nathan, et. al, 2005).

CSC has been able to help 6 St. Paul high schools serving mostly low-income students triple enrollment in courses that allow them to earn college credit in high school. As the students explain, these programs help youngsters change their view of themselves, seeing themselves as able to accomplish far more than they thought possible (Hawkins, 2015, Lonetree, 2015). Here is a link to three 90-second videos with Khalique, Antonia and Jennifer: <http://bit.ly/11022cy>.

A 2014 publication of the Education Commission of the States concluded that "Research shows that students who participate in dual enrollment are more likely than their peers to finish high school, enter college and complete a degree" (Zinth).

In one statewide study of students from low-income families conducted in Texas, researchers found that “dual enrollment participants were 2.2 times more likely to enroll in a 2 or 4 year college, 2.0 times more likely to return for a second year, and 1.7 times more likely to complete a college degree” (Struhl et. al).

Carrie Billy, director of the American Indian Higher Education Consortium, described the value of dual credit for American Indian students. Speaking at a national conference, she explained that tribal colleges and universities, “often without any compensation whatsoever – offer this service at their expense because they know it is one very effective way to help save our American Indian children. It keeps them on a path to a better future and a world of opportunity” (Billy 2014).

Dual credit courses help close gaps. Preliminary results of a UMN study found that “students from low SES households who took advanced courses did just as well in first term and first year GPAs as students from high SES households who did not take advanced courses.” Additionally, the study found that “PSEO students tend to graduate at faster rates than students from other programs” (Maruyama, et al.).

A Minnesota Department of Education/Minnesota State Colleges and Universities System study showed that students from low income families and students of color who participated in even one PSEO or concurrent enrollment course had high school graduation rates up to 39 percentage points higher than students who had not done so. A chart with these figures is provided below.

Student group	4-year HS grad rate (2012-2013)	4-year HS grad rate when student took at least one concurrent enrollment or PSEO course (2012-2013)	Increase (In percentage points)
American Indian	49%	88%	+ 39
Latino	59%	93%	+ 34
African American	58%	88%	+ 30
English language learners	59%	89%	+ 30
Low-income	64%	93%	+ 29
Asian American	78%	96%	+ 18
White	85%	98%	+ 13

Source: Minnesota Department of Education; MDE Report Card and NCLB Grad Rate Carl Perkins Core Indicator

A 2008 report from the Teachers College at Columbia University found that

Males, low-income, and low-achieving high school students all appear to benefit from participation in dual enrollment to a greater extent than their dual enrollment peers who enter college courses with more social, economic, and educational advantages. These findings indicate that dual enrollment can benefit a range of students, and may have the greatest positive impact on those students who are often excluded from participation.

(Karp, et. al)

Students with special needs also participate and can be successful in PSEO. One study found that “Eight percent of the reported participants were students with disabilities or special needs. Of the eight percent, the majority of students were those with learning disabilities. However, all disability and special needs groups were represented” (Lange, et. al).

Minnesota ranks fifth in the nation in average college debt accumulated by graduates. The average 4-year (public and nonprofit) college debt is \$30,894 (Institute for College Access and Success).

PSEO and other dual credit courses can help save individual students literally thousands of dollars and save Minnesota students statewide millions of dollars. A 2015 Minnesota Department of Education report found that in the school year 2013-14, Minnesota students earned 154,650 college credits via PSEO (MDE, 2015). The University of Minnesota cited an average cost per credit for that school year of \$463.85 (Williams). Recognizing that all PSEO courses were not taken at the University of Minnesota, but using their course costs as an average, that would amount to more than \$71,700,000 (\$71.7 million) in savings for Minnesota students and their families.

Information Sharing is a Key Issue

Since the adoption of PSEO in 1985, information sharing about this program has been a fundamental issue in Minnesota. The opportunity that PSEO provides is for any Minnesota high school student, but they can only take advantage if they know about it. In addition, there is a lot of evidence to suggest that the most underserved students reap some of the greatest benefits.

Researchers at the Teachers College of Columbia University noted that students from low-income families, and those who traditionally have not participated in higher education, could gain substantially from participation in dual credit programs. However, these researchers have found:

Because underrepresented students may not have the same opportunities to learn about dual enrollment opportunities as their peers or may be less inclined to take advantage of such opportunities, it is important to ensure that states and programs pay particular attention to the recruitment of such students. States can encourage the participation of disadvantaged groups in dual enrollment by requiring notification of all students of the availability of dual enrollment, providing funds to create outreach programs for underrepresented groups, or creating their own outreach programs for such groups.”

