



Expanding the Pool of Qualified Instructors as an Equity Lever

2018 Vertex Conference

October 5, 2018

Minnesota Context

- 2016-2017: 31,971 public school students enrolled in concurrent enrollment
- 36 public postsecondary institutions offer concurrent enrollment
 - 3 University of Minnesota
 - 4 Minnesota State universities
 - 29 Minnesota State two-year colleges
 - Private institutions



Statewide Participation Minnesota

Concurrent Enrollment Eligible for Aid	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	Percent Increase (2011-17)
Female	11,860	12,553	13,764	14,121	15,522	17,542	18,323	54%
Male	8,422	9,142	9,785	10,610	11,776	12,705	13,648	62%
Special Education	329	391	392	404	518	603	652	98%
English Learners	91	73	66	82	171	168	187	105%
Free/Reduced-Price Eligible	3,204	3,495	3,859	4,309	4,928	5,408	5,793	81%
Students of Color	1,781	1,911	2,368	2,749	3,474	4,151	5,059	184%
Public School Students Only	20,282	21,695	23,548	24,731	27,298	30,247	31,971	58%

<https://www.leg.state.mn.us/docs/2018/mandated/180661.pdf>



Minnesota State is comprised of:
30 two-year community, technical and comprehensive colleges
7 state universities

We are a separate system from our land grant institution, the University of Minnesota, which has 5 campuses.

