



Direct Admissions Report

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About the Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$224 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$3,466.46 to prepare, including staff time.

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Executive Summary

All students graduating from Minnesota high schools are “college material.” The Office of Higher Education’s broad definition of “college” and what that experience can be for a student, as well as the belief in a student’s ability and the transformative power of a college degree, affirm this core belief in Direct Admissions Minnesota. Direct Admissions ensures that students from participating high schools are notified early in their senior year that there are multiple colleges and universities committed to admitting them, based on their academic performance through their junior year and anticipated high school graduation date. Through personalized communication from the Office of Higher Education, this program allows students to apply with confidence, knowing that the “*will I get in?*” question has already been answered with a “*YES!*”

Direct Admissions has great potential to reduce equity gaps by ensuring that all students get timely information about financial aid and a personal message that affirms their readiness for postsecondary education. Direct Admissions is a partnership project between K-12 and higher education systems and institutions, led by the Office of Higher Education. Minnesota continues to lead the way in the national higher education landscape and public policy movement by firmly situating the program as a common good benefit to students and families in the state.

OHE annually surveys both high school and college staff participating in the program to determine if the program met its implementation goals in the areas of academic tier thresholds, the reasonableness of work required, support materials, responsiveness of the agency, and program launch timing. In terms of program awareness and development as outcomes, 2025-2026 saw a good deal of collaboration within the working group, national media coverage highlighting the program and sharing phenomenal student stories, and continued progress in technology advancements designed to support and augment program development.

The challenges and recommendations highlighted in the following report represent important lessons learned in the development and implementation of the program. With planning and assistance from K-12 and postsecondary partners, the Office of Higher Education will continue to implement process improvements that will make Direct Admissions an even more effective and successful program with each successive year. It is possible to expand Direct Admissions to all of Minnesota’s public high schools, and the agency recommends scaling the program on a voluntary basis over the next three to five years.

This report fulfills the legislative reporting mandate included in the legislation. By February 1, 2026, the Office of Higher Education shall report to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education finance and policy and higher education on activities occurring. The report must include but is not limited to information about the program design, implementation challenges and recommendations, outcomes, and the feasibility of scaling the program to all public high schools. The full text of the legislation is included in Appendix C.

Introduction and Program Design

The process of applying to college can be one filled with stress and anxiety, especially for first generation, low income, and historically underserved and excluded populations. Some students self-select out of the process due to perceived barriers, lack of information, or the complexity of the college search process. Students and families may not be aware that they have multiple college and degree options within the state of Minnesota or about the financial aid resources that may be available to them. Direct Admissions seeks to change this by shifting the paradigm of college admissions to empower students with the knowledge that they are college material and that multiple institutions are ready to admit them. Through a personalized communication signed by the Office of Higher Education, students are given a list of no less than 28 higher education institutions (and up to 55) that have affirmed that they will admit the student upon application and will waive any application fees. This program allows students to apply for free with confidence to their participating college selections of choice, knowing that the *"will I get in?"* question has already been answered with a *"YES!"*.

Direct Admissions aims to reduce self-selection bias in college admissions practices while reducing equity gaps in college enrollment using four strategies:

- Promoting a college-going culture throughout the state that highlights Minnesota colleges and universities
- Connecting students, families, and schools with colleges and universities earlier, giving families time to consider their options and plan.
- Promoting awareness of financial aid and the importance of completing the FAFSA or the MN DREAM Act application.
- Showing students that they have access to a certificate, associate degree, or bachelor's degree if they choose to further their education.

Altogether, the work of Direct Admissions is conducted collaboratively by high schools, OHE, and colleges via six critical steps described below:

1. High schools and colleges/universities opt-in to participating in the Direct Admissions program on an annual basis. High schools complete mandatory Data Sharing and Joint Powers Agreements, and colleges/universities complete mandatory Data Sharing Agreements.
2. High schools notify families of the school's participation in the program and send a Tennessee/FERPA notice to opt out, per local directory/data processes. Excluding students whose families choose to opt-out, high school counselors review end of junior year unweighted cumulative GPA to assign the student to one of the five admission tiers. Students must be on-track to graduate and must be taking grade-level coursework geared toward college rigor. High schools securely transmit that report to OHE.
3. OHE notifies students by email of their "acceptance" for Direct Admissions and available college options.
4. Students respond to the notification and choose the institutions they wish to be directly admitted to as a next step in the admissions process. Responses are collected by OHE.

5. OHE compiles and securely transmits the data and the students' responses to colleges. If a student chooses to supply optional supplemental information, that gets transferred as well.
6. Colleges contact the students to inform them of next steps and engage students as early as possible.

Students are not required to apply to any of the colleges listed on their Direct Admissions survey options, nor are students limited to applying to just those colleges they qualify for through Direct Admissions. The program does not limit student choice or minimize the importance of maintaining academic success in the senior year. As such, Direct Admissions materials communicate the following expectations:

- Students are expected to maintain their academic performance level during their senior year.
- Students are expected to graduate in spring or early summer 2026.
- Students must complete admissions applications and submit any requested additional materials for colleges they are interested in according to the college's application deadlines.
- Students should complete the FAFSA or MN DREAM Act application for financial aid consideration.

Upon applying, Direct Admissions students then move through the same enrollment, financial aid, and orientation processes as any other students at the college of their choice.

Implementation in Minnesota

The goal of the Direct Admissions program is to continue to scale until all public high schools are participating, ideally by 2030. Adding new schools while continuing the participation of current schools requires annual coordination of several key participant groups: (1) K-12 secondary high schools and districts; (2) postsecondary colleges and universities; (3) MDE-approved K-12 technology student information systems (SIS) platforms; and (4) Office of Higher Education.

The 2024-2025 program year had 182 high schools representing 56 counties throughout the state who notified the Office of Higher Education of their desire to participate in Direct Admissions. In assessing work required, staff availability, and timing, eleven high schools either chose to delay or were encouraged to delay participation until the 2025-2026 school year. The cohort enrolled an estimated 31,172 students with nearly half of enrolled seniors (44%) at participating schools identifying as Black, Indigenous, and students of color. Over a third of enrolled seniors (36%) were eligible for free and reduced-price meals. The program continued to partner with the 55 colleges and universities. College and university participation has been stable since the launch of the program and no colleges or universities have opted out of the program since the program began. In total for the final cohort data for 2024-2025, the agency received student data from 175 high schools (60 more than the 2023-2024 cohort). In terms of requests for proactive admission, we received 50,240 total (15,489 more than the 2023-2024 cohort). The program served 7,755 students (2,780 more than the 2023-2024 cohort), or around 25% of all eligible seniors.

For the current 2025-2026 program year, the Office of Higher Education issued a call to high schools to participate in Direct Admissions starting in January of 2025. While nominations were encouraged by guidance counseling offices locally or at the district level, with the support of an administrator, any staff member could complete an application for consideration. For high schools, OHE assured there would be no cost to participate. OHE also offered additional funding to offset costs for high school staff time, e-transcript costs, high school technology changes, and/or related college planning program expenses. OHE's interest form garnered 50 prospective new high schools, and throughout February and March of 2025, four information sessions hosted 87 secondary community members and college access professionals (with 163 overall RSVPs to the sessions, all recorded and posted for those unable to attend in real time). Applications ended up totaling 56 new high schools wanting to join the 2025-2026 program cohort. The initial 2025-2026 cohort comprised around 260 participating high schools from 61 counties across the state, and >40,000+ seniors (44% of whom are students of color and 33% of whom are eligible for Free or Reduced Price Meals).

The same number of postsecondary institutions participated as in past years. Direct Admissions postsecondary institutions were asked to waive all applications fees regardless of the date of application and to choose a specific academic tier for which they would directly admit students. Colleges were also asked to proactively follow up with students shortly after receiving data from the agency, to build early relationships and capacity with students and families. Program growth as it has scaled is detailed in Table 1. Each partner group's primary goals are detailed in the following sections, with OHE serving as the primary collaborator and organizer of program logistics and execution.

Table 1. Direct Admissions Program Participation and Implementation, all years

| Program Years | Number of high school partners who applied at program year start | Number of high school partners who completed the program at year end | Number of college partners | Number of counties represented across the state | Number of high schools in 7-county metro area | Estimate number of enrolled students in cohort | Number of requests for proactive admission | Number of students requesting proactive admission | Percent of cohort |
|---------------|--|--|----------------------------|---|---|--|--|---|-------------------|
| 2022-2023 | 46 | 39 | 51 | 28 | 20 | 6,989 | 12,420 | 2,016 | 29% |
| 2023-2024 | 142 | 120 | 55 | 42 | 71 | 22,505 | 34,751 | 4,975 | 22% |
| 2024-2025 | 187 | 182 | 55 | 56 | 100 | 31,172 | 50,240 | 7,755 | 25% |
| 2025-2026 | 257 | 249 | 55 | 61 | 125 | 40,395 | TBD | TBD | TBD |

Advisory Working Groups – K-12 and Postsecondary

At the outset of the 2025 school year, OHE merged the prior year’s two working groups of subject matter experts into one advisory committee to continue to assist with program design, anticipate barriers and challenges, and provide on-going feedback about the Direct Admissions program. This group met quarterly to help Direct Admissions be successful, innovative, partner-balanced, and student-centered.

Implementation work group representation includes volunteers from the agency, Minnesota State institutions and the system office, the Minnesota Private College Council and member institutions, the Minnesota Department of Education, high school counseling and administrative staff, College Possible, and SIS technology partners. A full list of program advisory committee representatives can be found in Table A1.

The Advisory Committee primarily focused on the following tasks:

- Identifying measures of success.
- Augmenting outreach activities of the agency and capacity-building with newly joining high schools, districts, and colleges.
- Integrating and advancing the Direct Admissions program with existing admissions processes and data systems’ optimization.
- Integrating the Direct Admissions program with other college preparation and planning activities.
- Documenting the work required for participating high schools, districts, and colleges.

Identifying Target Students and High Schools for Direct Admissions

This program seeks to facilitate the transition of high school seniors, particularly students of color, American Indian students, lower-income students, and students utilizing disability services to a postsecondary program by creating a direct admissions pathway. Per the legislation, the participating high schools should be geographically and demographically diverse. In the information sent to high schools, OHE noted that should more high schools be interested in participating than could be financially supported by the program, preference would be given to schools that are above 30% for free and reduced lunch participation and/or have 30% or more students who were Black, Indigenous, and persons of color. To date, no high school that has had interest in participating has been turned away in any program year. The goal of Direct Admissions includes eliminating disparities in college admissions and enrollment resulting from college knowledge, parent educational attainment, and other factors. Therefore, the program's target student population includes demographic groups with a lower-than-average college-going rate. Direct Admissions is designed to spark and supplement other college exploration activities offered by a high school and is not designed to tell students which college or university they should attend. The program's participating high schools include schools with a significant number of students of color, low-income students, and English language learners from across the state to achieve statewide representation.

Participating high schools are asked to complete five tasks:

1. Notify high school seniors and their parents or guardians of their schools' program participation and encourage them to learn more about the programs offered throughout the participating college. Conduct the FERPA/Tennessee notification process.
2. Review end of junior year unweighted GPA and course rigor/grade-level appropriateness to see if the student meets the admission criteria of the participating colleges and universities. Securely transfer that report to the Office of Higher Education.
3. Prompt students to respond to the notification and choose the institutions to which they wish to be directly admitted to. Students can choose one or more of Minnesota's colleges or universities. Once selected, the specified colleges are to reach out with admissions information, and request that students complete the next institutional application step.
4. Send each student's transcript to each college they selected.
5. Collaborate with and provide feedback to OHE regarding implementation, student experience, and opportunities for process and program improvement.

OHE is currently building the 2026-2027 Direct Admissions high school cohort, with the online inquiry webform having been live the entire program year (another program first). Agency cross-promotion and outreach sessions are underway this spring. In addition to those schools choosing to delay or unable to implement in the current 2025-2026 fiscal year but wanting to remain in consideration for the program for the next, current applicants to the program include 27 new high schools for 2026-2027 fiscal year's start and another 39 inquiries, bringing the initial interest for schools up to 66 so far this year.

Direct Admissions Secondary K12 Partners

After Labor Day of the current program year of 2025-2026, the Office of Higher Education had 257 high schools who had indicated interest in conducting the program through contracts, detailed in Table A2 of the Appendix. For the first time in program history, all high schools had program contracts in place prior to Labor Day. By the end of October 2025, three schools had asked to be dropped from their contract for the year. While three schools' participation was lost, an additional four high schools were added on to current district contracts. By the end of 2025, there was attrition of an additional nine high schools, all having either unexpected staffing or technology prioritization changes for the year. All additions and cancellations considered, the total number of high schools who could potentially deliver on the program for the year is 249. As of January 26th of 2026, 242 high schools have reported data for this cohort year. Seven are still in progress as of submission of this report, and data will continue to be collected through the end of June. For reporting purposes, OHE is using the 257 high schools with a contract in place at the school year's start and the intent to complete the program as the census number to discuss outcomes for the program year.

The agency's partnership with the nonprofit college access organization College Possible Minnesota continued from the prior program year. The organization amplified the reach of the program to 119 students in 17 of their direct service high schools that were not already participating in Direct Admissions. Through their use of technology, their organization's coaches communicated with students about their Direct Admissions status, built out college lists, and completed other features of the college search process. College Possible students are requesting two applications on average through the program. These College Possible-serving high schools are detailed in Table A3 of the Appendix.

Student Demographics

The 257 participating high schools enroll an estimated 40,395 senior students. Almost half of enrolled seniors (44%, detailed in Table 2) at participating schools are Black, Indigenous, and/or students of color. Over a third of enrolled seniors (33%, detailed in Table 3) at participating schools were eligible for free and reduced-price meals.

Of the 257 participating high schools, 125 are in the seven-county Twin Cities region of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties. 48% of the students in the 2025-2026 cohort come from this region. High schools who indicated interest at the outset of summer came from 61 counties across the state. Anticipated and current participation by county is detailed in Figure 1.

Figure 1. Direct Admissions Participating High Schools by County for Academic Year 2025-2026

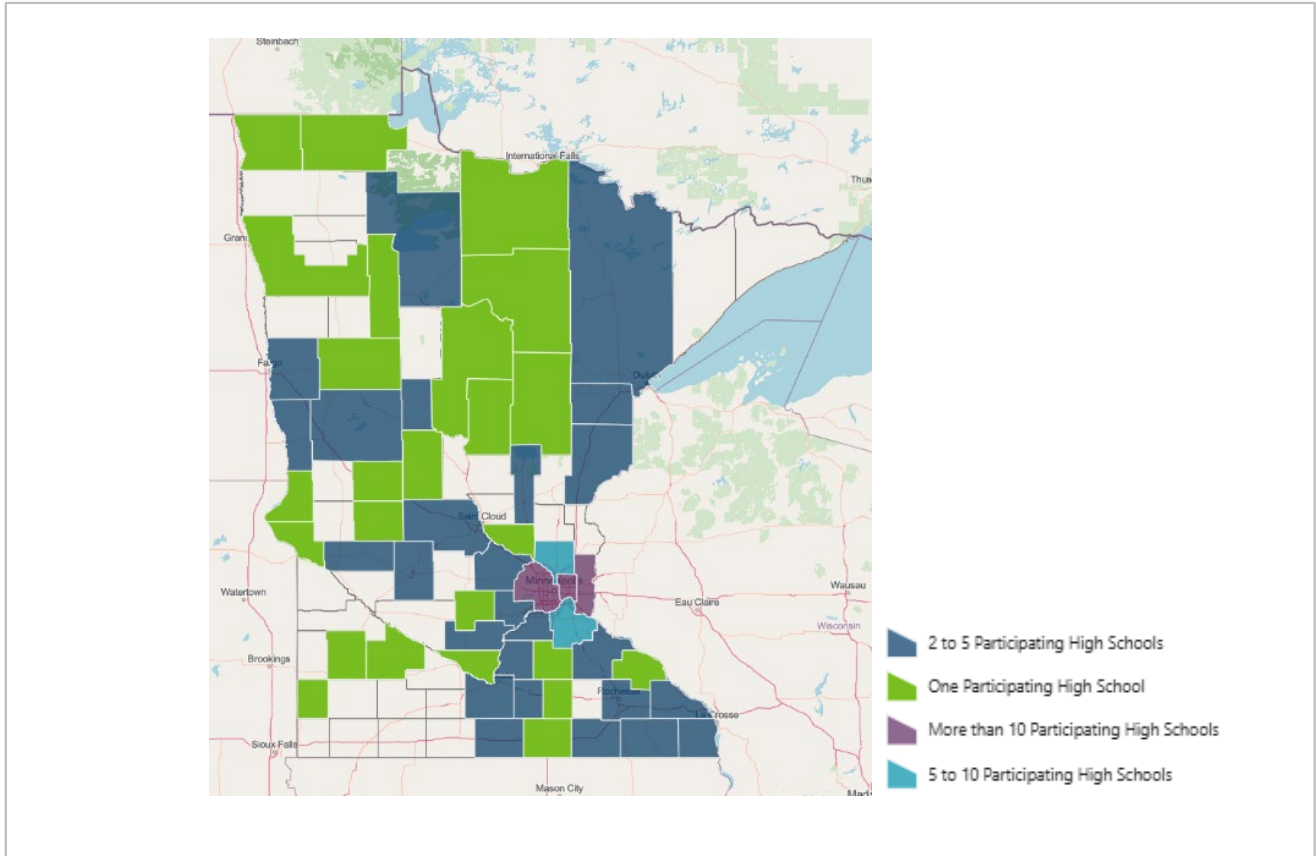


Table 2. Number of Enrolled Seniors at Direct Admissions Participating High Schools by Race and Ethnicity, 2025-2026

| Race and Ethnicity | Count of Enrolled Seniors | Percent of Total Enrolled Seniors |
|---|---------------------------|-----------------------------------|
| Black or African American | 5,713 | 14% |
| American Indian or Native American (Federal Definition) | 1,289 | 3% |
| Asian | 3,456 | 9% |
| Hispanic or Latino | 5,200 | 13% |
| White | 22,505 | 56% |
| Native Hawaiian or Pacific Islander | 39 | 0% |
| Two or More Races | 1,998 | 5% |
| Unreported | 177 | 0% |
| Total | 40,395 | 100% |

Note: Counts based on reported enrollment at end of students’ junior year in June 2025 provided by the Minnesota Department of Education. Percentages rounded to nearest whole number.