(Karp et. al p. 69)

A 2015 Minnesota Department of Education report also affirmed the continuing need to provide information about the PSEO program via websites, “family engagement events, statewide conferences, and workshops” (MDE, 2015).

A Minnesota Public Radio report noted that colleges and universities vary in their acceptance policies of dual credit. Their report highlighted the importance of students understanding these higher education policies before deciding which dual credit courses to enroll in (Friedrich 2013).

Center for School Change studied materials on more than 90 Minnesota school district websites in January 2014, including registration booklets that have been given to students. These booklets describe various programs and courses available to high school students. Although the 2012 Minnesota Legislature adopted the 10th grade portion of PSEO, Center for School Change research in January 2014 showed that less than 10 percent of the more than 90 high school websites examined throughout the state had accurate, complete information on PSEO. Ninety percent did not include information about the 10th grade career/tech PSEO option, that PSEO courses can be taken online, or that funds are available to help low-income students get to college campuses for PSEO courses (unpublished CSC study).

CSC also found that as of August 2014, about half of Minnesota’s two-year public colleges don’t have up to date information about PSEO (Unpublished CSC study).

CSC recognizes that many districts and schools provide information to students that is not available on their website. CSC is not able to determine the accuracy of information distributed in other ways, such as through presentations to families. However some families have contacted CSC to determine whether information shared with them was accurate (and in some instances, it was not correct).

Moreover, some families have contacted CSC to ask if the 10th grade PSEO option exists, or if transportation funds are available for students from low-income families. These individuals reported that educators making these presentations did not mention 10th grade PSEO and transportation funds.

As the next section explains, the 2014 Minnesota state legislature mandated placement of “up to date” information about PSEO on a district’s website, due to concerns raised by various individuals and groups.

Changes in 2014 Legislation

Legislators in 2014 listened carefully to testimony from CSC and several groups with concerns about information sharing. Some high schools and colleges are not providing accurate information about PSEO to students and families. Minnesota legislators decided to make two key changes to increase community knowledge of these opportunities:

1) As of 2014 Minnesota law now explicitly requires that school districts provide “up-to-date” PSEO information to all 8th-11th-grade students and their families. Specifically, Subdivision 7 of the law states: “By March 1 of each year, a district must provide up-to-date information on the district's Web site and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11” (Minnesota Statute 124d.09, Subdivision 7).

2) The 2014 legislature also modified the ‘gag rule’ on colleges. Colleges and universities can now tell students and families (in districts with more than 700 pupils in 10th through 12th grades) that they can save money on college costs through PSEO. Previously, postsecondary institutions were forbidden to tell students they could save money by taking PSEO courses.

A bipartisan group of legislators led this effort, including: Sen. Carla Nelson, R-Rochester; Sen. Patricia Torres Ray, DFL-Minneapolis; Rep. Linda Slocum, DFL-Richfield; Rep. Carlos Mariani, DFL-St. Paul; and Sen. Terri Bonoff, DFL-Minnetonka.

Legislators worked with a diverse coalition to achieve this, including the Minnesota State College Student Association, Chicano Latino Affairs Council, Growth & Justice, Minnesota Chamber of Commerce, Minnesota Association of Alternative Programs, Minnesota Business Partnership, MinnCAN, Parents United, Education|Evolving, MIGIZI Communications, StudentsFirst, current and former PSEO students and parents, and the Center for School Change.

Some of 2014's progress was limited to permitting colleges and universities to share information with student and families in schools that have more than 700 students in grades 10-12. Thus, there is a continuing need to keep working so that ALL families have accurate information about their students' education.

Here's what two PSEO students told legislators in 2014:

As a graduate of the PSEO Program I can honestly say that participating is one of the smartest decisions I've ever made. I would encourage every student to participate in this program, as the rewards are immeasurable.

Former PSEO student Aaliyah Hodge

Due to the loss in funding, some MN high schools are very reluctant to let students know about PSEO and are withholding information. In my own experience, PSEO has also been a wonderful opportunity. As a high school junior and senior, I enrolled as a full time PSEO student at St. Cloud State University, taking all of my courses on campus. This May, I graduated with my Associate of Arts degree in Liberal Arts and Sciences, participating in my University Commencement before high school. Roughly, the financial savings was \$16,000.