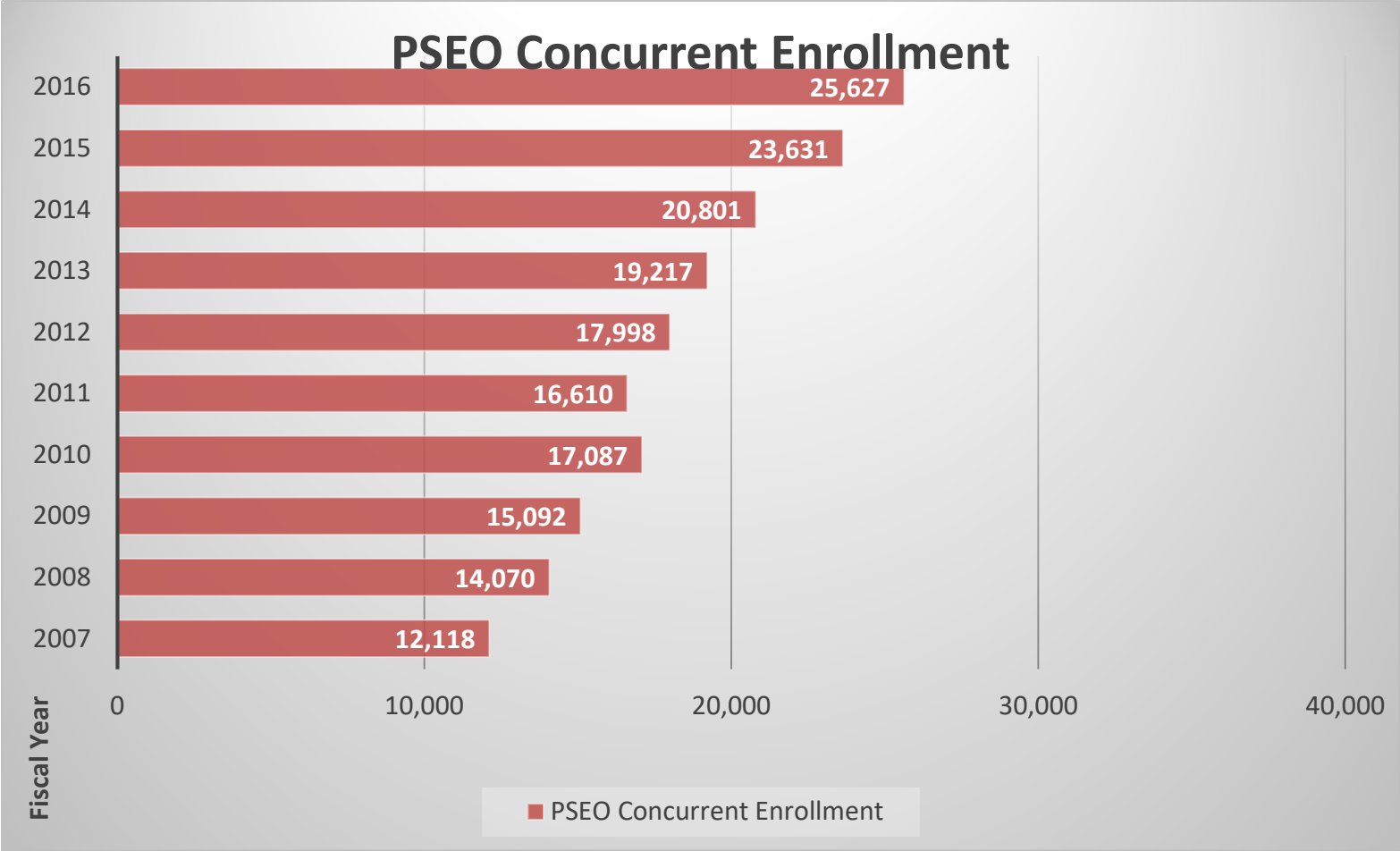


Minnesota State's Commitment to Concurrent Enrollment

- Sustaining and growing concurrent enrollment programs
- Value partnerships with local school districts and high schools, students and families, and communities
- Increase access to postsecondary education and increase affordability
- Work collaboratively with K12 partners



Concurrent Enrollment within the Minnesota State system has grown by over 111% since 2007



Minnesota State System Profile

- In 2015, a system wide review found that 74% of the system's 1,400 concurrent enrollment instructors did not meet minimum requirements within their respective disciplines in the liberal arts fields.
- As of spring of 2018, 65% of the system's 1,659 concurrent enrollment instructors do not meet the HLC's revised qualification standards

In Addition...

In the Headlines K12 Teacher Shortage

Report shows increase in state's teacher shortage

New licensing system aims to reverse teacher shortage

Minnesota's teacher shortage: real, complicated

'You've gotta think outside of the box': Facing teacher shortages, Minnesota districts get creative

4% of Minnesota's K12 teachers are people of color

Minnesota Teacher Shortage Loan Repayment Program

Qualitative Investigation Fall 2017 – Spring 2018

- Interviews - 12 MHEC states - 75 interviews
- Wide range of stakeholders: SHEEO officers, legislators, heads of public instruction, directors of concurrent enrollment at institutions, university systems, community college systems, school districts, district superintendents

What was the impact in your state of the change in HLC's language regarding necessary credentials for concurrent enrollment instructors?

Inconvenient/Nuisance

Crisis!!!!



What sorts of responses were there to this situation, at the state, institutional, and district levels?

**State level/
comprehensive**

**Individual
Districts**



How effective were those responses?

**Successful but
insufficient**

**Not
even.....**



What work remains to address the need for more properly credentialed concurrent enrollment instructors?

**A few teachers
still need
credentials**

**A lot of teachers
still need
credentials**





What has been the response in Minnesota to address the challenge?

- In partnership with the statewide bargaining units representing the two-year faculty, the 4 year faculty, K12 teachers and the system, a comprehensive plan was developed to address minimum faculty qualifications.



1. Create processes to track progress

2. Create Pathways

3. Provide opportunities to award graduate-level credit for equivalent experience

4. Team Teaching

5. Sustain the pipeline

6. Seek ongoing resources

Comprehensive Plan for Concurrent Enrollment



Comprehensive plan to sustain high-quality concurrent enrollment

1. Create **processes** that support concurrent enrollment instructors to meet the credentialing standards by 2022, the anticipated HLC extension timeline.
2. Create **pathways** to support concurrent enrollment instructors to meet the minimum credentialing requirement.
3. Provide opportunities to **award graduate-level credit** to high school teachers who elect to **demonstrate graduate-level learning and experience** through a portfolio evaluation process.