Table 3. Number of Enrolled Seniors at Direct Admissions Participating High Schools by Free and Reduced-Price Meals, 2025-2026

| Free and Reduced-Price Meals | Count of Enrolled Seniors | Percent of Total Enrolled Seniors |
|------------------------------|---------------------------|-----------------------------------|
| No | 27,280 | 67% |
| Yes | 13,115 | 33% |
| Total | 40,395 | 100% |

Note: Counts based on reported enrollment at end of students' junior year in June 2025 provided by the Minnesota Department of Education. Percentages rounded to nearest whole number.

Requests for Direct Admissions

As of January 26, 2026, 242 of 257 participating high schools (94% of the high school cohort) reported 34,485 survey communications sent to 34,513 students via Direct Admissions, with 4,450 students requesting proactive admission (approximately 13% of the eligible cohort).

Of those requests, nearly 60% were requests for admission to a Minnesota State college (37%) or university (20%). The remaining 43% were distributed to private non-profit colleges and universities (28%), the University of Minnesota (13%, including the Crookston, Duluth, Morris, or Rochester campuses), and tribal colleges (1%), as shown in Table 4.

Table 4. Number of Student Admissions Requests via Direct Admissions by Sector, 2025-2026

| Sector | Count of Admissions Requests | Percent of Admissions Requests |
|--|------------------------------|--------------------------------|
| Minnesota State 2-Year Colleges | 9,526 | 37% |
| Minnesota State Universities | 5,152 | 20% |
| University of Minnesota | 3,426 | 13% |
| Private Colleges and Universities | 7,274 | 28% |
| Tribal Colleges | 265 | 1% |
| I am not interested in direct admissions | 235 | 0% |
| Total | 25,878 | 100% |

Based on an academic review, students could be eligible for direct admissions to up to 55 colleges (postsecondary participants are detailed in Table A4 of the Appendix). Each participating college opted into one of five academic tiers that best aligns with their admissions standards and enrollment goals.

The percentage of student distribution requesting information by tier is detailed in Table 5. The process for establishing these academic tiers is described in the next section. Of the cohort's engaged students, 47% of students requesting direct admissions at one or more participating colleges were in Tier 5 (cumulative

unweighted grade point average of 3.50 or higher). The next largest group were students in Tier 4 (25%, cumulative unweighted grade point average of 3.0 to 3.49), followed by the open-access Tier 1 (14%, cumulative unweighted grade point average lower than 2.50).

Table 5. Number of Students Requesting Direct Admissions by Academic Tier, 2025-2026

| Academic Tier | Unweighted Grade Point Average (4.0 scale; must include Pass/No Pass Grades) | Number of Colleges Selecting this Academic Tier | Unduplicated Count of Students Requesting Direct Admissions | Percent of Total Students Requesting Direct Admissions |
|---------------|--|---|---|--|
| 1 | Less than 2.50 GPA | 28 | 638 | 14% |
| 2 | 2.50-2.74 | 5 | 293 | 7% |
| 3 | 2.75-2.99 | 6 | 318 | 7% |
| 4 | 3.00-3.49 | 15 | 1,118 | 25% |
| 5 | 3.50-4.00 | 2 | 2,083 | 47% |
| All* | n/a | 55 | 4,450 | 100% |

*Note: Bethel is listed twice, with its Online option in tier 2 and its primary University in tier 4. Being one institution, they are not duplicated in the overall count of participants.

Direct Admissions Postsecondary Partners

Each year, public and private non-profit colleges and universities are eligible to participate in Direct Admissions. Participation was stable at 55 this year, with no colleges or universities withdrawing from the program and no additional institutions joining the program.

To participate, postsecondary institutions are required to complete five tasks after opting into their preferred academic tier, including:

1. Waiving all applications fees for students applying via Direct Admissions regardless of the date of application.
2. Receiving data from OHE which identifies the students requesting to be directly admitted to their institution.
3. Following up with the student in a timely manner with information regarding completion of the institution’s application per their local process.
4. Working with students and their high school counselors should unusual circumstances occur. Should a college have concerns regarding the admissibility of a Direct Admissions student, the college would work with OHE, the high school, and students to address unusual circumstances and challenges to the best of their ability.
5. Collaborating with and providing feedback to OHE regarding implementation, student experience, and opportunities for process and program improvement.

Colleges were not asked to admit a student into any specific academic program or to lower their academic standards. In addition to the annual program kick-off, college partners had opportunities for staff training conducted by the program coordinator as well as digital and print materials to support their individuated community outreach.

Academic Measures

The goal of the academic review is to assign each student participating in Direct Admissions to an academic tier and to verify they are on track to graduate. The academic tier determines which list of colleges the student will receive via email. The academic requirements listed for each tier represent the minimum standard chosen by each college for admitting a student. The Academic Tiers are continuously reviewed and set by the Postsecondary Advisory Group before being finalized annually, and each year the college participants elect their tier by which they'd extend proactive admission to a student.

The academic tiers that were set for the past several years were simplified for the 2025-2026 academic year. This was done for several reasons, including the following:

- A new program tool and dashboard interface was created in partnership with MNIT to allow for quicker, cleaner streamlined data and program accountability. This entailed a definitive and set academic tier structure given the enormous program investment. Given the new 5-year contract terms with high school partners, the timing was ideal.
- The new tiers would lend themselves to an easier conceptual understanding for the public and for program promotion.
- The new structure would allow for greater fidelity of program implementation and success while lessening the burden on counseling staff, SIS partners, and postsecondary partners.

Colleges chose one of five academic tier options for Direct Admissions. The tiers consisted of unweighted cumulative Grade Point Average (GPA) bands on a 4.0 scale. Participating colleges were required to opt into one of the academic tiers. For competency-based secondary high school partners, a correlation table was established for the primary college tiers, and the academic review process consisted of a student's being on track to graduate and coursework taken (standard to the unweighted GPA tiers, too) as well as considering Social-Emotional Learning (SEL) and/or their life skills and standardized testing (in lieu of an unweighted cumulative GPA measure).

Leading into the reformulation of the academic tiers, there were four subcommittees that convened in the spring of 2025 to ensure enhanced program guidance and materials. Three of the subcommittees included the following as it pertained to the academic tier structure:

- Students utilizing special education resources and equitable tiering
- Students utilizing multilingual/English for Academic Purposes/English language learner/English to Speakers of Other Languages' resources and equitable tiering

- Competency-based and alternative high school models and an alternate tier structure

All three subcommittees’ outcomes led to the creation of clearer guidance and resources to aid counselors in the academic review process. In addition to a student’s unweighted cumulative GPA, counselors now assess the course level rigor and appropriateness of coursework in relation to a student’s grade level. School staff consider substitute coursework or non-grade level coursework as well. To do so, staff consider the strength of classes and ultimately render a tier placement by which the student would be most likely successful at the collegiate level. Key factors commonly considered for academic rigor include:

- **Course Selection:** The curriculum and courses taken, such as AP, IB, honors, PSEO, or dual enrollment courses as examples. Colleges generally want to see that students have taken the most challenging courses available to them.
- **Consistency & Progression:** Taking increasingly challenging, rigorous courses over time shows growth and a student’s willingness to be challenged and engaged.
- **Core Subjects:** A well-rounded transcript should reflect advanced coursework in core areas like math, science, English, social studies, world languages, and electives.

The percentage of admissions requests and of total students requesting Direct Admissions to institutions has remained nearly proportional by tiers and to institutional types over the three cohorts so far. Table 6 details the number of college partners per tier, as well as the collective number of institutions a student would see on their survey.

Table 6. Direct Admissions Academic Tiers, 2025-2026

| Academic Tier | Unweighted Grade Point Average (4.0 scale; Must Include Pass/No Pass Grades) | Number of Colleges Selecting this Academic Tier | Total Colleges Appearing on the Student’s Notification |
|---------------|--|---|--|
| 1 | Less than 2.50 GPA | 28 | 28 |
| 2 | 2.50-2.74 | 5 | 33 |
| 3 | 2.75-2.99 | 6 | 39 |
| 4 | 3.00-4.00 | 15 | 54 |
| 5 | 3.50-4.00 | 2 | 56* |

*Note: Bethel University and Bethel Online are in different tiers for the current program year.

K-12 Technology Infrastructure

One of the primary goals of Direct Admissions has been to use technology to ease the burden on K-12 and college staff. This year’s program implemented significant technological process improvements which required investing considerable time over the summer of 2025 to create a homegrown Direct Admissions Tool with the

help of Minnesota IT Services (MNIT). The Tool is a shared, universal platform that allows for the centralization of the Direct Admissions data from several different interfaces, depending on one’s role/interfacing with the program (high school counselor, college admissions, students, and the agency).

For high school counselors, there’s a student roster and dashboard to assist with accountability and data exchange. For college partners, there’s the ability to download student files in real time and review institution-specific and peer comparison data. For students, there is a unique survey link with critical college application information that can be changed anytime. For the agency, it serves as a control center and will allow for continuous process improvement and program maintenance. It also allows the agency to continue moving the program toward a universal and centralized program application.

High schools are still encouraged to leverage their existing SIS vendor and technology, if possible. The Minnesota Department of Education (MDE) currently lists five approved SIS vendors that are compliant with the requirements of technology from the U.S. Department of Education, referred to as “Ed-Fi”. Ed-Fi data submission involves uploading student-level data from a district, high school, or charter school's SIS directly to MDE's Ed-Fi servers. The steps to complete this process are unique to each SIS vendor. SIS vendors provide specific set-up guidance to their districts and charters on uploading and sending data. The five vendors include Infinite Campus, jmc, PowerSchool, Skyward, and Edupoint Synergy. Building the program’s report functionality into existing K-12 SIS technologies minimizes the need for additional data sharing while also allowing the program to leverage existing knowledge base and staff support for the SIS platforms.

At the year’s outset, OHE contacted the five SIS vendors and discussed the compatibility of their SIS systems and the schools’ needs for Direct Admissions. The distribution of schools across the five platforms is detailed in Table 7.

Table 7. Participating High Schools in Direct Admissions by Student Information System, 2025-2026

| Student Information System | Number of Direct Admissions High Schools |
|-----------------------------------|---|
| Infinite Campus | 135 |
| jmc | 34 |
| PowerSchool | 16 |
| Skyward | 24 |
| Edupoint Synergy | 48 |
| Total | 257 |

The Direct Admissions program within the Infinite Campus (135 schools), jmc (34 schools), and PowerSchool (16 schools) SIS platforms were fully operational for the current program year with both the reporting and secure file transfer processes entirely enabled within the products. EduPoint Synergy (48 schools) and Skyward (24 schools) are currently building the program within their SIS platforms, to be deployed in time for fall 2026’s launch. OHE staff provide the technical specifications required for the project to all SIS vendors, who in turn identified or are working on developing existing functionality within their system to meet the reporting and

secure file transfer requirements. The technology developed was integrated into their software platform and made available to all their contracted high schools who participate in the program, at no cost to the schools. SIS partners also provide documentation, training, and technical support as needed. For the current program year, both Edupoint Synergy- and Skyward-utilizing high schools had a slightly nuanced process that was developed and maintained by the agency to interface with the new program tool. OHE worked with school and district staff to first identify similar functionality within their local SIS, usually a report or query that had the data fields needed to conduct the program's academic review. Schools were then given the direction to complete the academic review via use of a password protected CSV file that OHE created, which could then be directly uploaded into the program tool. OHE provided newly developed technology support and resource guides of instructions for all SIS vendors' processes utilizing the new tool and secure upload/file transfer step.

OHE then, upon receiving the quality assured data files, uses the tool to send students unique emails with surveys where college selections can be made. The tool now serves as the main hub for the exchange of data between high schools, OHE, and colleges. OHE monitors program activity via the tool to ensure fidelity of implementation and to troubleshoot participation at a student or school level technology needs or troubleshooting that may arise. Figures A1 and A2 in the Appendices detail the newly designed Direct Admissions data flow for the program, including the transitions between the various program partners. While the flow is like prior years, the stakeholder roles shifted, allowing for both familiarity and more scalable allocation of duties:

- Districts and high schools use their local SIS platform to produce a Direct Admissions report to conduct and quality assure the academic review for student tier placement.
- The report can either be generated internally to the SIS or derived from the SIS and input into an OHE-managed file to be uploaded to the tool.
- The academic review is transferred to and received by OHE through secure means, either direct upload or via SFTP from SIS partners.
- OHE generates the electronic student email with survey notification (printed letters are optional) and encourages students to respond within the survey notification to select institution(s) of preference.
- Student responses are downloaded by colleges, who respond with their local application processes.

Understanding Participation and Impact of Direct Admissions

Measures of Success: Student Outcomes for 2024-2025 Program Year

The success of Direct Admissions is measured by the following student outcome indicators:

- Number of admissions inquiries between September and July of the program year,
- High school completion rate of seniors (indirect outcome),
- Immediate college enrollment rate of seniors (current year is preliminary data),
- Immediate in-state college enrollment rate of seniors, and,
- FAFSA completion rate (indirect outcome).

When possible and appropriate, outcome indicators will be disaggregated by race and ethnicity, gender, free and reduced-price meals eligibility, school and district, and geography.

The following section presents data on two outcome metrics for Direct Admissions. These outcome metrics are:

- Enrollment in a Minnesota college or university in the fall after high school (preliminary data),
- Percent of students who filed the FAFSA.

To evaluate the impact of the Direct Admissions program, outcome metrics are shown for responding 12th grade students (i.e., those who requested proactive admissions) as compared to non-responding 12th grade students at participating high schools in 2024-2025.

Data

Data to determine outcomes of students participating in Direct Admissions comes from the following sources:

- Direct Admissions student participation data was collected by OHE from the student's high school.
- Enrollment data for all 12th graders enrolled at a Minnesota public or charter school and their demographics were provided by the Minnesota Department of Education. This is the same file used by OHE for Minnesota's FAFSA Completion Goal reporting.
- Data on preliminary college enrollment was drawn from the Office of Higher Education's MN Aid system which includes all students enrolled in college between July 1, 2024 and December 31, 2024 and eligible for a Minnesota State Grant by having enrolled in a Minnesota institution participating in state financial aid and completing the FAFSA or other state aid application.
- Data on college enrollment in Minnesota is drawn from the Office of Higher Education's student-level enrollment database. This data is submitted by colleges following the end of each academic term. Fall term data is not yet available for students enrolled in grade 12 in 2024-2025.
- Data on college enrollments outside of Minnesota will be drawn from Minnesota's Statewide Longitudinal Education Data System (SLEDS) which receives data on Minnesota students enrolling in college outside of Minnesota from the National Student Clearinghouse. This data is not yet available for students enrolled in grade 12 in 2024-2025.

- FAFSA information was provided by the U.S. Department of Education to the Office of Higher Education for all Minnesota residents. OHE receives this file to administer state financial aid programs.

During the 2024-2025 academic year, 7,893 students responded to a Direct Admissions survey. However, to minimize high school counselor workload and to protect students' privacy, we gather minimal data on each student, which makes matching respondents to data from other sources difficult. As a result, we excluded 164 Direct Admissions respondents from the evaluation, for whom we could not find information in the enrollment data provided by the Minnesota Department of Education.

Additionally, completion rates for the FAFSA and college or university enrollment rates are determined by comparing the Direct Admissions respondents to all students enrolled at a Direct Admissions high school, regardless of graduation status. Figures referring to these rates are for informative purposes only and should not be considered in trend analysis.

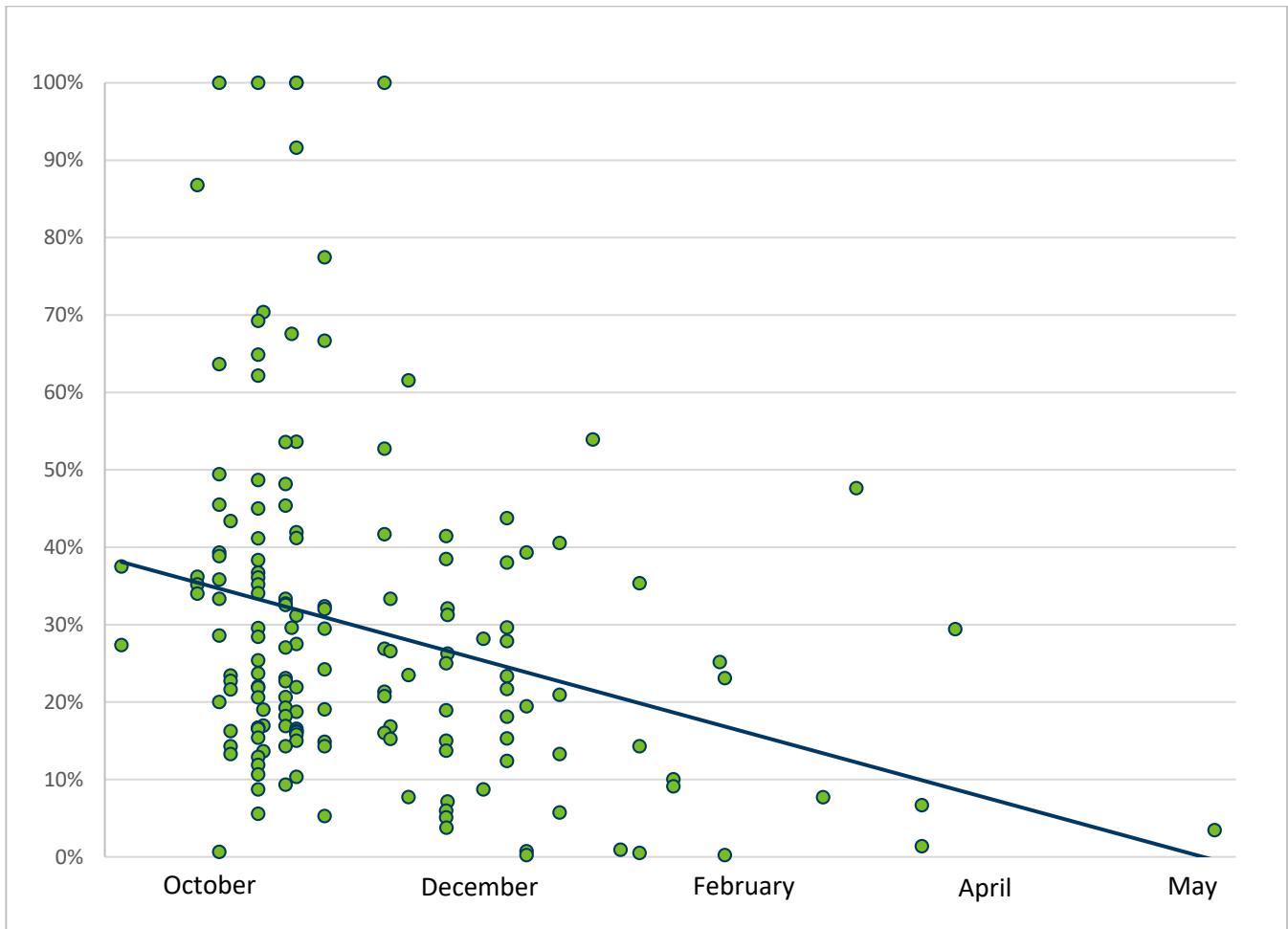
Summary of Outcomes

Overall, students responding to a Direct Admissions survey (i.e., those who received a Direct Admissions survey and requested proactive admissions) generally had higher FAFSA filing rates and higher college enrollment rates as compared to non-respondents (i.e., those who received a Direct Admissions survey but did not request proactive admissions). This remained largely true when the data was disaggregated by sex, race and ethnic community, and eligibility for free or reduced-price meals. In addition, high schools participating in Direct Admissions during the 2024-2025 academic year had higher college enrollment rates as compared to the three years immediately preceding participation in Direct Admissions.

