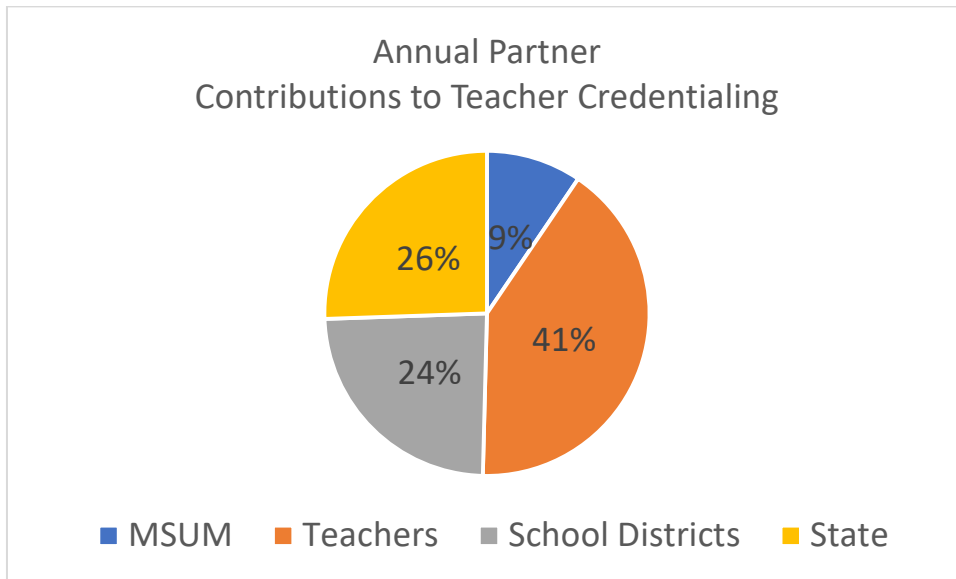


Contributions of Partners to NW-State Partnership for Teacher Credentialing
 Dr. Fred Nolan, MREA Executive Director
 March 5, 2020

Summary:

Based on three years of participation by 765 teachers in 241 school districts, the NW-State Partnership projects that an annual state contribution of \$1 m will spark a combined \$3.8 m annual effort to credential 765 or more concurrent enrollment teachers state-wide.



Partner	Annual Dollars	Percentage
MSUM	\$362,000	9%
Teachers	\$1,562,000	41%
School Districts	\$918,000	24%
State	\$1,000,000	26%
Total	\$3,842,000	100%

Details:

- Minnesota State University – Moorhead (MSUM)
 - Since our inception through 2019, MSUM has delivered approximately 6,000 credits at 30% reduced tuition. Annually 2,500 credits per year. MSUM discounts their credits by 30% (\$470-\$325=\$145 per credit contribution. Annual contribution for 2500 credits from MSUM is approximately \$362,500. MSUM is the only higher education institution in the state to offer any discount on graduate credit tuition.

- Our teachers whom are primarily full-time practitioners with additional duties (coaching, building leadership, advisement, etc.)
 - continue to pay with their sweat equity. For a typical 3-credit course, they spend an average of 75 additional hours developing their skills and knowledge in their content area. From its inception, a rough estimate would be that the 765 teachers participating in the program have spent over 150,000 hours of their time on content courses at MSUM. At an average curriculum development pay rate of \$25 per hour for 2500 credit hours, this has a dollar-value of \$1,562,000 annually.
- Our school districts
 - Support the program by providing lane advancement for teachers who are not maximized on their current salary schedule. The average lane advancement is \$1,500 per year for 15 credits. To earn 15 credits is a sweat equity of \$9,375. Not until the seventh year after advancement would teachers be money ahead when a dollar-value is assigned to their effort.
 - 80% of the teachers in the program are eligible for lane advancement. This is a good sign, because these are likely to be mid-career teacher for whom the investment in these content courses is likely to have longer effect as they are not within a few years of retirement. For the 612 teachers eligible for lane change, school districts will be contributing \$918,000 annually for enhanced professional salaries. While annualized for this analysis, the districts' contributions will not begin until teachers are nearing the end of their 18 credit journey.
 - School districts are willing to pay for lane advancement because one student leaving for PSEO is easily \$8,000, dwarfing the \$1,500 lane advancement for a teacher who can deliver concurrent enrollment courses.

Members of the Graduate Program Consortium for Concurrent Enrollment Instructors (“COLLAB”), led by Minnesota State University Mankato and Jessica Shryack, PH.D. undertook a data collection project to map the landscape of concurrent enrollment planning from the perspectives of district/high school administrators, high school instructors and Minnesota State concurrent enrollment directors. A few interesting points from this study:

- 79.3% of administrators report that their instructors still need graduate credits to maintain or become eligible to teach concurrent enrollment.
- 99% of administrators report that concurrent enrollment is a priority for their district.
- “Cost” is the most prohibitive factor in taking additional graduate courses.
- 66.4% of concurrent teachers do not have the appropriate content courses to continue to each in their subject area.
- 69.4% of concurrent teachers have taken graduate classes to meet Higher Learning Commission deadlines.
- 83% of teachers prefer online or hybrid courses for their development.