Former PSEO student Jack Raisanen

MN Participation Rates

What follows is a summary of Minnesota statewide participation rates in PSEO. Traditionally underserved student groups are still clearly underrepresented in PSEO (and virtually all dual credit programs). Although there has been progress over the last decade, much more needs to be done to ensure that all Minnesota students have access and opportunity to participate. Students, families, and communities need to have accurate information on these programs.

Minnesota's overall student population in 2014 was 38% Low Income and 30% Students of Color.

PSEO Enrollments		2007	2014	% CHANGE
TOTAL		5,842	7,029	+20%
LOW INCOME		814 14% of participants	1,317 20% of participants	+68%
STUDENTS OF COLOR		866 15% of participants	1,290 18% of participants	+49%
	AFRICAN AMERICAN	322	408	+27%
	LATINO	82	226	+277%
	AMERICAN INDIAN	36	78	+117%
	ASIAN	426	578	+121%
Prepared by the Center for School Change, March 2015 / Source: MN Department of Education's Rigorous Course Taking Legislative Report, 2015				

The following page contains a chart on statewide participation rates across Minnesota for the four largest dual credit programs: Advanced Placement, International Baccalaureate, concurrent enrollment, and PSEO.

DUAL CREDIT PROGRAMS IN MINNESOTA

Participation Rates, 2007-2014

STATEWIDE STUDENT DEMOGRAPHICS, 2015:

38% Low Income

30% Students of Color

PROGRAM		FY 2007	FY 2014	% CHANGE 2007 to 2014
AP	Total	25,988	40,870	+ 57%
	Low income	1,353 (5.2% of participants)	16,838** (41% of participants)	+1144%**
	Minority	4,114 (15.8% of participants)	7,286 (18% of participants)	+77%
	African Am.	566	1,486	+162%
	Latino	393	1,208	+207%
	Am. Indian	89	166	+87%
	Asian	1,778	3,566	+101%
IB	Total	1,642	3,553	+116%
	Low income	361 (22% of participants)	1,102 (31% of participants)	+205%
	Minority	481 (29% of participants)	1,394 (39% of participants)	+190%
	African Am.	116	390	+236%
	Latino	55	297	+440%
	Am. Indian	5	21	+320%
	Asian	271	596	+120%
Concurrent Enrollment	Total	(FY09) 18,980	24,731	+30%
	Low income	2,744 (15% of participants)	4,309 (17% of participants)	+57%
	Minority	1,573 (5% of participants)	2,749 (11% of participants)	+75%
	African Am.	386	659	+71%
	Latino	288	678	+135%
	Am. Indian	186	237	+27%
	Asian	713	1,175	+65%
PSEO	Total	5,842	7,029	+20%
	Low income	814 (14% of participants)	1,371 (20% of participants)	+68%
	Minority	866 (15% of participants)	1,290 (18% of participants)	+49%
	African Am.	322	408	+27%
	Latino	82	226	+277%
	Am. Indian	36	78	+117%
	Asian	426	578	+121%

Prepared by the Center for School Change, March 2015

Source: MN Department of Education's Rigorous Course Taking Legislative Report, 2015

**Data source for this FY14 figure changed from MDE to College Board report. Figure is being reviewed by MDE and College Board.

Methodology

Participants

Randomly selected district/school websites in each of Minnesota's 87 counties were examined to ascertain whether or not they were in compliance with providing accurate and up-to-date information to students and families on PSEO.

Procedure

Using the Minnesota Department of Education's 2014 school data, a list was generated of all the public and charter high schools within each county. A random number generator was then used to select a single high school from each county. The district website for the selected school was visited, whereupon the section on said high school was explored.

Researchers searched for whether information was provided on the following key areas of PSEO:

- the 10th grade PSEO option
- that some PSEO courses are offered online
- that funds are available to help pay for PSEO transportation for student from low income families
- that the PSEO program covers all tuition, books, and fees
- that students have until May 30 to inform their school of their intent to enroll in PSEO

The following steps were used to review each website and its materials for up-to-date information:

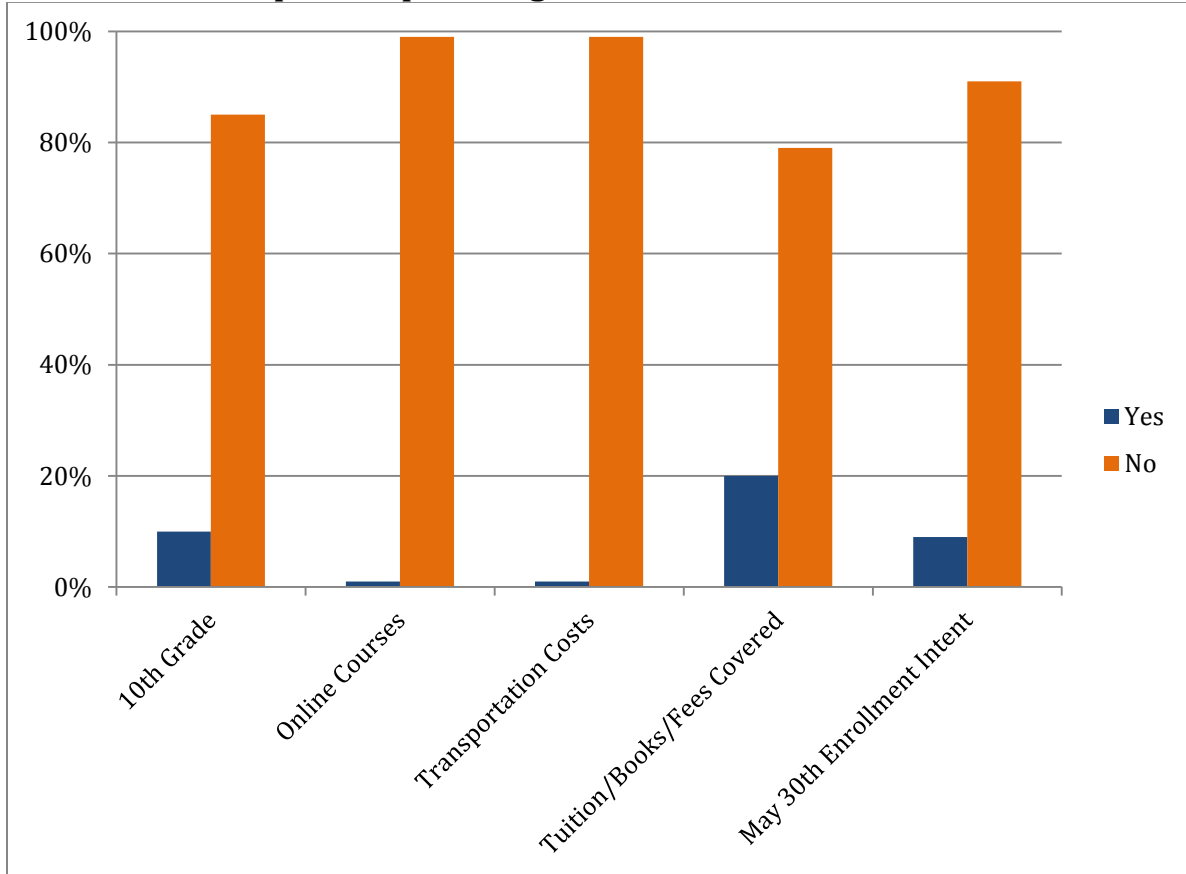
1. If the website offered a search function, to search for "PSEO" and then "Post Secondary Enrollment Options." If there were promisingly viable options returned in the search results, such links were explored.
2. If no such results were returned, the next step was to search for a student handbook. The handbook would generally be found under a tab designed for student or parent information. Once the student handbook was found, a search function was performed for "PSEO."
3. If no such information was given within the student handbook, the next option was to examine the registration guide. The registration guide was generally found in the academics or guidance counselor's section. Ultimately, if there was no information offered in either the student handbook or the registration guide, the counselor's page was scrutinized for any direct information on PSEO.
4. CSC had at least two people carefully review each website. Data shared came from these careful examinations. We accept responsibility for the accuracy of these data and apologize for any mistakes.

Please see Appendix for the results of the random schools examined.

Findings

Research on our stratified random sample of 87 public high schools by county across Minnesota found the following percentages of schools noncompliant with the “up to date” information portion of the law, in various ways. Please refer to the section on methodology and the dataset provided in the Appendix for how these results were determined.