Comprehensive plan to sustain high-quality concurrent enrollment (cont'd.)

4. Offer the option for concurrent enrollment instructors and college or university faculty members to **team-teach concurrent enrollment courses**.
5. Work collaboratively to address concurrent enrollment credentialing on an **ongoing and sustainable basis**.
6. Seek **options and resources** to support the long-term sustainability of concurrent enrollment programs and to support concurrent enrollment instructors in meeting the minimum faculty qualification standards.





What has been the response in Minnesota to address the challenge?

Funding from the State Legislature to provide tuition support to concurrent enrollment instructors pursuing discipline-specific graduate coursework.

- \$3 million to the northwest region to pilot a teacher training program, coordinated through the Northwest and Lakes Country Service Cooperatives in collaboration with MSU Moorhead. *Now statewide.*
- In 2017, an additional appropriation of \$375,000 was awarded for the Statewide Partnership for Concurrent Enrollment program, coordinated by the Metropolitan Educational Cooperative Service Unit, for each of the following four years.

18 Online

Minnesota State University Moorhead

Benefits of Enrolling Now



Free Tuition

No cost to you up to 18 credits.



Easy Admission

Streamlined admission for 18 Online participants.



Online

100% online delivery



Free Books

Free books that are yours to keep.



Flexible

Flexible classes delivered by MSUM faculty.

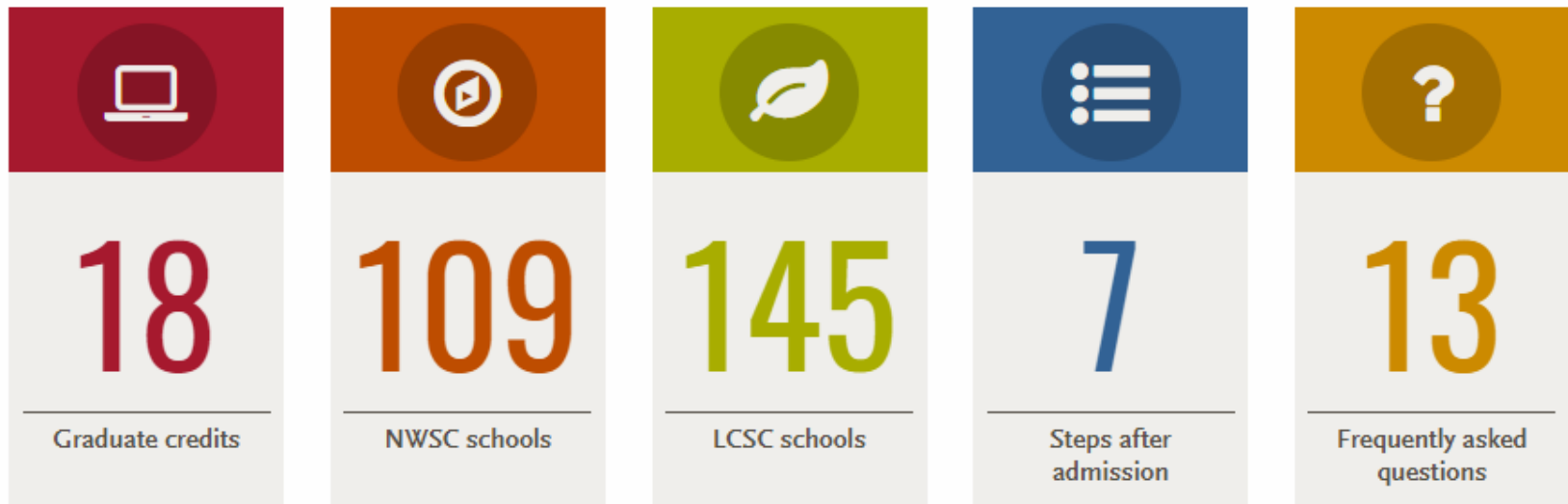


New Standard

Ensure you have the proper teaching credentials by 2022.