In the 2024-2025 school year, 182 high schools sought to participate in Direct Admissions, and over 31,000 students received a personalized Direct Admissions communication. Of those students, 7,893 students requested Direct Admissions to a participating college or university. These students represent 25% of 12th grade students enrolled in participating high schools in the cohort year. Participation rates varied by timing of the student notification. The program year ended with 50,240 total inquiries from 175 reporting high schools. At the median, students participating in Direct Admissions selected four institutions they wished to request proactive admissions from. Of all students responding, 85% requested information from less than 10 institutions, and 18% chose only one institution.

As more schools participate in Direct Admissions, and as schools participate longer, it is expected that the participation rate will increase due to better awareness of the program; earlier set-up and implementation of the program; and improved integration with district-sponsored college and career exploration activities. Statistics about participation by school can be found in Figure 2.

Figure 2. Percentage of 12th Grade Students Responding to Direct Admissions Surveys at Participating High Schools by Date Survey First Sent, 2024-2025



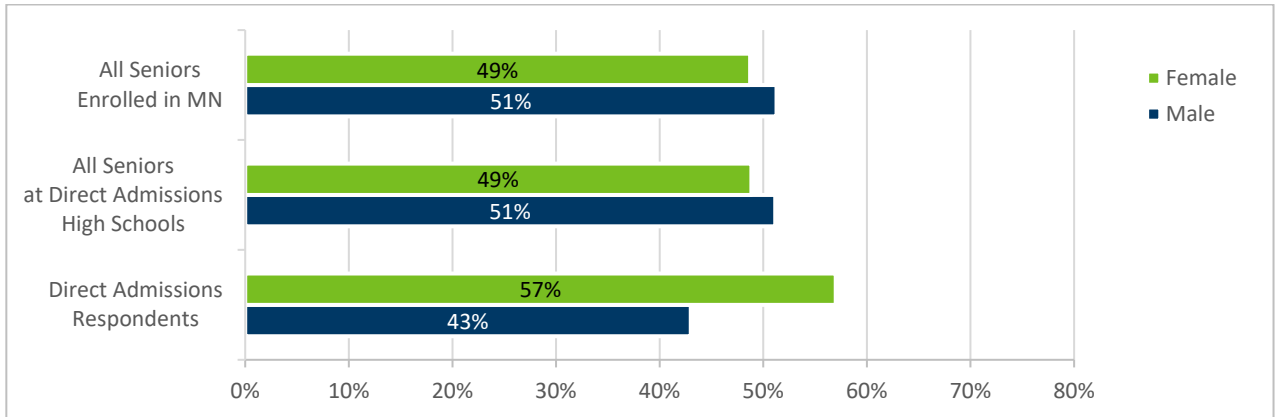
Note: OHE received a greater number of data transmissions between October and November than between November and May. X axis does not reflect a consistent distribution of time. High schools with 100% completion rates represent small schools that comprise a small percentage of the overall cohort.

Demographics of Participants

Gender

Of the 2024-2025 Direct Admissions respondents, 57% identified as female, and 43% as male, as shown in Figure 3. This distribution varies from all enrolled 12th grade students at Direct Admissions high schools and all seniors enrolled in Minnesota, of whom 49% identified as female and 51% as male. This distribution is larger for Direct Admissions students than for all seniors enrolled in Minnesota, as illustrated in Figure 3. As a result, the participation rate in Direct Admissions was lower for students identifying as male (20%) as compared to those students identifying as female (28%).

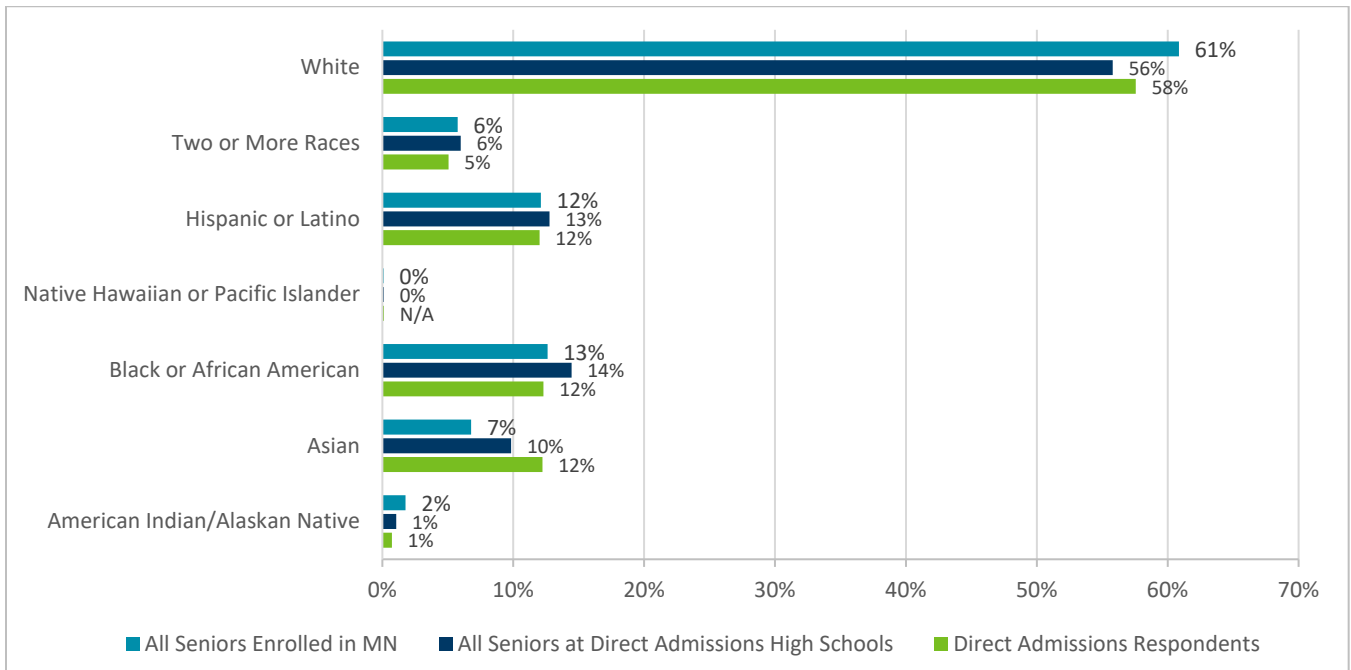
Figure 3. Percentage of 12th Grade Students by Sex and Direct Admissions Status, 2024-2025



Race and Ethnicity

Of 2024-2025 Direct Admissions respondents, 58% identified as White, 12% as Hispanic or Latino, 12% as Black, 12% as Asian, 5% as two or more races, and approximately 1% as American Indian or Alaskan Native (per federal definitions of American Indian and Alaskan Native). Fewer than 10 students identified as Native Hawaiian or Pacific Islander. This distribution varies from all 12th grade students at participating high schools, of whom 56% identified as White. The slight overrepresentation of students identifying as White or Asian compares to the underrepresentation of students identifying as Hispanic or Latino, Black or African American, two or more races, and American Indian or Alaska Native, as shown in Figure 4. As a result, the participation rate in Direct Admissions was lower for students identifying as Hispanic or Latino (22%), Black or African American (20%), two or more races (20%) and American Indian or Alaska Native (16%) as compared to those students identifying as White (24%).

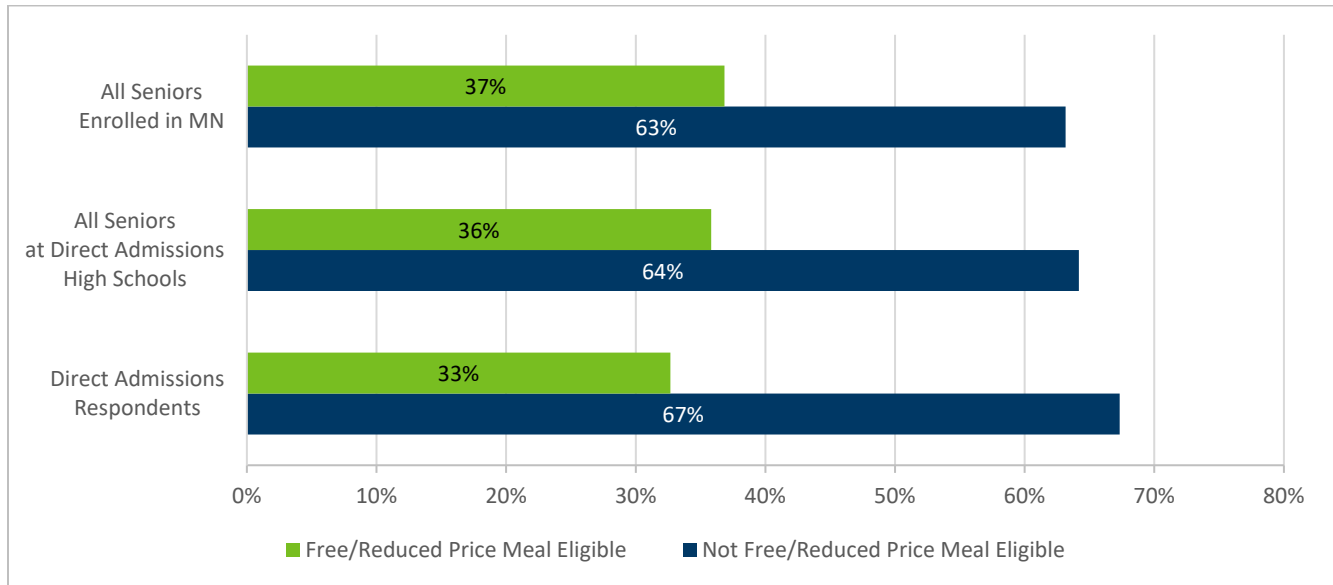
Figure 4. Percentage of 12th Grade Students by Race and Ethnicity and Direct Admissions Status, 2024-2025



Free or Reduced-Price Meal Benefit Eligibility

Of the 2024-2025 Direct Admissions respondents, 33% were eligible for free or reduced-price meal benefits, and 67% were not eligible. This distribution is slightly greater than the distributions for all 12th grade students at participating high schools, as illustrated by Figure 5. As a result, the participation in Direct Admissions is slightly lower for eligible students (22%) as compared to ineligible students (25%).

Figure 5. Percentage of 12th Grade Students by Free or Reduced-Price Meal Eligibility and Direct Admissions Status, 2024-2025



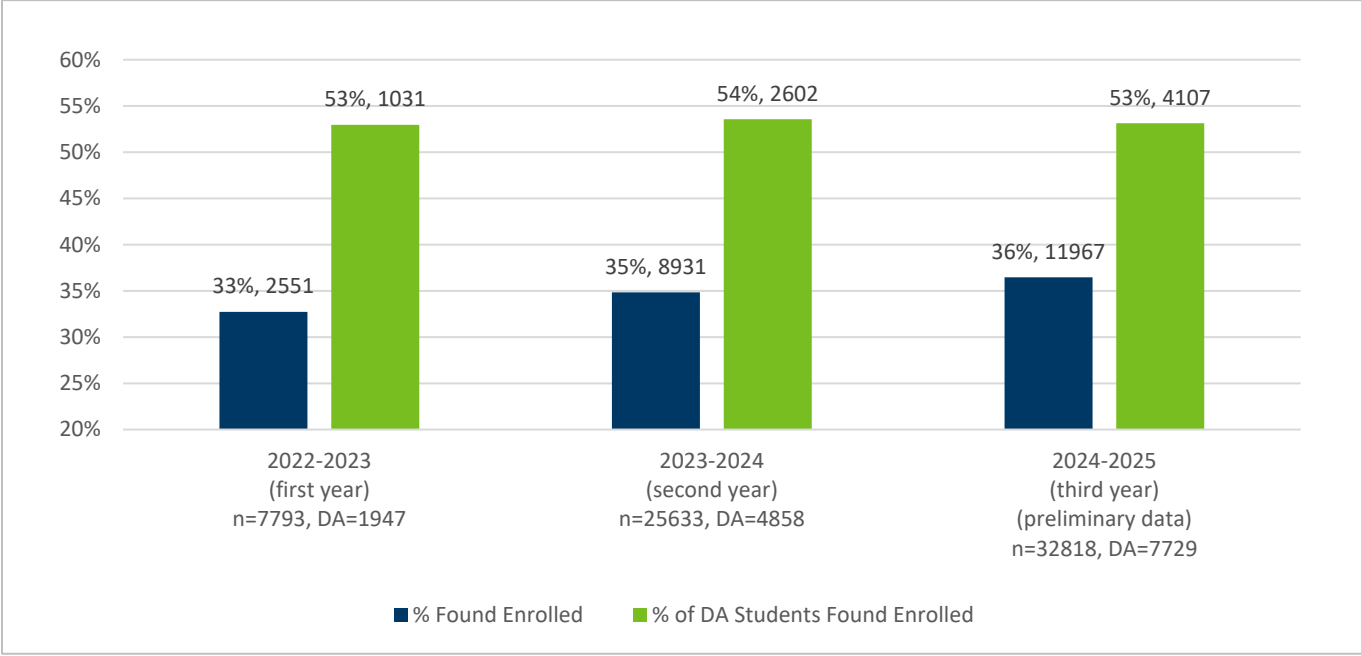
Enrollment in a Minnesota College in Fall after High School (2024-2025 Preliminary Data)

For the 2024-2025 academic year, preliminary Fall 2026 enrollment in college is measured by the presence of a State Grant record for the student. All Minnesota high school graduates who are Minnesota residents and whose families meet income requirements are eligible for a Minnesota State Grant if enrolling at a participating college. This number would not include students who choose to enroll in college in another state, or students who enroll in college but do not apply for state financial aid using the FAFSA or state aid application. These numbers will likely only increase as final data becomes available throughout the year, a metric that will be reflected in next year's annual report.

Among 2024-2025 Direct Admissions respondents, 53% were found enrolled in a Minnesota college in the fall after high school graduation, as compared to 31% of non-responding 12th grade students at a participating high school. Figure 6 highlights that 36% of 12th grade students at participating high schools in 2024-2025 were enrolled in a Minnesota college in the fall after high school graduation, which compares to 35% and 33% in the preceding two years, as shown in Figure 6. To better understand how the college enrollment rates in the fall after high school graduation changed for the high schools participating in Direct Admissions during the 2024-

2025 academic year, we calculated the change in immediate college enrollment rates for these specific high schools between 2023-2024 and 2024-2025, which increased from 35% to 36%.

Figure 6. Percentage of Students at a Direct Admissions Participating High School Enrolling in a Minnesota College Following High School Graduation Over Time (2024-2025 Preliminary Data)

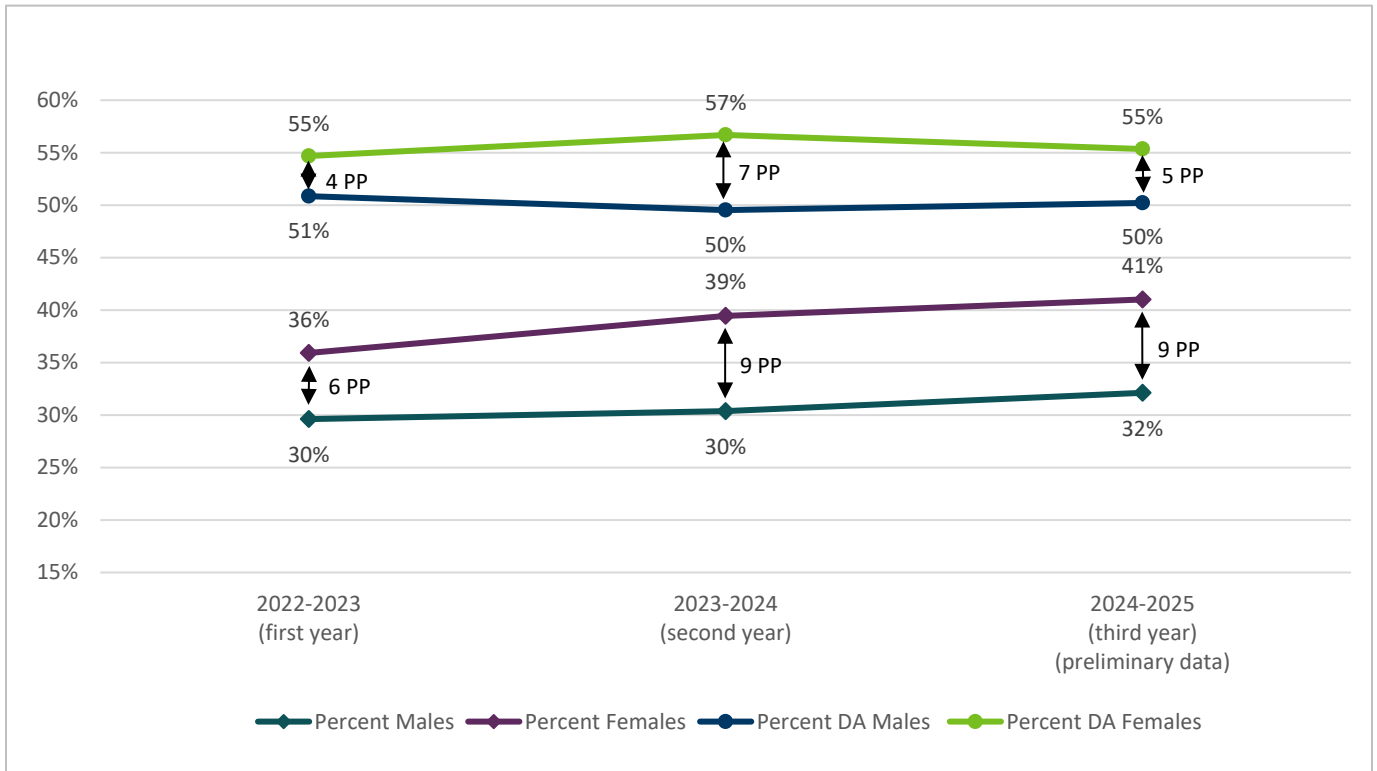


Enrollment in a Minnesota College in Fall after High School by Sex (2024-2025 Preliminary Data)

Of 2024-2025 Direct Admissions respondents, preliminary data found 50% of students identifying as male enrolled in a Minnesota college in the fall after high school graduation, as compared to 28% of non-responding 12th grade students identifying as male at a participating high school. This compares to 55% of 12th grade students identifying as female and responding to Direct Admissions, as compared to 36% of non-responding 12th grade students identifying as female at a participating high school.

