

## Dual Enrollment Programs

Minnesota's extensive dual enrollment programs<sup>1</sup> (programs that allow a student to receive high school and college course credit for the same class) have evolved over the last 40 years since the postsecondary enrollment options (PSEO) program was first passed by the legislature in 1985. While there is not universal agreement on the terminology, it may be easiest to classify dual enrollment programs as one of three different types: traditional PSEO; courses according to an agreement; and early middle college programs. The following is a brief description of each type of program, a list of student eligibility, and a summary of how the program is funded.

### Traditional PSEO

Under the traditional PSEO program, an eligible student leaves the high school and takes a college course taught by a member of the college faculty on the campus of a qualifying postsecondary institution (PSI). In some cases, the student may take the college course online directly from the PSI.

**Student Eligibility.** All 11th and 12th grade Minnesota pupils (public, nonpublic, and homeschool students), and some Minnesota pupils in 10th grade who have achieved proficiency on the 8th grade Minnesota Comprehensive Assessments (MCAs) and first enroll in a career and technical course at the PSI, may apply to a PSI in order to participate in the traditional PSEO program. A student may participate part-time or full-time in the traditional PSEO program. A public high school may not prohibit a student from participating in the traditional PSEO program.

**Qualifying PSI.** A qualifying PSI means: a Minnesota public postsecondary institution (University of Minnesota or Minnesota State (formerly MnSCU) institution); a private, residential, two- or four-year, liberal arts, degree-granting college or university with a physical presence in Minnesota (e.g., Bethel University); a nonprofit two-year trade and technical school granting an associate degree (e.g., Dunwoody); or an accredited opportunities industrial center (e.g., Summit Academy OIC). A qualifying PSI sets its own admission requirements for high school students, may choose to limit the number of PSEO students who may enroll in its programs, and may limit the course offerings available to the high school students.

**PSEO Funding.** Under the traditional PSEO program, for a full-time PSEO student, 88 percent of the basic general education revenue is paid by the Minnesota Department of Education (MDE) directly from the state to the PSI. The public school district in turn counts the student as 0.12 pupils in average daily membership across all school funding formulas. The remaining money that would otherwise follow the student (88 percent of all school funding formulas other than the basic general education revenue) is "saved" by the state. For nonpublic pupils, there is no

---

<sup>1</sup> For a more detailed description of dual enrollment programs, see the MDE document "Postsecondary Enrollment Options (PSEO) Reference Guide" updated November 2021, on MDE's website:  
[https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=MDE058445&RevisionSelectionMethod=latestReleased&Rendition=primary](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE058445&RevisionSelectionMethod=latestReleased&Rendition=primary).

residual payment to the school district of residence—the state simply pays 88 percent of the basic general education revenue directly to the PSI. For each part-time PSEO pupil, the district receives a proportionate share of the total school revenue attributable to that pupil, based on the amount of time that the PSEO pupil attends the high school. The state basic formula payment to the PSI is converted from the general education basic formula allowance to a standard rate per credit hour. For fiscal year 2026, this equals \$165.58 for each quarter credit hour ( $[88\% \times (\$7,481 - \$425) \times 1.2]/45$ ) and \$248.37 for each semester hour ( $[88\% \times (\$7,481 - \$425) \times 1.2]/30$ ). The payment to the PSI may not exceed the lesser of the actual tuition at the college or the standard rate per credit hour.

**Program Participation.** For fiscal year 2024, 10,104 public school pupils, 1,705 nonpublic pupils, and 2,141 homeschool pupils attended classes at a PSI taking a total of 205,772 credits, and the state aid payments directly to the PSIs through the traditional PSEO funding formula amounted to \$48.615 million.

## **Courses According to Agreement**

An alternative form of PSEO occurs when the school district and the PSI enter into a contract for services for a dual enrollment course. In 1992, the legislature specifically authorized school districts and PSIs to provide PSEO courses taught in the high school. These programs are sometimes referred to as concurrent enrollment programs or by the program name of the institution offering the course (e.g., College in the Schools—University of Minnesota; Seniors to Sophomores (S2S)—St. Cloud State; and College Now—Southwest Minnesota State University). Instructors in these programs are most often high school teachers specially trained by the sponsoring postsecondary institution to teach the course using curriculum developed by faculty at the PSI. A contract for a course according to an agreement may be for a concurrent enrollment course offered at the high school or for a course the student attends on the college campus (this option has become more prevalent in the last few years because more funding is generated by the student as a concurrent enrollment student than under the traditional PSEO program).

**Student Eligibility.** In addition to 11th and 12th grade students and 10th grade students who have taken a career and technical course, public school 9th and 10th grade pupils may participate in a qualifying world language course or another concurrent enrollment course subject to space limitations and the agreement with the partnering PSI.

**Funding.** Under a concurrent enrollment course or other PSEO course offered through an agreement with a partnering institution, the funding for a participating student is the same as for any other high school student at the school and the aid amounts are paid by MDE directly from the state to the school district. Additionally, if the course qualifies as a concurrent enrollment course, the public school will receive additional aid under the concurrent enrollment aid formula. The contract with the PSI determines how much revenue the school district pays to the PSI for the teacher training, curriculum, and support, and the contract also specifies whether the course will be taught by a college instructor or a high school teacher.

**Program Participation.** For fiscal year 2024, 35,261 students participated in the concurrent enrollment program taking a total of 79,184 college credit-bearing courses.

## **Early Middle College Program**

The 2014 Legislature established the early middle college program as an option under PSEO. Across the states, early middle college programs may have one of several different forms but they are most often targeted to students who are in the academic “middle” and may not otherwise view college as a viable option. Minnesota’s explicit addition of early middle college programs to the PSEO program is intended to increase participation in PSEO for underserved students. Unlike Minnesota’s traditional PSEO and concurrent enrollment programs, under some circumstances, an early middle college program may allow a student to take developmental coursework as part of the dual enrollment curriculum.

**Student Eligibility.** An 11th or 12th grade student who qualifies for the graduation incentives program and who is enrolled in a state-approved alternative program, including an alternative learning center (ALC), alternative learning program (ALP), or contract alternative program may participate in PSEO through an early middle college program.

**Funding.** Some early middle college programs are funded through the traditional PSEO model while other early middle college programs are provided under contract and are funded as courses according to an agreement.

(Minn. Stat. §§ 124D.09; 124D.091)

*Excerpted from the House Research Department publication [Minnesota School Finance: A Guide for Legislators](#), November 2025*

Minnesota House Research Department www.house.mn.gov/hrd   651-296-6753   Third Floor, Centennial Office Building   St. Paul, MN 55155
---