18 Online

Minnesota State University Moorhead



<https://www.mnstate.edu/18online/>

MSU Moorhead 18 Online Disciplines Offered to Date



Biology

Business

Chemistry

Communication

English

History

Math

Political Science



Statewide Partnership for Concurrent Enrollment (Metro ECSU)

Courses offered must be offered 100% online and in high needs areas

Math	English	History	Biology	Spanish
Chemistry	Business	Political Science	Psychology	Communications
	Economics	Physics	Social Studies	

<http://www.metroecsuo.org/ProgramsServices/statewidePartnership/index.html>

Statewide Partnership for Concurrent Enrollment (Metro ECSU)

Eligible high school instructors receive scholarship of \$300.00 per credit paid upon successful completion of the course.

- Minnesota State University, Mankato
- Southwest Minnesota State University
- Bemidji State University
- St Mary's University

<http://www.metroecsuo.org/ProgramsServices/statewidePartnership/index.html>

Tested Experience via Graduate Credit for Prior Learning

IN DEVELOPMENT

Like other learning outcomes, competence can be described, documented, and demonstrated (whether learned from formal or informal learning).

-Module 1 of Credit for Prior Learning Academy

Portable

Transcripted

Affordable



What was the impact in your state of the change in HLC's language regarding necessary credentials for concurrent enrollment instructors?

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring of instructor credentials
- CE mandates, targets, and impact on other state agendas

What sorts of responses were there to this situation, at the state, institutional, and district levels?

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring instructor credentials
- CE mandates, targets, and impact on other state agendas
- Structure of higher education oversight in the state

How effective were those responses?

- State level, coordinated
- Better funded
- Programs that started earlier
- Programs based on better data

What work remains to address the need for more properly credentialed concurrent enrollment instructors?

- Amount of CE done in the state
- Length of time CE has been a part of state educational plans/agendas
- Previous state requirements and monitoring instructor credentials
- CE mandates, targets, and impact on other state agendas
- How devoted the state is to the CE model

Considerations

- Promote the value of concurrent enrollment internally
- Collaborate as much as you can between secondary and postsecondary (taskforce, advisory board, etc.)
- Engage bargaining groups early on
- Secure funding to support high school instructors as well as funding to support the *creation* and *delivery* of graduate coursework
- Make sure courses created qualify as infield
- Develop long term sustainability models for K12 teachers pursuing Master's degrees