Overall, Figure 7 indicates that 32% of 12th grade students identifying as male at a participating high school in 2024-2025 were found enrolled in a Minnesota college in the fall after high school graduation, which compares to 30% and 30% in the preceding two years, as shown in Figure 7. In comparison, 41% of 12th grade students identifying as female at a participating high school in 2024-2025 were found enrolled in a Minnesota college in the fall after high school graduation, which compares to 39% and 36% in the preceding two years. Additionally, not only did Direct Admissions respondents enroll in a Minnesota college at higher rates than non-responding students, but the gap between enrollment rates for those who identify as female and male is smaller among respondents.

Figure 7. Percentage of 12th Grade Students at a Participating High School Enrolling in a Minnesota College Over Time by Sex (2024-2025 Preliminary Data)

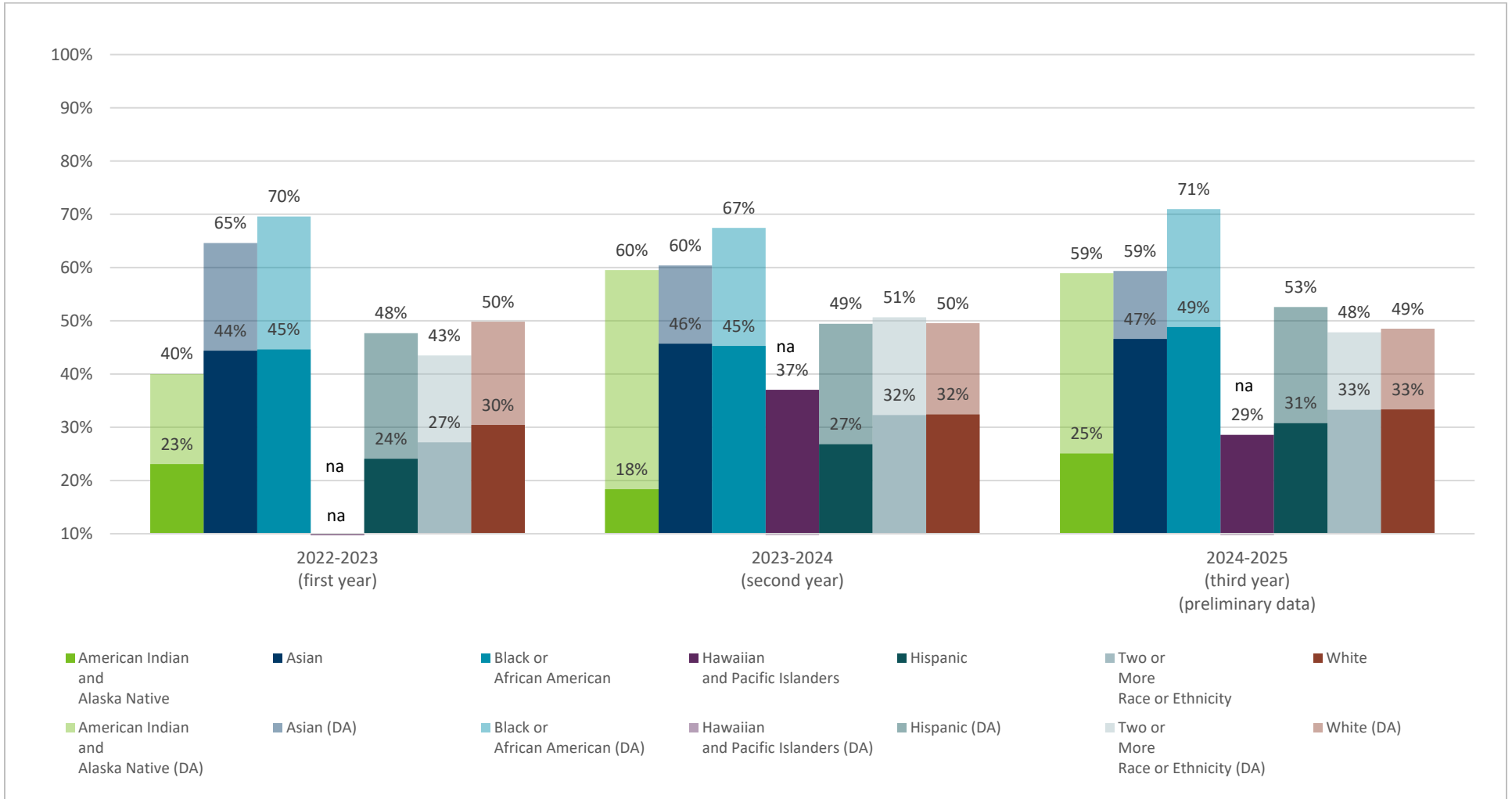


Enrollment in a Minnesota College in Fall after High School by Race and Ethnicity (2024-2025 Preliminary Data)

Of 2024-2025 Direct Admissions respondents, preliminary data found 71% of students identifying as Black or African American enrolled in a Minnesota college in the fall after high school graduation as compared to 43% of non-responding Black or African American 12th grade students. Moreover, higher preliminary enrollment rates were found across all races and ethnic communities among respondents as compared to non-respondents. Respondents identifying as American Indian or Alaska Native, Asian, Hispanic or Latino, two or more races, or White, had preliminary enrollment rates (59%, 59%, 53%, 48%, and 49%, respectively) that exceeded those of their non-responding peers (19%, 41%, 25%, 30%, and 28%, respectively).

Shown in Figure 8, preliminary data found 49% of all 12th grade students identifying as Black or African American at participating high schools in 2024-2025, enrolled in a Minnesota college in the fall after high school graduation, which compares to final data indicating 45% and 45% in the preceding two years. Additionally, the final data found a slight increase over time in enrollment rates for Asian, two or more races, and Hispanic or Latino students. Notably, for students identifying as American Indian or Alaska Native, for whom the rates had decreased in the previous two years, their preliminary enrollment rate has increased seven percentage points between 2023-2024 and 2024-2025.

Figure 8. Percentage of 12th Grade Students at a Direct Admissions Participating High School Enrolling in a Minnesota College Over Time by Race and Ethnicity (2024-2025 Preliminary Data)



Note: As the program continues to expand, OHE will continue to assess and identify possible areas for intervention when there are disparate outcomes for particular student populations. While the overall trends identified in this year's report are positive for almost all categories of students, the findings for Native American students indicate a need for further study for this population. An important disclaimer is the number of students in the program's overall cohort. In terms of Native American students by year, the 2022-2023 program cohort had 99 students (1%); 2023-2024 had 579 students (3%); 2024-2025 had 902 students (3%); and the current program year of 2025-2026 has 1,307 students (3%), a sizable increase over the course of the last several program years.

Table 8. Percentage of 12th Grade Students at a Direct Admissions Participating High School Enrolling in a Minnesota College Over Time by Race and Ethnicity (2024-2025 Preliminary Data)

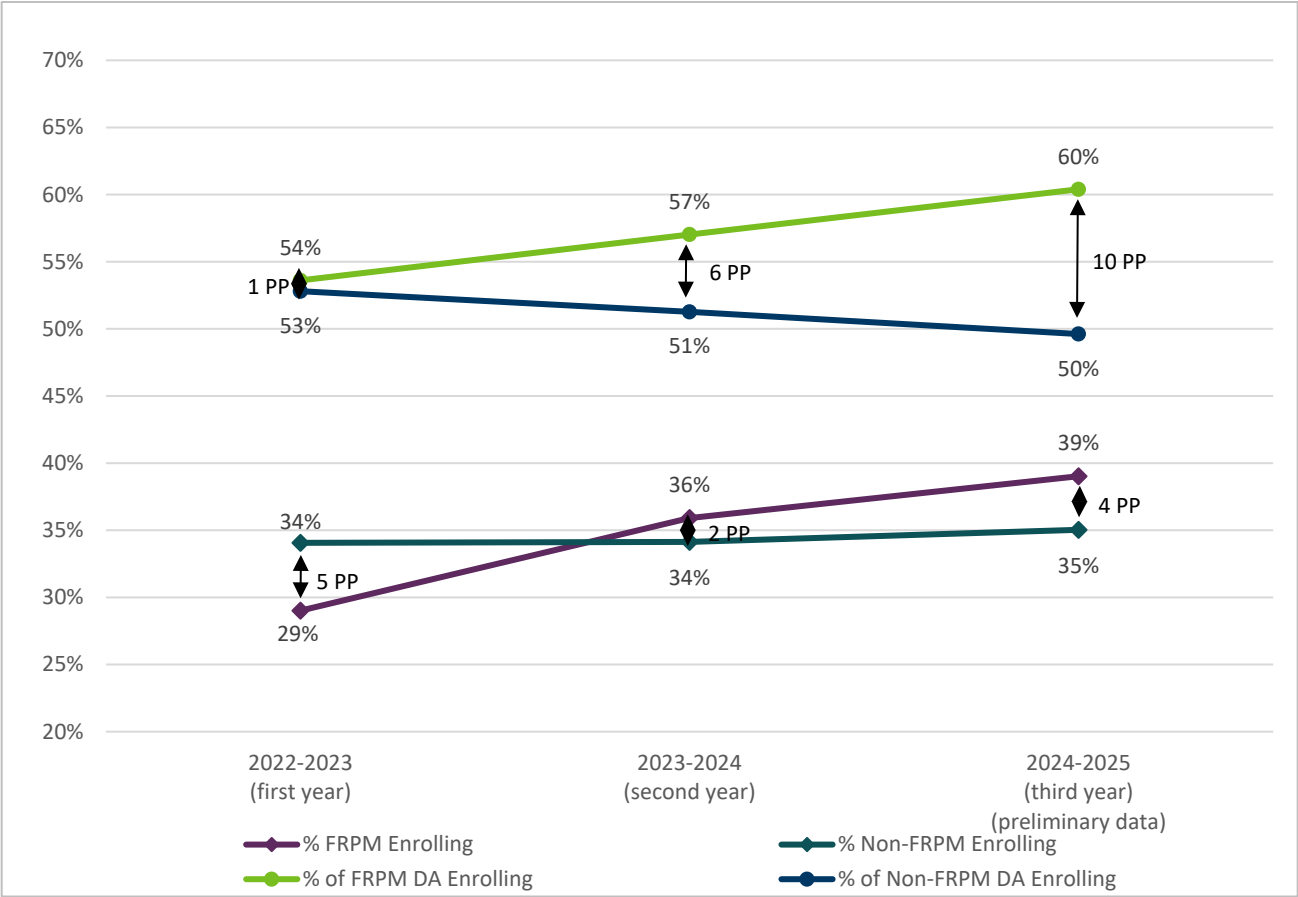
| Academic Year | Race and Ethnicity | Percentage of All Students at Participating Direct Admissions High Schools | Percentage of Students Responding to a Direct Admissions Survey |
|---------------|-----------------------------------|--|---|
| 2022-2023 | American Indian and Alaska Native | 23% | 40% |
| 2023-2024 | American Indian and Alaska Native | 18% | 60% |
| 2024-2025 | American Indian and Alaska Native | 25% | 59% |
| 2022-2023 | Asian | 44% | 65% |
| 2023-2024 | Asian | 46% | 60% |
| 2024-2025 | Asian | 47% | 59% |
| 2022-2023 | Black or African American | 45% | 70% |
| 2023-2024 | Black or African American | 45% | 67% |
| 2024-2025 | Black or African American | 49% | 71% |
| 2022-2023 | Hawaiian and Pacific Islanders | n/a | n/a |
| 2023-2024 | Hawaiian and Pacific Islanders | 37% | n/a |
| 2024-2025 | Hawaiian and Pacific Islanders | 29% | n/a |
| 2022-2023 | Hispanic | 24% | 48% |
| 2023-2024 | Hispanic | 27% | 49% |
| 2024-2025 | Hispanic | 31% | 53% |
| 2022-2023 | Two or More Race or Ethnicities | 27% | 43% |
| 2023-2024 | Two or More Race or Ethnicities | 32% | 51% |
| 2024-2025 | Two or More Race or Ethnicities | 33% | 48% |
| 2022-2023 | White | 30% | 50% |
| 2023-2024 | White | 32% | 50% |
| 2024-2025 | White | 33% | 49% |

Enrollment in a Minnesota College in Fall after High School by Free or Reduced-Price Meal Benefit Eligibility (2024-2025 Preliminary Data)

Of 2024-2025 Direct Admissions respondents, preliminary data found 60% of students eligible for free or reduced-price meals enrolled in a Minnesota college in the fall after high school graduation, as compared to 33% of non-responding 12th grade students eligible for free or reduced-price meals. This compares to 50% of 12th grade students not eligible for free or reduced-price meals and responding to Direct Admissions and 30% of non-responding 12th grade students not eligible for free or reduced-price meals at a participating high school.

Students eligible for free or reduced-price meals showed increases in enrollment over the most recent three years while those not eligible have decreased during the same time. This phenomenon appears to be amplified for Direct Admissions respondents as compared to all 12th grade students at Direct Admissions high schools. Overall, Figure 9 highlights preliminary data which indicates 35% of 12th grade students not eligible for free or reduced-price meals at participating high school in 2024-2025 enrolled in a Minnesota college in the fall after high school graduation, which compares to the final data of 34% and 34% in the preceding two years, as shown in Figure 9. In comparison, preliminary data indicates 39% of 12th grade students eligible for free or reduced-price meals at participating high schools in 2024-2025 were found enrolled in a Minnesota college in the fall after high school graduation, which compares to the final data of 36% and 29% in the preceding two years.

Figure 9. Percentage of 12th Grade Students at a Direct Admissions Participating High School Enrolling in a Minnesota College Over Time by Free or Reduced-Price Meal Benefit Eligibility (2024-2025 Preliminary Data)



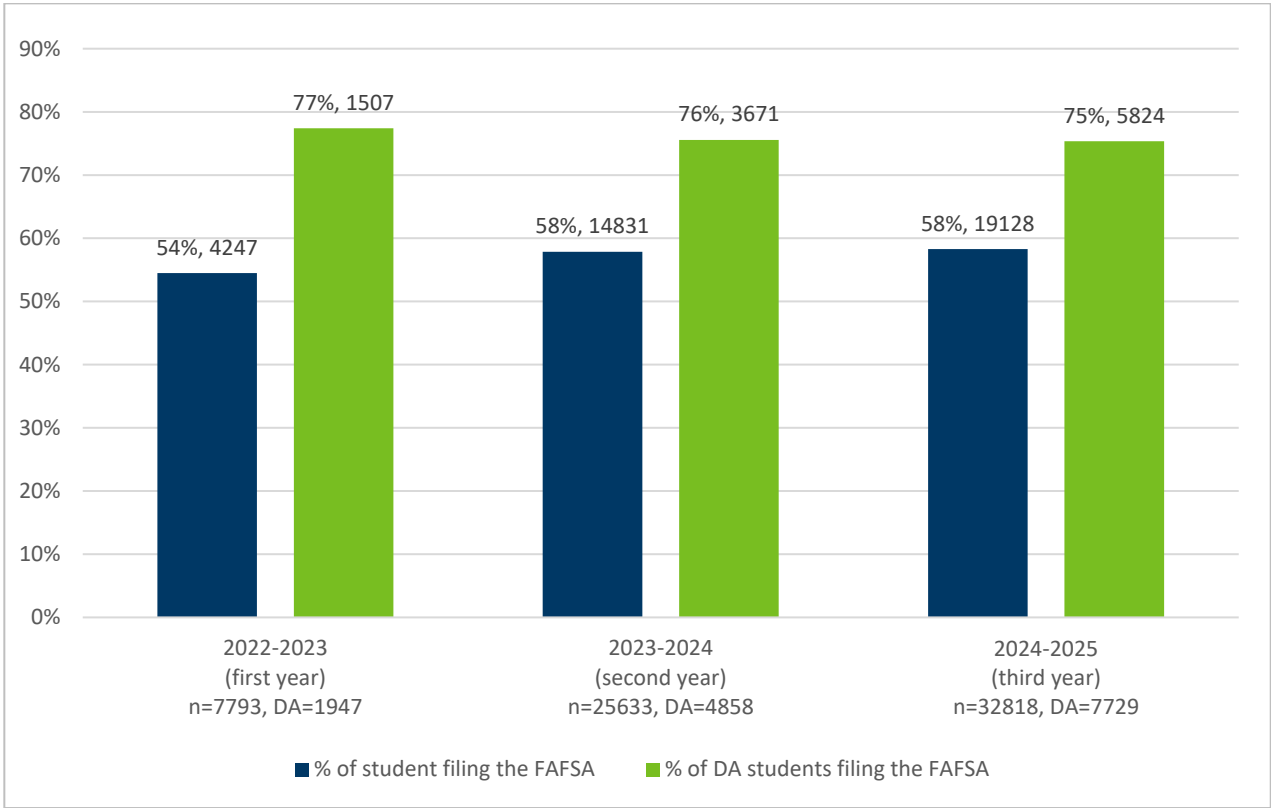
Filed the FAFSA

One measure of intent to enroll in college is student completion of the Free Application for Federal Student Aid (FAFSA) or state aid application. While not all students complete the FAFSA or state aid application, it is a requirement to be eligible for federal and state financial aid. It may also be required by the college to receive

institutional grants and scholarships. To allow appropriate comparisons given the limitations discussed in the data section, the sample population from all years is included in this analysis.