Percent of sampled MN public high schools with accurate PSEO information



- 85% of MN public high schools sampled do not provide information on the 10th grade PSEO option
- 99% of MN public high schools sampled do not provide information on the availability of online PSEO courses
- 99% of MN public high schools sampled do not provide information on the availability of transportation assistance for PSEO students from low-income families
- 79% of MN public high schools sampled do not explicitly state that all tuition, books, and fees are covered for PSEO students (i.e. free for the student)
- 91% of MN public high schools sampled do not provide the accurate date for a student to notify their intent to enroll

Percent of sampled MN public high schools with PSEO information on their website



- 32% of MN public high schools sampled do not have PSEO information available on their school website. 68% of websites do include information on PSEO. However, as noted previously, the majority of websites do not provide up-to-date information.
- 38% of MN public high schools sampled do not return information on PSEO when using the search function on their website. An additional 31% of the websites do not have a search function at all. Only 31% of websites have a search function that returns PSEO information.
- Some websites include a mix of up-to-date and inaccurate information. For example, some districts included information about the 10th grade option on one page of their website, and omitted it on another.

Conclusions & Recommendations

Conclusions

- The vast majority of schools across Minnesota are not providing accurate information about PSEO on their websites to their students and families.
- More work is needed to ensure that the PSEO law is followed; when 85-99% of public high schools in MN are not providing up to date information on their websites about PSEO, the current law is not being followed.
- Given experience over the last year, it is not sufficient to pass a law requiring that up to date information be provided to students and families.
- Some districts provide incorrect information
 - For example, one website insisted that all students who wanted to participate in PSEO had to attend a particular evening meeting. An email conversation with an MDE official confirmed that this requirement is not allowed under the law (MDE staff email to authors, August, 2015).
 - Another district website stated that “students that complete all of the coursework required for a ... (district) high school degree but are not yet old enough to graduate may take courses at local colleges and universities in the post-secondary option.” Students need not complete all the coursework for a high school degree before taking one or more PSEO courses.
- Having recognized the importance of information on PSEO and other dual credit programs, CSC is willing to work with others to help deal with these issues.

Recommendations

- MDE should notify each district and charter high school about the legislative mandate on providing up-to-date information about PSEO, and encourage each to follow through this fall.
- The Minnesota Department of Education (MDE) should refine its online description of PSEO to reflect changes in 2015.
- All MN public high schools should review the information on their websites and in materials given to students and families to determine if they are in compliance with the law. If not, up-to-date information should be provided.
- Each district and school website should include a search function yielding up to date, accurate information about PSEO and other dual credit programs.
- MDE should consider sharing information about PSEO and other dual credit programs directly with families and community groups, in various languages and formats.
- MDE should consider convening state agencies serving communities of color to discuss potential collaboration to inform families about dual credit opportunities.

- The Minnesota Office of Higher Education should consider ways it can provide outreach to various communities about PSEO and other dual credit courses, beyond its website and publications that are sent to schools.
- District and charter school leadership organizations should encourage their members to provide accurate, updated information this fall.
- Community organizations serving students and families from low-income communities should share information with their client families.
- Business groups should consider ways they can provide information to customers and clients about various forms of dual credit.
- This report should be shared with state legislators in 2016, along with a discussion about what recommendations or additional steps might be taken.
- Another study should be carried out in December 2015 to determine the level of compliance with the PSEO law and examine whether it has increased sufficiently.