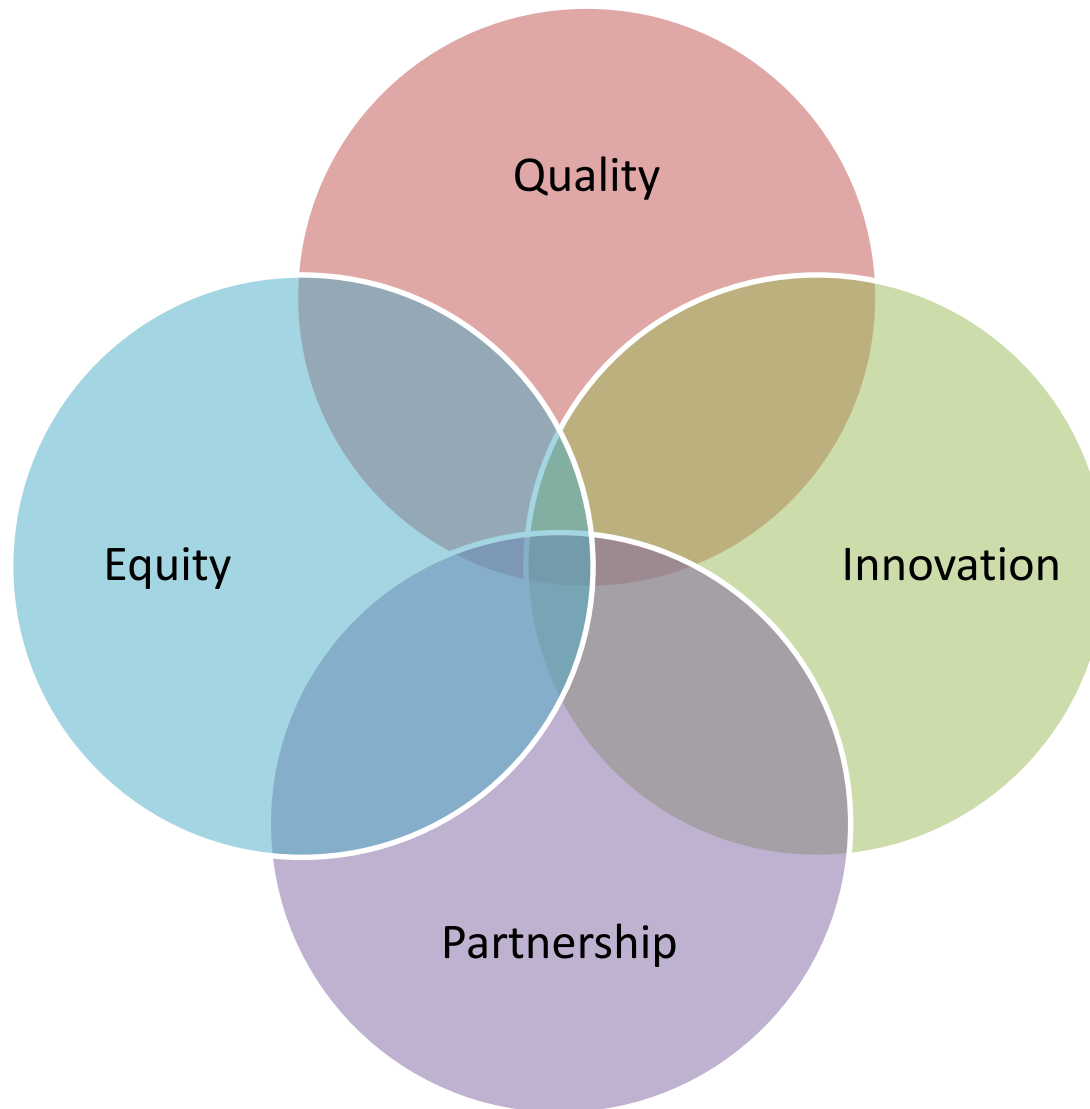


- Strong community support to grow and sustain concurrent enrollment
- Passionate partners and stakeholders
- Dedicated concurrent enrollment leaders on all campuses
- State funding support
- Momentum building
- Forward movement in addressing equity

Forging Ahead...

- **STATES: MN, IN, IA, OH, WI**
- **INSTITUTIONS: NIU, UNI, and MSUM**
- **SCHOOL DISTRICTS: like those in NE Wisconsin and NW Minnesota**

Jessica's Thought Circles



Jenny's thoughts

- States, institutions and schools need to decide which model of “early college” they want to embrace and do them well.
 - HS teachers teaching at a HS
 - PI teaching at a PI
 - PI pairing with a HS teacher (HLC?)
 - PI teaching via distance education
 - HS students travel to PS campus
 - IB and AP models

Jenny's thoughts

If states, institutions or schools embrace the concurrent enrollment model, they need to support districts and teachers in creating equitable opportunities for students everywhere...

- Programs to help credential teachers: courses, release time, additional compensation
- Programs to pay for students' CE credits
- Additional allocations for pay salaries that allow them to retain CE teachers; will need to discuss this with the unions

Jenny's Thoughts

States have to decide on why we are doing concurrent enrollment

- To save money for kids who were already going to go to college?
- To expose students who might not have gone to college to the experience of doing so?
- Other reasons?
- Research indicates...

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