Of 2024-2025 Direct Admissions respondents, 75% filed a FAFSA as compared to 53% of non-responding 12th grade students at a participating high school. Overall, the portion of 12th grade students at a participating high school who filed a FAFSA increased steadily from 54% in 2022-2023 to 58% in 2024-2025 (the third year of the program), illustrated in Figure 10. It should be noted that the well-documented delays in the launch of the FAFSA application due to challenges with the federal implementation of the FAFSA Simplification Act in both the 2023-2024 and 2024-2025 academic years potentially affected participating high schools' FAFSA completion rates. To better understand how the FAFSA completion rate changed for the high school participating in Direct Admissions during the 2024-2025 academic year, we calculated the change in FAFSA completion rates for these specific high schools between the 2023-2024 and 2024-2025, which increased from 57% to 58%.

Figure 10. Percentage of 12th Grade Students at a Direct Admissions Participating High School Filing a FAFSA Over Time

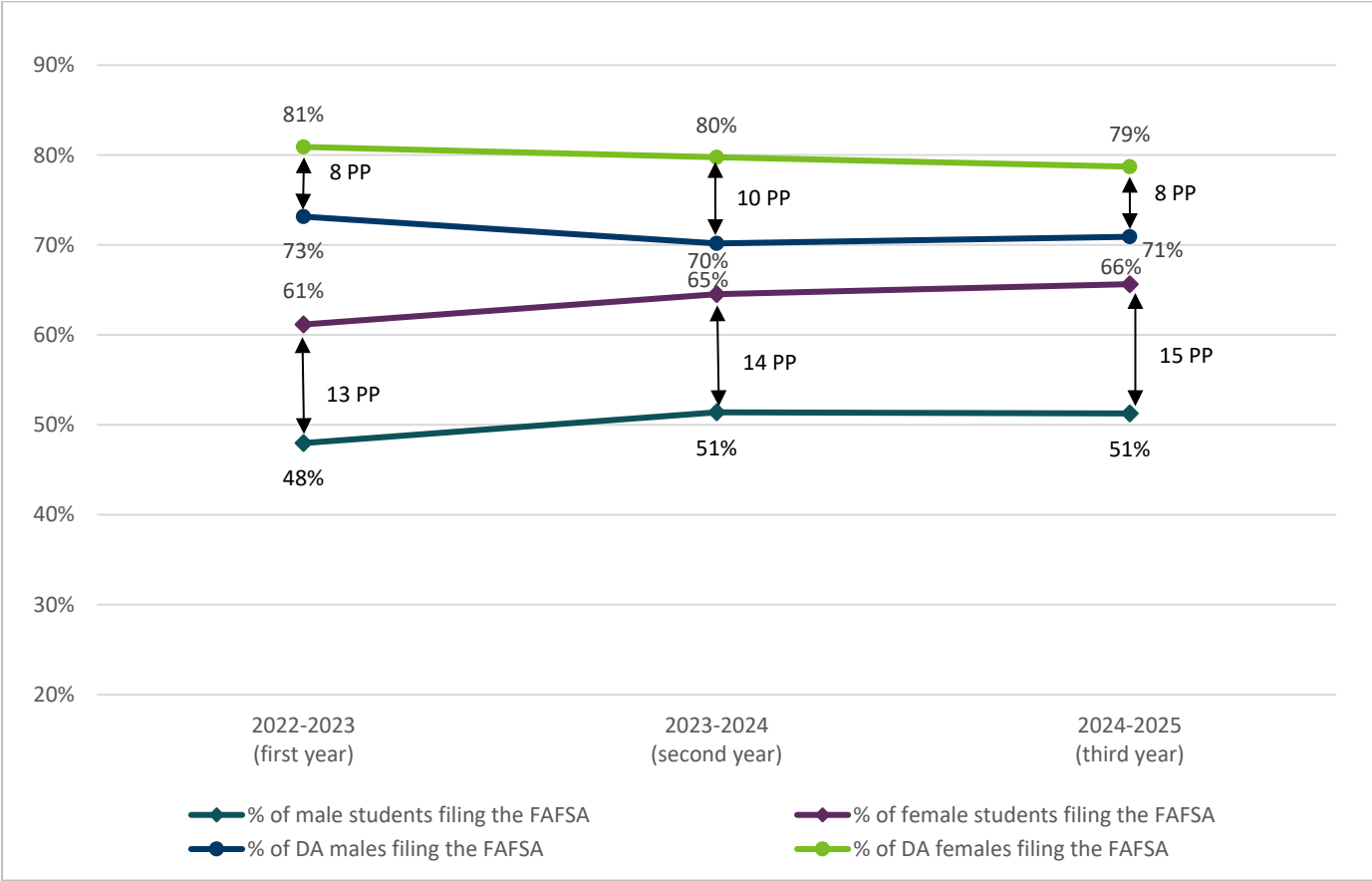


FAFSA Filing by Sex

Of 2024-2025 Direct Admissions respondents, 71% of students identifying as male filed a FAFSA as compared to 46% of non-participating 12th grade students identifying as male at a participating high school. Moreover, 79% of 12th grade Direct Admissions respondent students identifying as female filed a FAFSA, as compared to 61% of non-participating 12th grade students identifying as female at a participating high school.

Figure 11 shows that overall, 51% of 12th grade students identifying as male at a participating high school in 2024-2025 filed a FAFSA, which compares to 51% and 48% in the preceding two years, as shown in Figure 11. In comparison, 66% of 12th grade students identifying as female at a participating high school in 2024-2025 filed a FAFSA, which compares to 65% and 61% in the preceding two years. Interestingly, the percentage of Direct Admissions respondents, both those identifying as male and female, filing the FAFSA has decreased over the past three years. Conversely, for all 12th grade students at a Direct Admissions high school, both those identifying as male and female, the percentage filing a FAFSA has increased over the past three years.

Figure 11. Percentage of 12th Grade Students at a Direct Admissions Participating High School Filing a FAFSA Over Time by Sex



FAFSA Filing by Race and Ethnicity

Of 2024-2025 Direct Admissions respondents, 83% of students identifying as Black or African American filed a FAFSA, as compared to 56% of non-responding 12th grade students identifying as Black or African American at a participating high school. Higher completion rates were found across all races and ethnic communities among respondents as compared to non-respondents. Respondents identifying as White, Asian, two or more races, American Indian or Alaska Native, or Hispanic or Latino also had FAFSA filing rates (77%, 74%, 75%, 70%, and 59% respectively) that exceeded those of their non-responding peers (57%, 57%, 50%, 31%, and 33% respectively).

Overall Figure 12 shows that 62% of 12th grade students, both respondents and non-respondents, identifying as Asian at participating high schools in 2024-2025 filed a FAFSA, which compares to 64% and 65% in the preceding two years, as shown in Figure 12. This decrease in FAFSA filing rates for students identifying as Asian is also seen for students identifying as Hawaiian and Pacific Islanders, and two or more races. Conversely, FAFSA filing rates increased for students identifying as American Indian and Alaska Native, Black or African American, and Hispanic or Latino. Rates remained the same for White students during 2024-2025.

Figure 12. Percentage of 12th Grade Students at a Direct Admissions Participating High School Filing a FAFSA Over Time by Race and Ethnicity

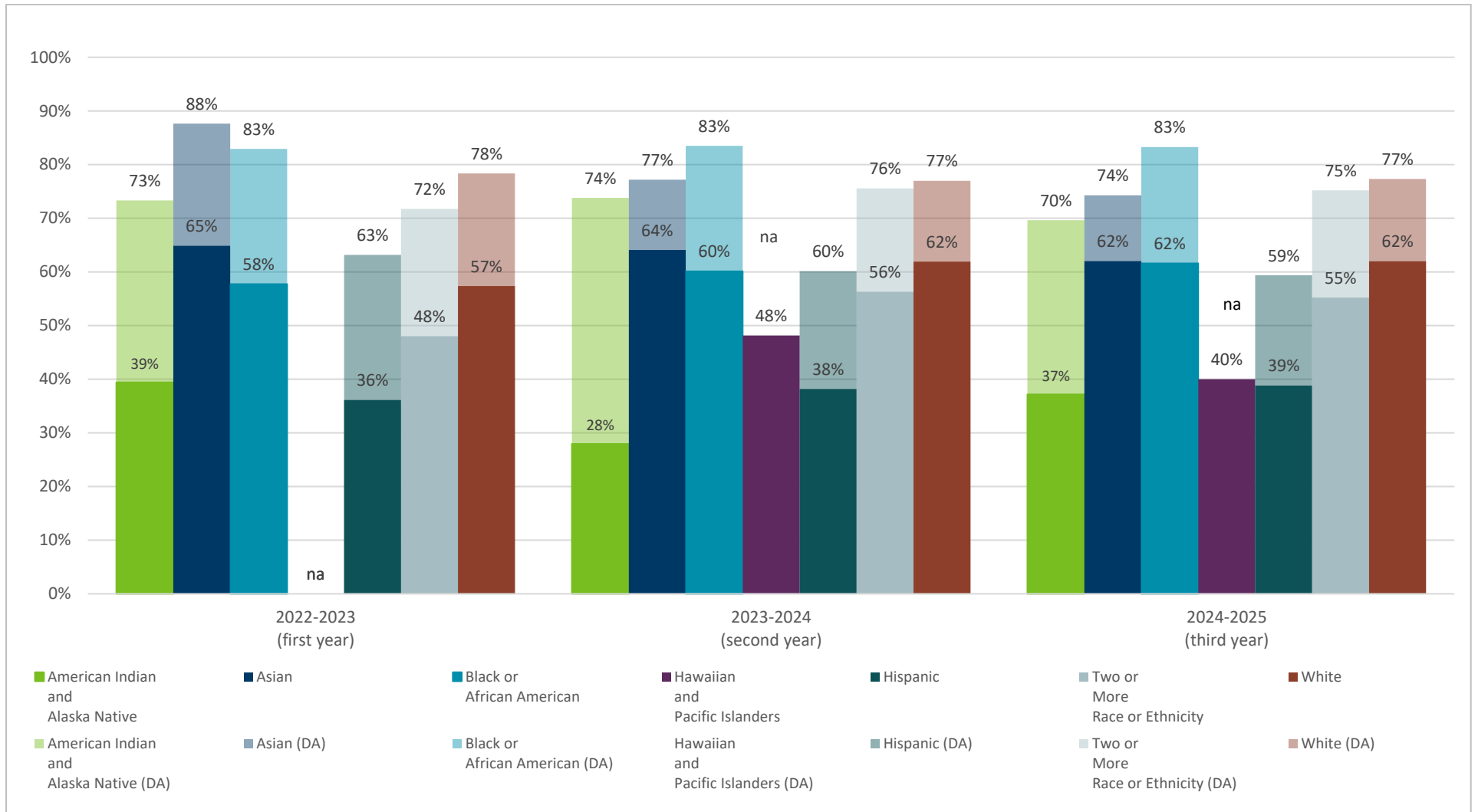


Table 9. Percentage of 12th Grade Students at a Direct Admissions Participating High School Filing a FAFSA Over Time by Race and Ethnicity

| Academic Year | Race and Ethnicity | Percentage of All Students at Participating Direct Admissions High Schools | Percentage of Students Responding to a Direct Admissions Survey |
|---------------|-----------------------------------|--|---|
| 2022-2023 | American Indian and Alaska Native | 39% | 73% |
| 2023-2024 | American Indian and Alaska Native | 28% | 74% |
| 2024-2025 | American Indian and Alaska Native | 37% | 70% |
| 2022-2023 | Asian | 65% | 88% |
| 2023-2024 | Asian | 64% | 77% |
| 2024-2025 | Asian | 62% | 74% |
| 2022-2023 | Black or African American | 58% | 83% |
| 2023-2024 | Black or African American | 60% | 83% |
| 2024-2025 | Black or African American | 62% | 83% |
| 2022-2023 | Hawaiian and Pacific Islanders | n/a | n/a |
| 2023-2024 | Hawaiian and Pacific Islanders | 48% | n/a |
| 2024-2025 | Hawaiian and Pacific Islanders | 40% | n/a |
| 2022-2023 | Hispanic | 36% | 63% |
| 2023-2024 | Hispanic | 38% | 60% |
| 2024-2025 | Hispanic | 39% | 59% |
| 2022-2023 | Two or More Race or Ethnicities | 48% | 72% |
| 2023-2024 | Two or More Race or Ethnicities | 56% | 76% |
| 2024-2025 | Two or More Race or Ethnicities | 55% | 75% |
| 2022-2023 | White | 57% | 78% |
| 2023-2024 | White | 62% | 77% |
| 2024-2025 | White | 62% | 77% |

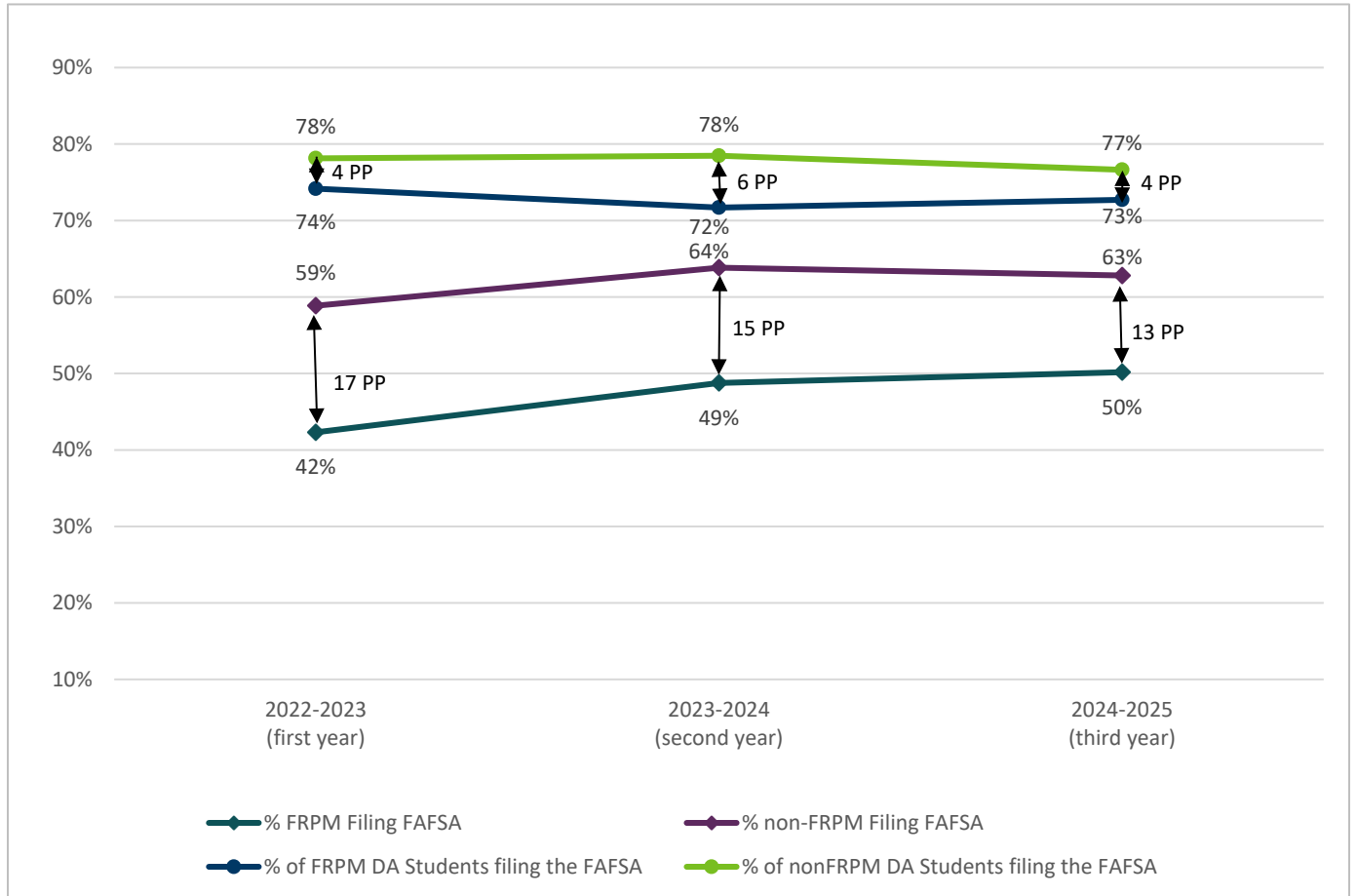
FAFSA Filing by Free or Reduced-Price Meal Benefit Eligibility

Of 2024-2025 Direct Admissions respondents, 73% of students eligible for free or reduced-price meals filed a FAFSA, as compared to 44% of non-responding 12th grade students eligible for free or reduced-price meals at a participating high school. Of the responding 12th grade students not eligible for free or reduced-price meals, 77% filed a FAFSA, as compared to 58% of non-responding 12th grade students not eligible for free or reduced-price meals at a participating high school.

Both students eligible for free or reduced-price meals and those not eligible have increased in FAFSA filing rates since the 2022-2023 academic year. Figure 13 highlights that 63% of 12th grade students not eligible for free or reduced-price meals at participating high school in 2024-2025 filed a FAFSA, which compares to 64% and 59% in

the preceding two years, as shown in Figure 13. In comparison, 50% of 12th grade students eligible for free or reduced-price meals at participating high school in 2024-2025 filed a FAFSA, which compares to 49% and 42% in the preceding two years. Finally, for both Direct Admissions respondents and all 12th grade students at a Direct Admissions high school eligible for free or reduced-price meal eligibility, the percentage filing the FAFSA increased while the percentage decreased for those not eligible for free or reduced priced meal benefits.

Figure 13. Percentage of 12th Grade Students at a Direct Admissions Participating High School Filing a FAFSA Over Time by Free or Reduced-Price Meal Benefit Eligibility



Future Research

Additional data elements will be added as the identified data sources are made available to OHE. These future additional indicators will include:

- High school completion rate of seniors (indirect outcome),
- Immediate college enrollment rate of seniors (final data), and
- Immediate in-state college enrollment rate of seniors (final data).