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Appendix

County	School	10th Grade	Online Courses	Transportation Costs	Tuition/Books/Fees Covered	May 30th Enrollment Intent	Info on Website	PSEO Searchable on Website*
Aitkin	Hill City Public District - Hill City High School	N	N	N	N	N	N	N/A
Anoka	Paladin Career and Tech High School	N	N	N	N	N	N	Y
Becker	Frazer-Vergas School District - Frazer-Vergas High School	N	N	N	Y	Y	N	N/A
Beltrami	Red Lake Public School District - Red Lake High School	N	N	N	N	N	Y	Y
Benton	Foley Public School District - Foley High School	N	N	N	N	N	Y	N
Big Stone	Clinton-Graceville-Beardsley - Graceville High School	N	N	N	N	N	N	Y
Blue Earth	Maple River School District - Maple River High School	Y/N	N	N	N	N	Y	Y
Brown	New Ulm Public School District - New Ulm High School	N	N	N	N	N	Y	N/A
Carlton	Carlton Public School District - Carlton High School	N	N	N	N	N	N	N
Carver	Watertown-Mayer Public School District - Watertown-Mayer High School	N	N	N	Y	N	Y	N
Cass	Northland Community Schools - Northland High School	N	N	N	Y	N	Y	N
Chippewa	MACCRAY School District - MACCRAY Senior High School	N	N	N	N	N	N	N/A
Chisago	North Branch Area Public Schools - North Branch Area High School	Y/N	N	N	N	N	Y	Y
Clay	Hawley Public School District - Hawley High School	N	N	N	N	N	N	N
Clearwater	Clearbrook-Gonvick School District - Clearbrook-Gonvick High School	N	N	N	N	N	N	N/A
Cook	Cook County Public Schools - Cook County High School	N	N	N	Y	N	Y	N/A
Cottonwood	Windom Public School District - Windom High School	N	N	N	N	N	Y	N
Crow Wing	Pequot Lake Public Schools - Pequot Lakes Public Schools	N	N	N	N	N	N	N/A
Dakota	Burnsville-Eagan-Savage Public School Districts - Burnsville High School	Y	N	N	N	N	Y	Y
Dodge	Triton School District	N	N	N	N	N	Y	N
Douglas	Alexandria School District - Alexandria Area High School	Y	N	N	N	N	Y	Y
Faribault	United South Central School District - United South Central High School	N	N	N	N	N	N	N
Fillmore	Rushford-Peterson Public Schools - Rushford-Peterson High School	Y	N	Y	Y	N	Y	Y
Freeborn	Alden-Conger Public School District - Alden-Conger High School	N	N	N	N	N	Y	N/A
Goodhue	Goodhue Public School District	N	N	N	N	Y	Y	N
Grant	West Central Area	N	N	N	N	N	N	N
Hennepin	Sage Academy Charter School	N	N	N	Y	N	Y	N/A
Houston	Caledonia Public School District - Caledonia Area High School	N	N	N	N	N	Y	Y
Hubbard	Laporte Public School District	N	N	N	N	N	N	Y
Isanti	Braham Public School District - Braham Area High School	N	N	N	N	N	Y	Y
Itasca	Greenway Public School District - Greenway High School	N	N	N	N	N	Y	N/A
Jackson	Heron Lake-Okabena School District	Y	N	N	N	Y	Y	Y

Kanabec	Ogilvie Public School District - Ogilvie High School	N	N	N	N	Y	Y	N
Kandiyohi	New London-Spicer School District	Y	N	N	Y	Y	Y	Y
Kittson	Tri-County School District	N	N	N	N	N	N	N/A
Koochiching	Littlefork-Big Falls School District	Y	N	N	N	N	Y	Y
Lac qui Parle	Dawson-Boyd School District - Dawson-Boyd High School	N	N	N	N	N	N	N/A
Lake	Lake Superior Public School District - Two Harbors High School	N	N	N	N	N	Y	N
Lake of the Woods	Lake of the Woods School District - Lake of the Woods High School	Y/N	N	N	Y	N	Y	N/A
Le Sueur	Le Sueur-Henderson School District - Le Sueur-Henderson High School	N	N	N	N	N	Y	N
Lincoln	RTR Public Schools - RTR High School	N	N	N	N	N	Y	N
Lyon	Lakeview School District - Lakeview High School	N	N	N	N	N	Y	Y
Mahnomen	Waubun-Ogema-White Earth Public Schools - Waubun High School	N	N	N	N	N	Y	N
Marshall	Marshall County Central Schools - MCC High School	N	N	N	N	N	N	Y
Martin	Granada Huntley-East Chain - GHEC High School	N	N	N	N	N	N	N/A
McLeod	Glencoe-Silver Lake District - Glencoe-Silver Lake High School	Y	N	N	Y	N	Y	N/A
Meeker	Litchfield Public School District - Litchfield High School	N	N	N	N	N	Y	Y
Mille Lacs	Milaca Public School District - Milaca High School	Y/N	N	N	N	Y	Y	Y
Morrison	Pierz Public School District - Healy High School	N	N	N	N	N	N	N
Mower	Austin Public School District - Austin High School	N	N	N	Y	N	Y	N/A
Murray	Fulda Public School District - Fulda High School	N	N	N	N	N	N	Y
Nicollet	Nicollet Public School District - Nicollet High School	N	N	N	N	N	Y	N/A
Nobles	Adrian Public School District - Adrian High School	N	N	N	N	N	Y	N
Norman	Norman County East School District - Norman County East High School	N	N	N	N	N	N	N/A
Olmsted	Chatfield Public Schools - Chatfield High School	N	N	N	N	N	Y	Y
Otter Tail	Henning Public School District - Henning High School	N	N	N	N	N	N	N
Pennington	Thief River Falls School District - Lincoln High School	N	N	N	N	N	Y	N/A
Pine	Hinckley-Finlayson School District - Hinckley-Finlayson High School	N	N	N	N	N	N	N
Pipestone	Pipestone Area School District	N	N	N	N	N	Y	Y
Polk	Fisher Public School District - Fisher High School	N	N	N	N	N	Y	N/A
Pope	Minnewaska School District - Minnewaska Area High School	N	N	N	Y/N	N	Y	Y
Ramsey	Mounds View Public School District - Irondale High School	N	N	N	Y	N	Y	Y
Red Lake	Red Lake County Central Public Schools - Red Lake County Central High School	Y	N	N	N	Y	Y	N/A

Redwood	Redwood Area School District - Redwood Valley High School	N	N	N	N	N	N	N/A
Renville	Buffalo Lake-Hector-Stewart Public Schools - Buffalo Lake-Hector-Stewart High School	N	N	N	Y	N	Y	N
Rice	Arcadia Charter School	N	N	N	Y	N	Y	Y
Rock	Luverne Public School District - Luverne High School	N	N	N	N	N	N	N/A
Roseau	Greenbush-Middle River School District	N	N	N	N	N	Y	Y
Scott	Jordan Public School District - Jordan High School	N	N	N	Y	N	Y	N/A
Sherburne	Big Lake Public School District - Big Lake High School	N	N	N	N	N	Y	Y
Sibley	Sibley East School District - Sibley East Senior High	N	N	N	N	N	Y	N
St. Louis	Harbor City International Charter	N	N	N	N	N	Y	N/A
Stearns	Melrose Public School District - Melrose High School	N	N	N	N	N	Y	N
Steele	Owatonna Public School District - Owatonna Senior High School	N	N	N	N	N	Y	N
Stevens	Chokio-Alberta Public School District	N	N	N	N	N	N	N
Swift	Benson Public School District - Benson High School	N	N	N	N	N	Y	N
Todd	Browerville Public School District - Browerville High School	N	Y	N	N	N	Y	N/A
Traverse	Wheaton Area Public School District - Wheaton Area High School	N	N	N	N	N	N	N
Wabasha	Plainview-Elgin-Millville - Plainview-Elgin-Millville High School	N	N	N	N	Y	Y	N
Wadena	Menahga Public School District - Menahga High School	Y	N	N	N	N	Y	N
Waseca	Janesville-Waldorf-Pemberton - Janesville-Waldorf-Pemberton High School	N	N	N	Y	N	Y	N
Washington	New Heights School, Inc.	N	N	N	N	N	Y	N/A
Watsonwan	Madelia Public School District - Madelia High School	N	N	N	Y	N	Y	N
Wilkin	Rothsay Public School District	N	N	N	N	N	N	N
Winona	Riverway Learning Community Charter	N	N	N	Y	N	Y	Y
Wright	Howard Lake-Waverly-Winstead Public Schools - Howard Lake-Waverly-Winstead High School	N	N	N	N	N	N	N
Yellow Medicine	E.C.H.O. Charter School	N	N	N	N	N	N	N
								*N/A indicates that no search function is available on site
		10th Grade	Online Courses	Transportation Costs	Tuition/Books/Fees Covered	May 30th Enrollment	Info on Website	PSEO Searchable
	Count if N	74	86	86	69	79	28	33
		85%	99%	99%	79%	91%	32%	38%
	Count if Y	9	1	1	17	8	59	27
		10%	1%	1%	20%	9%	68%	31%
	Count Other	4	0	0	1	0	0	27
		5%	0%	0%	1%	0%	0%	31%
	Sum All	87	87	87	87	87	87	87

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Joe Nathan, PhD, has won awards for his work as a public school teacher, administrator, and researcher. Nathan coordinated the National Governors Association report, "Time for Results: The Governors 1985 Report on Education." Twenty-two state legislatures and several Congressional Committees have invited him to testify. He founded and directs the Center for School Change. *USA Today*, *Wall Street Journal*, *Atlanta Constitution* and other newspapers have published op-ed columns he wrote. Since 1989, he has written a weekly column for various Minnesota newspapers.