In addition, OHE will add data disaggregated by school/district and geography when possible and appropriate.

Challenges and Recommendations

OHE is committed to learning as the program grows and to continuous improvement of the program delivery model so that all partners (students, high schools and districts, SIS partners, and participating colleges and universities) continue to benefit. A critical component to scaling the program is transparency challenges encountered, as well as identification for strategies to address said challenges. This cohort year in particular, the Direct Admissions program grew and changed substantially. This growth afforded thousands more students the opportunity to benefit from the program but also required significant resources of time and staff capacity for OHE to ensure successful expansion of the model.

Based on the student outcome data, Direct Admissions continues to be a successful state initiative with significant promise to improve the college admissions experience for Minnesota high school students. That promise will only be enhanced as OHE continues to make process improvements in the following four areas: administration, communications with students, technology, and fidelity of implementation.

Administration

One of the greatest challenges in administering the program remains K-12 staffing and time. Direct Admissions is not an expensive program to administer, but its success relies on high school counselors and related staff allocating time to conduct the program. In the past, this collectively took approximately 40 to 80 hours to set up and execute the program across all high school staff.

With technology improvements and role delegation reassignment this year, OHE hopes to continuously reduce staff time to implement the program annually. Initial annual program fulfillment survey responses indicate that the 2025-2026 cohort of K12 partners' time commitments and expectations have become greatly streamlined, with 97% of survey respondents somewhat or strongly agreeing that "OHE clearly communicated the expectations for school staff in terms of time and work required at the beginning of the program" (63% strongly agreeing). To the questions of "How much time was spent by staff at the school on Direct Admissions work, including academic review and program promotion?", 13% responded that the commitment was more than expected, while 87% stated it was about what was expected or less in terms of the time commitment.

Regardless of these successes, implementation of Direct Admissions requires that high schools complete their assessment of each student's on-track for graduation status as well as the assignment of each student to an academic tier, actions ideally taken between mid-August and the end of October. In addition, staff ensure FERPA notifications/Tennessee warnings are sent to families prior to the academic review process and data being sent to the agency. Given that many high school staff are off contract over the summer months, some of this work must occur either at the end of the school year or immediately at the outset of the next. For schools with limited staffing, finding the hours needed can be a challenge. Some schools may have the option of contracting for work in July, but not all staff are available, and not all schools have the budget to do so. Funding provided by the state can be utilized for reimbursing schools for some of the hours required of staff but is not sufficient for this task over the summer, and this funding diminishes as the program continues to scale. Usually after the first year of program implementation, the need for staff time is reduced in subsequent years as familiarity and knowledge of the program increases. However, time is still required each program year to

complete the assessment of students' on-track for graduation status, as well as the assignment and quality assurance of each student to an academic tier.

To address some of the abovementioned staffing challenges, a "team roster" at the local level was continued this year, fostered at the start through the program application process for newly joining high schools. In the event a staff member went on leave or took a new role elsewhere, many times an additional contact was already known to the agency. Nonetheless, unplanned staff outages or turnover set back several schools or districts that were otherwise initially on track to meet the preferred October notification sending timeline, and while the program does its best to have a well-established roster of staff at each participating school, some schools are simply too lean on staffing or reliant on a sole staff member due to structural set-up of the school.

More frequent and consistent training was also offered for newly joining high schools. All training sessions were recorded and posted to various agency channels. The mentor cohort was continued this year, with a dozen mentors from veteran high school participants connecting with new high schools to share best practices and tips at monthly virtual sessions. Sessions have been sparsely attended, but the agency continues to refine and adapt training in multiple modalities to meet program needs and staff availability.

Another administrative challenge is the sending of student transcripts to college postsecondary partners. Unlike our SIS partners, there is no universally approved slate of e-transcript vendors for high school or district partners to utilize, and with numerous vendors in the space, there are also varying costs, practices, and processes for students to obtain and route their official transcript to Direct Admissions postsecondary partners of their choice. Some high school partners choose to utilize their program funding for an e-transcript vendor service, though the costs usually exceed the program funding allocated to high schools. The agency is considering deeper partnerships with SIS platforms to explore capabilities; policy changes; or the use of unofficial transcripts through direct upload in the new program tool as workaround options.

Communications with Students

The success of Direct Admissions relies on strategically timed and easily understood communication for students and their support system, be it counselors, families, or others. Numerous web-based, print, and digital media assets were created and translated to support the initial Direct Admissions communication to students. High school and college partners each had individuated program toolkits and monthly newsletters. The ordering of print materials and program marketing materials was greatly streamlined this cohort year through a distributor as well. In this area, several challenges occurred, however.

While the bulk of communications were able to be distributed prior to November 1st (80% of participating high schools had done so, a program marker achieved months ahead of the prior year's cohort, point-in-time), we had several emergent challenges with the communication itself. In past years the need for districts and high schools to whitelist domains and allow for batch emails to be received was a known factor needing to be addressed. The need became greater this year in that, to lessen the administrative burden on school staff and SIS partners, the communication sending task was removed from the SIS systems themselves and absorbed by the agency. Despite advanced efforts to mitigate this need, some school's/district's firewalls still proved a barrier for several participants. To assist with this in next year's cohort, technology staff at the high schools will be asked to attend the program's primary technology training, a request that was only suggested in prior years.

One of the ongoing goals for the program is to ensure that students understand what the Direct Admissions program offers and what their next steps should be. Behavioral “nudging” of students to act in a timely manner to select their colleges of choice remains key. Overall, the agency continues to build out better brand awareness and outreach efforts. We hope to have improved communication through counselor focus groups, student feedback, and an interagency review. A review to simplify and streamline the primary “welcome communication” is already underway, and there is the desire to review all print media used in administering the program to ensure its clarity and practicality. As in past years, the most successful high schools leveraged every marketing and communication channel available to them, including print and social media, advisory meetings for seniors, press releases, and more. Earlier introduction and awareness of the program will continue as it grows and becomes imbedded in the college-going fabric of the high schools.

There’s also continued work to do in collaborating on the college side of communications. While the data and communication cadence greatly increased this year due to the agency absorbing the bulk of the role, high school staff have requested that follow-up college communications become more standardized on a set timeline. Anecdotal reports from some high school counselors reported that some students were confused about institution-specific next steps, ranging from applying for free to the college with a promo code to confirming their data in a college-specific portal. With a standard technology tool in place and a set program design, it is now possible to start to settle and standardize other program components as well. On the college side of communications with students, there remains a need to continue to build out more resources to aid students and families in understanding the program and its nuances across institutions. As such, the agency built out or enhanced several resources. New communication vehicles included a College Toolkit companion to the High School partner Toolkit, new video content on student financial aid, and sustaining the junior year marketing campaign for participating high schools. In the upcoming year, the program hopes to create a customizable communication plan for colleges, a brief with standard info to be shared across campuses, and a review of additional materials to support younger learner audiences.

Technology

Direct Admissions uses local SIS platforms and data sharing agreements with high schools and districts to assess and share the data needed to ensure students get their program survey notifications in a timely fashion. The success of the program is dependent on high schools having trained in on and implemented relevant software updates and reports, processes mostly conducted within their local SIS technology to complete the quality assured academic review and send the data file securely to the agency. This process became more streamlined and efficient this program year, particularly given that the report generation and sending could be done entirely within three of the current SIS partner systems, Infinite Campus, jmc, and PowerSchool. For the two SIS partners who were not fully equipped with the program, Edupoint Synergy and Skyward, OHE maintained technology and a secure direct upload which mirrored the process done within the SIS platforms.

While technology training materials and resources have been developed and fine-tuned over the years, this year’s technology enhancements and new program tool required the development of an entirely new workflow and supporting documentation. While the result was a quicker and streamlined process of sending better, quality assured data, it did lend itself to the need to conduct more training at the outset and an overall paradigm shift in terms of how counselors and technology specialists implemented and conducted the program. It also

entailed a good deal of beta testing over the summer, both internal to the agency and in partnership with SIS partners. Despite the new process and learning curve, the trade-offs were well worth it as the resulting tool has roster functionality, live reporting of in-time metrics and for stakeholders and allows the agency to be both nimble and responsive with an immensely large data set.

The need for more targeted and specific trainings next program year, however, is evident, including moving the expectation to those trainings being mandatory for technology specialists at the high schools. Training content is already in development, including best practices in terms of technology set-up, how to employ and leverage one's roster, the initial program Tool set-up access, and more.

Fidelity of Implementation

The final area of program challenges involves fidelity of implementation. For Direct Admissions to be successful, it is critical that the program provide information to the student as soon as possible once the student begins their senior year. Ideally, seniors in the 2025-2026 academic year should have received their Direct Admissions notifications between August and October. While this year saw marked improvement due to many of the changes (80% of high schools were completed by the outset of November), some notifications were occasionally delayed when schools could not complete set up tasks at the outset of the fall (usually due to one of two challenges, technology set-up or staff availability). There is the additional elemental challenge that this notion is constantly in tension for a program that intentionally serves all public high schools across the state, including those who historically have a no- to low- college-going culture (ALCs, Title VI schools, etc.). While this tension might impact overall program metrics, it serves as a true incubator to refine and deliver on the program promise to all students and families, namely their ability to pursue a college degree and pathway that best suits their goals.

As such, a continued goal for future years continues to be to ensure that all notifications are sent to students by October 31st to build on existing College Knowledge month activities and to take full advantage of program benefits (including application fee waivers and connecting to college staff early in senior year). While this might not align perfectly with some of the abovementioned schools' calendar timelines, the ideal notion of "the sooner the better" will prevail when it comes to the communication itself. This also ensures that students have the program information prior to participating in events planned at or by their school in the fall. This is essential given the admissions' profession's landscape of the fall, when college fairs, large-scale college access events, and external vendor timelines go into effect.

Recommendations

The challenges discussed in the prior section are not insurmountable, and with planning and assistance from K-12 staff, SIS technology vendors, and postsecondary partners, OHE remains committed to process improvement. Recommendations to address these challenges include the following:

- Adding 140 additional high schools to the upcoming year's cohort of participants, bringing the number of participating high schools to around 400 in 2026-2027, and continuing to incorporate private/parochial high schools who have interest in the program.

- Broadening alternative learning centers/programs, online high schools, tribal affiliated high schools, and competency-based high schools' participation.
- Continuing to work with high schools earlier in the year to ensure key operational and program benchmarks and deliverables are met and on-track prior to November 1st.
- Continuing to expand upon, standardize, and create new communications and marketing content to augment program partner needs. Refreshing print pieces and younger learner audience outreach for students, staff, and college partners.
- Build out a simple communication plan that can interface with the program tool's student surveys and leverage key college-going activities, admissions' happenings, and times of the school year (for example, FAFSA opening, MEA, holiday breaks, etc.).
- Continuing all-participant virtual gatherings throughout the fall months, as well as moving these gatherings from optional to soft-mandatory. Refining training courses to include more technology-specific details for partner implementation. Consider asynchronous training in multiple formats.
- Continuing to refine and integrate FAFSA and state aid information, perhaps as an additional resource in the tool.
- Improving and refining available data and reporting, particularly through exploring and integrating with SLEDS.
- Continuing to partner with MNIT to refine the program tool and enhance all users' interface experiences. Explore an API gateway to move beyond the SFTP process.
- Continuing to work with high schools to ensure full use of existing SIS technology to support Direct Admissions, including on-boarding the remaining two SIS vendors and leveraging supplemental documents, training, and tools to actualize the program.
- Promoting the program at two to three regional convenings throughout the program year, a learned outcome of the prior two years' Lumina funded initiatives.
- For calendar outreach events and avenues (both virtual and off-site), continue to establish an OHE Direct Admissions' presence and brand-awareness at the following hallmarks of the admissions' calendar year: the fall's Minnesota School Counselors Association annual conference; Association for Institutional Research in the Upper Midwest (AIRUM) conference; Minnesota's National College Fair in October; the Minnesota Association for College Admissions Counseling's fall and spring Minnesota Education Fairs; the Minnesota Association for Counselors of Color fall and spring college fairs; winter's School Counselors of Central Minnesota conference; spring's Minnesota School Boards Association (MSBA) conference; and Minnesota Association of Alternative Programs (MAAP) conference;
- Continuing collaboration with the Minnesota Department of Education in College Knowledge Month/Minnesota Goes to College Efforts throughout October, as well as events such as the "Back to School" Conference for administrators in the late summer as well as the sponsored interagency Autism fair in the spring.

Scaling Direct Admissions Statewide

It is possible to scale Direct Admissions to all of Minnesota's public high schools (more than 63,000 high school seniors). The Office of Higher Education recommends scaling the program over the next four years to all high schools due to the set-up work required and maintaining it as a voluntary program for schools to opt into. Faster

scaling may be possible but would require increasing the Direct Admissions budget to support additional agency staff needed to run the program and to ensure fidelity of operation, appropriate use of data, and technology enhancements.

Next Report

The next report on Direct Admissions Minnesota is due to the Legislature by February 1, 2027.

Appendix A. Direct Admissions Operations

Figure A1 & A2: The 2025-2030 data workflow

The data flow for the program is the most critical element to ensure students receive offers of proactive admission. The academic review commences this workflow. The following visuals detail the data workflow stream between all program parties.

Figure A1: Secondary to OHE agency data flow

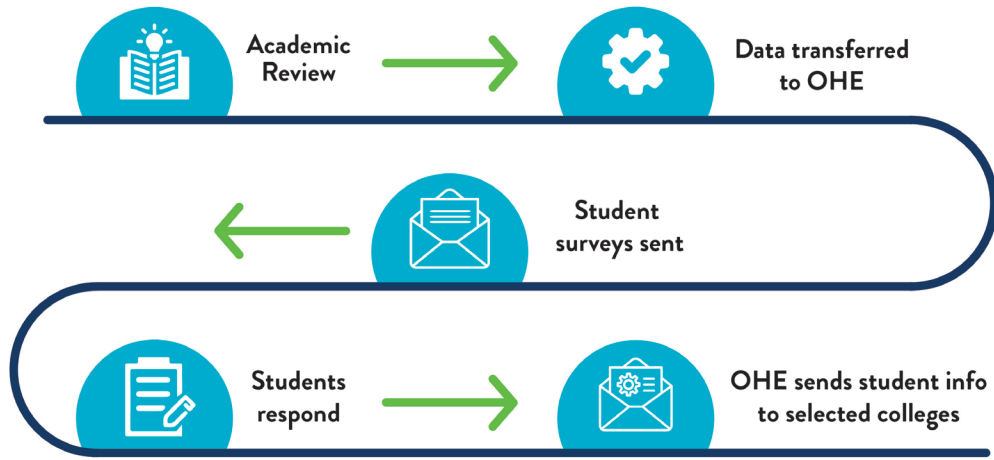


Figure A2: OHE agency to postsecondary data flow

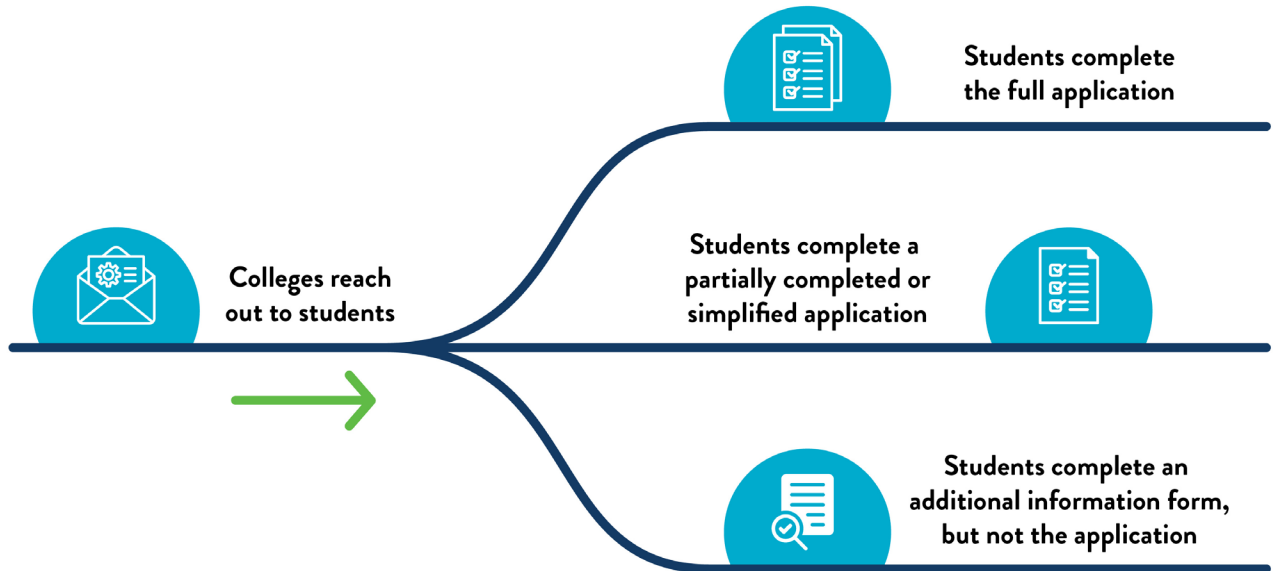


Table A1. Members of K-12 Secondary Advisory Workgroup of Direct Admissions, 2024-2025

| Member | Affiliation |
|--------------------------|--|
| Paul Marlin | Waseca Public Schools |
| Amanda Sitron | Terra Nova Academy |
| Emily Owens | Venture Academy High School |
| Eric Gordee | Infinite Campus |
| Greg Gilman | jmc |
| Forrest Husted | PowerSchool |
| Beth Barsness | Minnesota Department of Education |
| Jessica Cabeen | Austin Online Academy |
| Sally Krager Constantine | Direct Admissions Data Analyst, Office of Higher Education |
| Nick Dalton | College Possible |
| John Eschenbacher | Saint Paul Public Schools |
| Libby Fahrenkamp | Outreach and Marketing, Office of Higher Education |
| Aaron Salasek | Direct Admissions Coordinator, Office of Higher Education |
| Robert Gould | Augsburg University |
| Kaitlyn Giles | Ridgewater College |
| Jeff Lemke | Bethany Lutheran College |
| Christine Barnhouse | University of Saint Thomas |
| John Manning | Minnesota Private College Council |
| Ali Pickens-Opoku | Minnesota State System Office |
| Cynthia McDonald | Dunwoody College of Technology |
| Maria Wright | Saint Cloud State University |
| Alicia Zeone | Rochester Community and Technical College |

Table A2. Participating High Schools for 2025-2026 (County and District Indicated, Alphabetical Order by High School)

| County | District | High School |
|---------------|---|--|
| Hennepin | Osseo Public School District | 279Online Learning Program 9-12 (Osseo Online) |
| Ramsey | North St. Paul-Maplewood Oakdale Public School District | 622 Alternative Middle/High School |
| Ramsey | North St. Paul-Maplewood Oakdale Public School District | 622 Online High School |
| Ramsey | Saint Paul Public Schools | A. G. A. P. E. Teen Parent |
| Hennepin | Aim Academy of Science and Technology | Aim Academy of Science and Technology |
| Ramsey | Saint Paul Public Schools | ALC Gateway to College |
| Hennepin | Osseo Public School District | ALC Senior High (Osseo) |
| Stearns | St. Cloud Public School District | Apollo Senior High |
| Dakota | Rosemount-Apple Valley-Eagan | Apple Valley Senior High |
| Rice | Arcadia Charter School | Arcadia Charter School |
| Mower | Austin Public School District | Austin Area Learning Center |
| Mower | Austin Public School District | Austin Online Academy |
| Mower | Austin Public School District | Austin Senior High |
| Hennepin | Minnesota Transitions Charter School | Banaadir Academy |
| Clay | Barnesville Public School District | Barnesville High School |
| Hennepin | Bloomington Public Schools | Beacon ALP |
| Sherburne | Becker Public School District | Becker Senior High |
| Beltrami | Bemidji Public School District | Bemidji Senior High |
| Beltrami | Bemidji Public School District | Bemidji Senior Lumberjack ALC |
| Swift | Benson Public School District | Benson Area Learning Center |
| Swift | Benson Public School District | Benson Secondary |
| Itasca | Grand Rapids Public School District | Bigfork Secondary |
| Wright | Buffalo-Hanover-Montrose Schools | Bison Online |
| Faribault | Blue Earth Area School District | Blue Earth Area Secondary |
| Hennepin | BlueSky Charter School | BlueSky Charter School |
| Douglas | Brandon-Evansville Public Schools | Brandon-Evansville High School |

| County | District | High School |
|---------------|---|--|
| Wilkin | Breckenridge Public School District | Breckenridge Area Learning Program |
| Wilkin | Breckenridge Public School District | Breckenridge Middle/High School |
| Wright | Buffalo-Hanover-Montrose Schools | Buffalo Senior High |
| Dakota | Burnsville-Eagan-Savage School District | Burnsville Alternative High School |
| Dakota | Burnsville-Eagan-Savage School District | Burnsville High School |
| Hennepin | Minneapolis Public School District | Camden High School |
| Goodhue | Cannon Falls Public School District | Cannon Falls Secondary |
| Ramsey | Career Pathways | Career Pathways |
| Anoka | Centennial Public School District | Centennial Area Learning Center |
| Stearns | St. Cloud Public School District | Central Minnesota Virtual Academy |
| Ramsey | Saint Paul Public Schools | Central Senior High |
| Olmsted | Rochester Public School District | Century High School |
| Carver | Eastern Carver County Public Schools | Chanhassen High School |
| Carver | Eastern Carver County Public Schools | Chaska High School |
| Saint Louis | Chisholm Public School District | Chisholm Secondary |
| Hennepin | Bloomington Public Schools | Choice Academy |
| Steele | Technical Academies of Minnesota | CHOICE Technical Academy |
| Clearwater | Clearbrook-Gonvick School District | Clearbrook-Gonvick Secondary |
| Carlton | Cloquet Public School District | Cloquet Area ALC* |
| Carlton | Cloquet Public School District | Cloquet Senior High School |
| Anoka | Columbia Heights Public School District | Columbia Heights Senior High |
| Ramsey | Community of Peace Academy | Community of Peace Academy High School |
| Ramsey | Community School of Excellence | Community School of Excellence High School |
| Ramsey | Saint Paul Public Schools | Como Park Senior High School |
| Cook | Cook County Public Schools | Cook County Senior High School |
| Ramsey | Saint Paul Public Schools | Creative Arts Secondary School |
| Pine | East Central School District | Crossroads Area Learning Center |

| County | District | High School |
|---------------|--------------------------------------|--|
| Hennepin | Cyber Village Academy | CVA Fusion High School (9-12) |
| Hennepin | Cyber Village Academy | CVA PASCAL Middle & High School (6-12) |
| Wright | Delano Public School District | Delano High School |
| Becker | Detroit Lakes Public School District | Detroit Lakes Senior High |
| Olmsted | Dover-Eyota Public School District | Dover-Eyota High School |
| Dakota | Rosemount-Apple Valley-Eagan | Eagan Senior High School |
| Hennepin | Eagle Ridge Academy Charter School | Eagle Ridge Academy Charter School |
| Pine | East Central School District | East Central Senior Secondary |
| Washington | South Washington County Schools | East Ridge High School |
| Dakota | Rosemount-Apple Valley-Eagan | Eastview Senior High |
| Hennepin | Eden Prairie Public School District | Eden Prairie Online Secondary |
| Hennepin | Eden Prairie Public School District | Eden Prairie Senior High |
| Hennepin | Edina Public School District | Edina Senior High School |
| Hennepin | Edina Public School District | Edina Virtual Pathways |
| Hennepin | Minneapolis Public School District | Edison High |
| Sibley | EdVisions Off Campus School | EdVisions Off Campus School |
| Hennepin | Academias La Paz | El Colegio High School |
| Sherburne | Elk River Public School District | Elk River Senior High |
| Nobles | Ellsworth Public School District | Ellsworth Secondary |
| Hennepin | Minneapolis Public School District | FAIR High School |
| Rice | Faribault Public School District | Falcons Online Academy High School |
| Rice | Faribault Public School District | Faribault Area Learning Center |
| Rice | Faribault Public School District | Faribault Senior High School |
| Polk | Fertile-Beltrami School District | Fertile-Beltrami Secondary |
| Washington | Forest Lake Public School District | Forest Lake Area Community School |
| Washington | Forest Lake Public School District | Forest Lake Area High School |
| Anoka | Fridley Public School District | Fridley Senior High* |

| County | District | High School |
|---------------|--------------------------------------|--|
| Sibley | GFW Public Schools | GFW High School |
| Mcleod | Glencoe-Silver Lake School District | Glencoe-Silver Lake Senior High |
| Goodhue | Goodhue Public School District | Goodhue Secondary |
| Ramsey | Saint Paul Public Schools | Gordon Parks High School |
| Itasca | Grand Rapids Public School District | Grand Rapids Area Learning Center |
| Itasca | Grand Rapids Public School District | Grand Rapids Senior High School |
| Ramsey | Great River School | Great River School |
| Washington | South Washington County Schools | Great Rivers Adult Education (ACCESS) |
| Ramsey | Saint Paul Public Schools | Harding Senior High School |
| Dakota | Hastings Public School District | Hastings Alternative Center |
| Dakota | Hastings Public School District | Hastings High School |
| Clay | Hawley Public School District | Hawley Secondary |
| Otter Tail | Henning Public School District | Henning Secondary |
| Ramsey | Saint Paul Public Schools | Highland Park Senior High School |
| Ramsey | North St. Paul-Maplewood Oakdale | Hill-Murray School |
| Sibley | Le Sueur-Henderson School District | Hilltop Alternative Learning Program (Le Sueur ALC)* |
| Ramsey | Hmong College Prep Academy | Hmong College Prep Academy |
| Dakota | Hastings Public School District | HOA High School |
| Ramsey | HOPE Community Academy | HOPE Community Academy High School |
| Hennepin | Hopkins Public School District | Hopkins High School |
| Houston | Houston Public School District | Houston Secondary |
| Wright | Howard Lake-Waverly-Winsted | Howard Lake Waverly Winsted ALP |
| Wright | Howard Lake-Waverly-Winsted | Howard Lake-Waverly-Winsted Secondary |
| Ramsey | Saint Paul Public Schools | Humboldt High School |
| Carver | Eastern Carver County Public Schools | Integrated Arts Academy |
| Sherburne | Elk River Public School District | Ivan Sand Community High School |
| Hennepin | Bloomington Public Schools | Jefferson High School |

| County | District | High School |
|---------------|---|---|
| Olmsted | Rochester Public School District | John Marshall High School |
| Ramsey | Saint Paul Public Schools | Johnson Senior High School |
| Scott | Jordan Public School District | Jordan High School School |
| Wright | Kaleidoscope Charter School | Kaleidoscope Charter High School |
| Stearns | St. Cloud Public School District | Katherine Johnson Education Center |
| Hennepin | Bloomington Public Schools | Kennedy High School |
| Otter Tail | Fergus Falls Public School District | Kennedy High School |
| Fillmore | Kingsland Public School District | Kingsland Junior/Senior High School |
| Kittson | Kittson Central School District | Kittson Central Secondary |
| Wright | St. Michael-Albertville School District | Knights Academy |
| Mille Lacs | Onamia Public School District | Kokesh Area Learning Center |
| Houston | La Crescent Montessori & STEM School | La Crescent Secondary Montessori & STEM Academy |
| Washington | Lakes International Language Academy | Lakes International Language Academy Upper School |
| Le Sueur | Le Sueur-Henderson School District | Le Sueur-Henderson Middle/High School |
| Ramsey | Saint Paul Public Schools | LEAP High School |
| Winona | Lewiston-Altura Public School District | Lewiston-Altura Secondary |
| Hennepin | Lionsgate Academy | Lionsgate Academy - Minnetonka |
| Koochiching | Littlefork-Big Falls School District | Littlefork-Big Falls Secondary |
| Blue Earth | Mankato Public School District | Mankato East Senior High |
| Blue Earth | Mankato Public School District | Mankato West Senior High |
| Hennepin | Osseo Public School District | Maple Grove Senior High |
| Lyon | Marshall Public School District | Marshall Area Learning Center |
| Lyon | Marshall Public School District | Marshall High School |
| Lyon | Marshall Public School District | Marshall Career and Tech Institute |
| Lyon | Marshall Public School District | Marshall Targeted Services |
| Olmsted | Rochester Public School District | Mayo High School |
| Aitkin | McGregor Public School District | McGregor Secondary |

| County | District | High School |
|---------------|---|--|
| Stearns | Melrose Public School District | Melrose Secondary |
| Saint Louis | Mesabi East School District | Mesabi East Secondary |
| Mille Lacs | Milaca Public School District | Milaca 7-12 Online |
| Mille Lacs | Milaca Public School District | Milaca Area Learning Center |
| Mille Lacs | Milaca Public School District | Milaca Secondary High |
| Sibley | Minnesota New Country School | Minnesota New Country School |
| Houston | Houston Public School District | Minnesota Virtual Academy High School |
| Hennepin | Minnetonka Public School District | Minnetonka Senior High |
| Pope | Minnewaska School District | Minnewaska Secondary |
| Olmsted | Rochester Public School District | MNSync Online Secondary |
| Chippewa | Montevideo Public School District | Montevideo Senior High |
| Clay | Moorhead Area Public School District | Moorhead High School |
| Kanabec | Mora Public Schools | Mora Alternative Learning Center |
| Kanabec | Mora Public Schools | Mora High School |
| Hennepin | Minneapolis Public School District | MPS Online 6-12 |
| Hennepin | Minnesota Transitions Charter School | MTS High School |
| Itasca | Nashwauk-Keewatin School District | Nashwauk Secondary |
| Hennepin | Bloomington Public Schools | New Code Academy High School |
| Kandiyohi | New London-Spicer School District | New London Alternative School |
| Kandiyohi | New London-Spicer School District | New London-Spicer Senior High |
| Hennepin | Minneapolis Public School District | North High |
| Washington | North Lakes Academy | North Lakes Academy 7-12 Campus |
| Ramsey | North St. Paul-Maplewood Oakdale Public School District | North Senior High |
| Cass | Northland Community Schools | Northland Secondary |
| Anoka | Northwest Passage High School | Northwest Passage High School |
| Mille Lacs | Onamia Public School District | Onamia High School |
| Dakota | Burnsville-Eagan-Savage School District | ONE91 Virtual Academy Secondary (Burnsville Virtual Academy) |

| County | District | High School |
|---------------|---|---|
| Sherburne | Elk River Public School District | Online728 High School |
| Ramsey | Saint Paul Public Schools | Open World Learning Secondary |
| Big Stone | Ortonville Public Schools | Ortonville Secondary |
| Douglas | Osakis Public School District | Osakis Secondary |
| Hennepin | Osseo Public School District | Osseo Senior High |
| Anoka | PACT Charter School | PACT Charter Secondary |
| Hennepin | Osseo Public School District | Park Center IB World School |
| Washington | South Washington County Schools | Park High School |
| Otter Tail | Parkers Prairie Public School District | Parkers Prairie Secondary |
| Crow Wing | Pequot Lakes Public Schools | Pequot Lakes Senior High |
| Hennepin | Perpich Center For Arts Education | Perpich Center For Arts Education |
| Wright | Buffalo-Hanover-Montrose Schools | Phoenix Learning Center |
| Hennepin | PIM Arts High School | PIM Arts High School |
| Pipestone | Pipestone Area School District | Pipestone Senior High |
| Wabasha | Plainview-Elgin-Millville Community Schools | Plainview-Elgin-Millville High School |
| Hennepin | Prairie Seeds Academy | Prairie Seeds High School Academy |
| Scott | Prior Lake-Savage Area Schools | Prior Lake High School |
| Scott | Prior Lake-Savage Area Schools | Prior Lake-Savage Area ALC (Bridges Area Learning Center) |
| Saint Louis | Proctor Public School District | Proctor Senior High |
| Beltrami | Red Lake Public School District | Red Lake Alternative Learning |
| Beltrami | Red Lake Public School District | Red Lake Secondary |
| Redwood | Red Rock Central School District | Red Rock Central Secondary |
| Goodhue | Red Wing Public School District | Red Wing Senior High |
| Redwood | Redwood Area School District | Redwood Valley Senior High |
| Hennepin | Richfield Public School District | Richfield Senior High |
| Winona | Riverway Learning Community Charter | Riverway Secondary |
| Hennepin | Robbinsdale Public School District | Robbinsdale Armstrong Senior High |

| County | District | High School |
|---------------|---------------------------------------|--|
| Hennepin | Robbinsdale Public School District | Robbinsdale Cooper Senior High |
| Hennepin | Robbinsdale Public School District | Robbinsdale Virtual Academy |
| Olmsted | Rochester Public School District | Rochester Alternative Learning Center |
| Nicollet | St. Peter Public School District | Rock Bend High School ALC |
| Hennepin | Rockford Public School District | Rockford Secondary |
| Hennepin | Elk River Public School District | Rogers Senior High |
| Hennepin | Minneapolis Public School District | Roosevelt High School |
| Dakota | Rosemount-Apple Valley-Eagan | Rosemount Area Learning Center |
| Dakota | Rosemount-Apple Valley-Eagan | Rosemount Senior High |
| Ramsey | Roseville Public School District | Roseville Area Senior High |
| Fillmore | Rushford-Peterson Public Schools | Rushford-Peterson Senior High |
| Ramsey | Saint Paul Public Schools | Saint Paul Online High School |
| Anoka | St. Francis Area Schools | Saints Academy |
| Anoka | St. Francis Area Schools | Saints Online High School |
| Benton | Sauk Rapids-Rice Public Schools | Sauk Rapids-Rice Senior High* |
| Dakota | Rosemount-Apple Valley-Eagan | School of Environmental Studies |
| Scott | Shakopee Public School District | Shakopee High School |
| Dakota | Inver Grove Heights Schools | Simley Alternative Program |
| Dakota | Inver Grove Heights Schools | Simley Senior High |
| Anoka | Spring Lake Park Public Schools | SLP Schools Online Secondary |
| Hennepin | Minneapolis Public School District | South High School |
| Dakota | South St. Paul Public School District | South St. Paul High School |
| Washington | South Washington County Schools | South Washington Alternative High School |
| Hennepin | Minneapolis Public School District | Southwest High School |
| Washington | South Washington County Schools | SoWashCo Online 9-12 |
| Houston | Spring Grove School District | Spring Grove Secondary |
| Anoka | Spring Lake Park Public Schools | Spring Lake Park Senior High |

| County | District | High School |
|---------------|---|---|
| Washington | Stillwater Area Public Schools | St Croix Valley Area Learning Center |
| Hennepin | St. Anthony-New Brighton Schools | St. Anthony Village Senior High |
| Stearns | St. Cloud Public School District | St. Cloud Area Learning Center (McKinley) |
| Anoka | St. Francis Area Schools | St. Francis High School |
| Hennepin | St. Louis Park Public School District | St. Louis Park Senior High School |
| Wright | St. Michael-Albertville School District | St. Michael-Albertville Senior High |
| Nicollet | St. Peter Public School District | St. Peter High School |
| Todd | Staples-Motley School District | Staples-Motley Senior High* |
| Washington | Stillwater Area Public Schools | Stillwater Area High School |
| Houston | Houston Public School District | Summit Learning Program |
| Washington | North St. Paul-Maplewood Oakdale Public School District | Tartan Senior High |
| Stearns | St. Cloud Public School District | Technical Senior High |
| Wright | Terra Nova School | Terra Nova School |
| Goodhue | Red Wing Public School District | Tower View ALP |
| Beltrami | TrekNorth High School | TrekNorth High School |
| Le Sueur | Tri-City United School District | Tri-City United High School |
| Chisago | TRIO Wolf Creek Distance Learning | TRIO Wolf Creek Distance Learning |
| Dakota | West St. Paul-Mendota Heights-Eagan | Two Rivers High School |
| Hennepin | Ubah Academy | Ubah Academy |
| Faribault | United South Central School District | United South Central High School |
| Hennepin | Venture Academy | Venture Academy High School |
| Wadena | Verndale Public School District | Verndale Secondary |
| Hennepin | Hopkins Public School District | VirtualEDU Secondary (Hopkins VEDU) |
| Wabasha | Wabasha-Kellogg Public School District | Wabasha-Kellogg Secondary |
| Carver | Waconia Public School District | Waconia High School |
| Wadena | Wadena-Deer Creek School District | Wadena-Deer Creek Senior High School |
| Waseca | Waseca Public School District | Waseca Area Learning Center |

| County | District | High School |
|---------------|-------------------------------------|--|
| Waseca | Waseca Public School District | Waseca Senior High School |
| Hennepin | Minneapolis Public School District | Washburn High School |
| Ramsey | Saint Paul Public Schools | Washington Technology Senior High School |
| Hennepin | Watershed High School | Watershed High School |
| Hennepin | Westonka Public School District | Westonka ALC |
| Hennepin | Westonka Public School District | Westonka High School |
| Traverse | Wheaton Area Public School District | Wheaton Secondary |
| Ramsey | White Bear Lake School District | White Bear Area Learning Center |
| Ramsey | White Bear Lake School District | White Bear Lake Area High School |
| Kandiyohi | Willmar Public School District | Willmar Area Learning Center |
| Kandiyohi | Willmar Public School District | Willmar Senior High |
| Pine | Willow River Public School District | Willow River Secondary |
| Winona | Winona Area Public School District | Winona Senior High |
| Washington | South Washington County Schools | Woodbury High School |
| Sherburne | Elk River Public School District | Zimmerman High School |
| Goodhue | Zumbrota-Mazeppa School District | Zumbrota-Mazeppa Senior High |

*Staples-Motley High School, Sauk-Rapids High School, Fridley High School, Melrose High School, Cloquet ALC, Rock Bend ALC, Katherine Johnson Education Center (KJEC), Wabasha-Kellogg High School, and Hilltop Alternative Learning Program have chosen to discontinue for the current program year.

A3. List of Participating College Possible-Serving High Schools 2025-2026 Academic Year

- Anoka High School
- Blaine High School
- Blooming Prairie High School
- Champlin Park High School
- Coon Rapids High School
- De La Salle High School
- Lakeville North High School
- Lakeville Pathways Academy
- Lakeville South High School
- Mahtomedi Senior High
- Mounds View High School
- Orono High School
- Sartell High School
- Sejong Academy
- Triton High School
- Wayzata High School
- Worthington High School

**Table A4. Participating Colleges and Universities 2025-2026 Academic Year
(Fall 2026 Admissions) Sorted by Sector and Name**

| Sector | Institution |
|---|---|
| Minnesota State Colleges and Universities | Alexandria Technical & Community College |
| Minnesota State Colleges and Universities | Anoka Technical College |
| Minnesota State Colleges and Universities | Anoka-Ramsey Community College |
| Minnesota State Colleges and Universities | Bemidji State University |
| Minnesota State Colleges and Universities | Central Lakes College |
| Minnesota State Colleges and Universities | Century College |
| Minnesota State Colleges and Universities | Dakota County Technical College |
| Minnesota State Colleges and Universities | Fond du Lac Tribal & Community College |
| Minnesota State Colleges and Universities | Hennepin Technical College |
| Minnesota State Colleges and Universities | Inver Hills Community College |
| Minnesota State Colleges and Universities | Lake Superior College |
| Minnesota State Colleges and Universities | Metropolitan State University |
| Minnesota State Colleges and Universities | Minneapolis College |
| Minnesota State Colleges and Universities | Minnesota North College |
| Minnesota State Colleges and Universities | Minnesota State College Southeast |
| Minnesota State Colleges and Universities | Minnesota State Community and Technical College |
| Minnesota State Colleges and Universities | Minnesota State University, Moorhead |
| Minnesota State Colleges and Universities | Minnesota State University, Mankato |
| Minnesota State Colleges and Universities | Minnesota West Community & Technical College |
| Minnesota State Colleges and Universities | Normandale Community College |
| Minnesota State Colleges and Universities | North Hennepin Community College |

| Sector | Institution |
|---|---|
| Minnesota State Colleges and Universities | Northland Community & Technical College |
| Minnesota State Colleges and Universities | Northwest Technical College |
| Minnesota State Colleges and Universities | Pine Technical & Community College |
| Minnesota State Colleges and Universities | Ridgewater College |
| Minnesota State Colleges and Universities | Riverland Community College |
| Minnesota State Colleges and Universities | Rochester Community and Technical |
| Minnesota State Colleges and Universities | Saint Paul College |
| Minnesota State Colleges and Universities | South Central College |
| Minnesota State Colleges and Universities | Southwest Minnesota State University |
| Minnesota State Colleges and Universities | St. Cloud State University |
| Minnesota State Colleges and Universities | St. Cloud Technical & Community College |
| Minnesota State Colleges and Universities | Winona State University |
| Private College | Augsburg University |
| Private College | Bethany Lutheran College |
| Private College | Bethel University |
| Private College | College of Saint Benedict |
| Private College | College of St. Scholastica, The |
| Private College | Concordia College |
| Private College | Concordia University, St. Paul |
| Private College | Dunwoody College of Technology |
| Private College | Gustavus Adolphus College |
| Private College | Hamline University |
| Private College | Minneapolis College of Art and Design |
| Private College | Saint John's University |
| Private College | Saint Mary's University of Minnesota |
| Private College | St. Catherine University |
| Private College | University of St. Thomas |
| Private College | Northwestern Health Sciences University |
| Tribal College | Red Lake Nation College |
| Tribal College | White Earth Tribal & Community College |
| University of Minnesota | University of Minnesota, Crookston |
| University of Minnesota | University of Minnesota, Duluth |
| University of Minnesota | University of Minnesota, Morris |
| University of Minnesota | University of Minnesota, Rochester |

Appendix B. Direct Admissions Student Letters Tiers 1 through 5

Direct Admissions Student Letter Text

Dear [Name],

Congratulations! Based on a review of your high school transcript, you are on track to this school year and are eligible to participate in the Minnesota Direct Admissions* program! We want to make sure that you know **all Minnesota high school graduates are college material**. As you begin planning for your future, know that you have already met the admissions criteria for many colleges and universities in Minnesota. Below is a list of colleges and universities that want you to know that the answer will be "YES!" if you decide to apply.

The Direct Admissions program has taken the worry out of knowing where you stand. You can choose to apply to one or more of the colleges listed in this letter and know that you'll be granted admission. You have a couple of next steps:

- Review and research (<https://myhighered.mn.gov/>) your personalized list of college options below and confirm if you would like to move forward with one or more of the colleges and universities on your list, being sure to select them. If you're not sure where to begin, many students select a few colleges that they're interested in as a starting point. After you confirm interest, each college or university will email you information about what happens next. You don't have to decide where you want to go yet – this step just lets the colleges know you **are interested** in starting a FREE application.
- Speed up the FREE application process by **completing the short, optional survey** after you have made your college and university selections.
- Review the application deadlines for your choices and be sure to respond to the college or university's email to finalize your **FREE** application and interest of enrollment. If a college or university requires submission of additional materials (i.e. essay, test scores, or letters of recommendation), you must submit the required materials by their process. Please note: **You must still meet the application deadlines**, even if you are applying through Direct Admissions.
- **Get help paying for college!** You can apply for state and federal financial aid by completing your Free Application for Federal Student Aid (FAFSA) or the MN Dream Act application. The FAFSA opens in October and can be filled out before you have selected the college you want to attend. Visit our FAQ for more information.
- Find more guidance on your next steps at the **Direct Admissions Student Center** (<https://www.myhighered.mn.gov/direct-admissions-student-center>). You can explore and compare your many options with the College Search Tool, create a student account to save your information and hear from other students about their experience with the program, and more.

Select from your personalized list of colleges and universities to be directly admitted to here:

You can also look into the other great higher education options in Minnesota if you are interested in other colleges or universities that don't appear on this list.

Your future is bright and on behalf of the Minnesota Office of Higher Education, we congratulate you for being on the right track for college! Sincerely,

Dennis W. Olson
Commissioner, Office of Higher Education

*Please see website and program FAQ for more information. Some restrictions may apply, or additional information may be required for admission into specific majors or programs.

Tier 1 Letter College Listing

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

Central Minnesota

- Minnesota State College
 - Pine Technical and Community College
 - Ridgewater College
 - St. Cloud Technical & Community College

Northeast Minnesota

- Lake Superior College
- Minnesota North College
- Minnesota State College/Tribal College
 - Fond du Lac Tribal & Community College

Northwest Minnesota

- Minnesota State College
 - Alexandria Technical & Community College
 - Central Lakes College
 - Minnesota State Community and Technical College
 - Northland Community and Technical College
 - Northwest Technical College
- Tribal College
 - White Earth Tribal and Community College

Seven County Minneapolis - St. Paul, MN

- Minnesota Private Non-Profit College
 - Dunwoody College of Technology
- Minnesota State College
 - Anoka Technical College
 - Anoka-Ramsey Community College
 - Century College
 - Dakota County Technical College
 - Hennepin Technical College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale College
 - North Hennepin Community College
 - Saint Paul College

Southeast Minnesota

- Minnesota State College Southeast
- Riverland Community College
- Rochester Community and Technical College

Southwest Minnesota

- Minnesota West Community & Technical College
- South Central College

Tier 2 Letter College Listing

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

Central Minnesota

- Minnesota State College
 - Pine Technical and Community College
 - Ridgewater College
 - St. Cloud Technical & Community College
- Minnesota State University
 - St. Cloud State University

Northeast Minnesota

- Minnesota Private Non-Profit College
 - The College of St. Scholastica
- Minnesota State College
 - Lake Superior College
 - Minnesota North College
- Minnesota State College/Tribal College
 - Fond du Lac Tribal & Community College

Northwest Minnesota

- Minnesota State College
 - Alexandria Technical & Community College
 - Central Lakes College
 - Minnesota State Community and Technical College
 - Northland Community and Technical College
 - Northwest Technical College
- Tribal College
 - Red Lake Nation College
 - White Earth Tribal and Community College

Seven County Minneapolis - St. Paul, MN

- Minnesota Private Non-Profit College
 - Bethel University Online
 - Dunwoody College of Technology
- Minnesota State College
 - Anoka Technical College
 - Anoka-Ramsey Community College
 - Century College
 - Dakota County Technical College
 - Hennepin Technical College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale College
 - North Hennepin Community College
 - Saint Paul College

Southeast Minnesota

- Minnesota State College Southeast
 - Riverland Community College
 - Rochester Community and Technical College

Southwest Minnesota

- Minnesota State College
 - Minnesota West Community & Technical College
 - South Central College
- Minnesota State University
 - Southwest Minnesota State University

Tier 3 Letter College Listing

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

Central Minnesota

- Minnesota State College
 - Pine Technical and Community College
 - Ridgewater College
 - St. Cloud Technical & Community College
- Minnesota State University
 - St. Cloud State University

Northeast Minnesota

- Minnesota Private Non-Profit College
 - The College of St. Scholastica
- Minnesota State College
 - Lake Superior College
 - Minnesota North College
- Minnesota State College/Tribal College
 - Fond du Lac Tribal & Community College

Northwest Minnesota

- Minnesota State College
 - Alexandria Technical & Community College
 - Central Lakes College
 - Minnesota State Community and Technical College
 - Northland Community and Technical College
 - Northwest Technical College
- Minnesota State University
 - Bemidji State University
 - Minnesota State University Moorhead
- Tribal College
 - Red Lake Nation College
 - White Earth Tribal and Community College
- University of Minnesota
 - University of Minnesota Crookston

Seven County Minneapolis - St. Paul, MN

- Minnesota Private Non-Profit College
 - Bethel University Online
 - Dunwoody College of Technology
 - Northwestern Health Sciences University
- Minnesota State College
 - Anoka Technical College
 - Anoka-Ramsey Community College
 - Century College
 - Dakota County Technical College
 - Hennepin Technical College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale College
 - North Hennepin Community College
 - Saint Paul College
- Minnesota State University
 - Metropolitan State University

Southeast Minnesota

- Minnesota State College
 - Minnesota State College Southeast
 - Riverland Community College
 - Rochester Community and Technical College

Southwest Minnesota

- Minnesota Private Non-Profit College
 - Bethany Lutheran College
 - Minnesota State College
 - Minnesota West Community & Technical College
 - South Central College
- Minnesota State University
 - Southwest Minnesota State University

Tier 4 Letter College Listing

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

Central Minnesota

- Minnesota Private Non-Profit College
 - College of Saint Benedict
 - Saint John's University
- Minnesota State College
 - Pine Technical and Community College
 - Ridgewater College
 - St. Cloud Technical & Community College
- Minnesota State University
 - St. Cloud State University
- Minnesota State University
 - Bemidji State University
 - Minnesota State University Moorhead
- Tribal College
 - Red Lake Nation College
 - White Earth Tribal and Community College
- University of Minnesota
 - University of Minnesota Crookston
 - University of Minnesota Morris

Northeast Minnesota

- Minnesota Private Non-Profit College
 - The College of St. Scholastica
- Minnesota State College
 - Lake Superior College
 - Minnesota North College
- Minnesota State College/Tribal College
 - Fond du Lac Tribal & Community College
- University of Minnesota
 - University of Minnesota Duluth

Northwest Minnesota

- Minnesota Private Non-Profit College
 - Concordia College
- Minnesota State College
 - Alexandria Technical & Community College
 - Central Lakes College
 - Minnesota State Community and Technical College
 - Northland Community and Technical College
 - Northwest Technical College

Seven County Minneapolis - St. Paul, MN

- Minnesota Private Non-Profit College
 - Augsburg University
 - Bethel University
 - Bethel University Online
 - Concordia University St. Paul
 - Dunwoody College of Technology
 - Hamline University
 - Minneapolis College of Art and Design
 - Northwestern Health Sciences University
 - St. Catherine University
- Minnesota State College
 - Anoka Technical College
 - Anoka-Ramsey Community College
 - Century College
 - Dakota County Technical College
 - Hennepin Technical College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale College
 - North Hennepin Community College
 - Saint Paul College
- Minnesota State University
 - Metropolitan State University

Southeast Minnesota

- Minnesota State College
 - Minnesota State College Southeast
 - Riverland Community College
 - Rochester Community and Technical College
- Minnesota State University
 - Winona State University
- University of Minnesota
 - University of Minnesota Rochester

Southwest Minnesota

- Minnesota Private Non-Profit College
 - Bethany Lutheran College
 - Gustavus Adolphus College
- Minnesota State College
 - Minnesota West Community & Technical College
 - South Central College
- Minnesota State University
 - Minnesota State University, Mankato
 - Southwest Minnesota State University

Tier 5 Letter College Listing

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

Central Minnesota

- Minnesota Private Non-Profit College
 - College of Saint Benedict
 - Saint John's University
- Minnesota State College
 - Pine Technical and Community College
 - Ridgewater College
 - St. Cloud Technical & Community College
- Minnesota State University
 - St. Cloud State University

Northeast Minnesota

- Minnesota Private Non-Profit College
 - The College of St. Scholastica
- Minnesota State College
 - Lake Superior College
 - Minnesota North College
- Minnesota State College/Tribal College
 - Fond du Lac Tribal & Community College

- University of Minnesota
 - University of Minnesota Duluth

Northwest Minnesota

- Minnesota Private Non-Profit College
 - Concordia College
- Minnesota State College
 - Alexandria Technical & Community College
 - Central Lakes College
 - Minnesota State Community and Technical College
 - Northland Community and Technical College
 - Northwest Technical College
- Minnesota State University
 - Bemidji State University
 - Minnesota State University Moorhead
- Tribal College
 - Red Lake Nation College
 - White Earth Tribal and Community College

- University of Minnesota
 - University of Minnesota Crookston
 - University of Minnesota Morris

Seven County Minneapolis - St. Paul, MN

- Minnesota Private Non-Profit College
 - Augsburg University
 - Bethel University
 - Bethel University Online
 - Concordia University St. Paul
 - Dunwoody College of Technology
 - Hamline University
 - Minneapolis College of Art and Design
 - Northwestern Health Sciences University
 - St. Catherine University
 - University of St. Thomas
- Minnesota State College
 - Anoka Technical College
 - Anoka-Ramsey Community College
 - Century College
 - Dakota County Technical College
 - Hennepin Technical College
 - Inver Hills Community College
 - Minneapolis College
 - Normandale College
 - North Hennepin Community College
 - Saint Paul College
- Minnesota State University
 - Metropolitan State University

Southeast Minnesota

- Minnesota Private Non-Profit College
 - Saint Mary's University of Minnesota
- Minnesota State College
 - Minnesota State College Southeast
 - Riverland Community College
 - Rochester Community and Technical College
- Minnesota State University
 - Winona State University
- University of Minnesota
 - University of Minnesota Rochester

Southwest Minnesota

- Minnesota Private Non-Profit College
 - Bethany Lutheran College
 - Gustavus Adolphus College
- Minnesota State College
 - Minnesota West Community & Technical College
 - South Central College
- Minnesota State University
 - Minnesota State University, Mankato
 - Southwest Minnesota State University

Appendix C. Legislation for Direct Admissions Minnesota

136A.84 DIRECT ADMISSIONS PROGRAM.

Subdivision 1. **Authorization.** The commissioner shall administer the direct admissions program in consultation with stakeholders, including Minnesota State Colleges and Universities, the University of Minnesota, the Student Advisory Council under section 136A.031, the Minnesota Department of Education, the Minnesota Association of Secondary School Principals, and the Minnesota School Board Association, to automatically offer conditional admission into an eligible public or nonprofit institution as defined under section 136A.103, paragraph (a), located in Minnesota, to Minnesota high school seniors based on a student's high school grade point average, high school and college transcript information, standardized tests, statewide assessments, and other measures as determined by stakeholders.

Subd. 2. **Implementation.** The program shall establish and, to the extent feasible, implement a process for leveraging existing kindergarten through grade 12 and higher education student information systems to automate the admissions process for students. The program must specifically evaluate the impact this process has on outcomes for students with lower levels of college knowledge, low-income students, and students from populations underserved in higher education. The office shall attempt to achieve statewide representation and may prioritize program participants to include high schools with a significant number of students of color, low-income students, or both.

Subd. 3. **Information.** The commissioner shall provide information about the Minnesota state grant program and the North Star Promise and encourage students to determine their eligibility for financial aid based on FAFSA and state financial aid application completion.

Subd. 4. **Report.** Annually, by February 1, the Office of Higher Education shall report to the legislative committees with jurisdiction over kindergarten through grade 12 education finance and policy and higher education on activities occurring under this section. The report must include but is not limited to information about implementation, recommendations, and outcomes.

History: 2023 c 41 art 2 s 25



OFFICE OF
HIGHER EDUCATION

2026