

Do CEP HS Teacher Benefits Matter? Roundtable discussions

2007 NACEP Conference presentation by Sandy Gonzalez and Mary Jean Menzel

Question 1:

How do we convince administration to offer CEP HS teacher benefits?

- Convene information session with all college stake holders
- Highlight FTEs/student enrollment and the gains experienced by the college/university
- Potential transition to full-time status of CEP students (and a few teachers)
- Good public relations (PR) for school district/community/college outreach mission

Question 2:

What are the best strategies and sources of funding?

- Grants (check with your college/university and school district grant writers)
- Foundations (Gates and others)
- Professional development (funds available from the school/district, awarded grants, earmarked state funds, etc.)
- Benefits: share the CEP's positive impacts/results with parents/teachers/school and college administrators/legislators

Question 3:

How should we promote/disseminate information concerning CEP intangible benefits?

- College/University ID cards
- Access to the college/university library (internet online resources/databases)
- College/University Web sites: promote academic success of CEP students
- Include CEP testimonials and data on Web site, brochures, handouts
- BlackBoard site: mentoring in the Mathematics Department and others
- Superintendent and Principal meetings: share/make them aware of the benefits to students/teachers/the school/community
- Direct mailings to parents (9th grade student parents)
- Professional development: talk about the benefits, present results of CEP's surveys

Question 4:

What are your "best practices" regarding CEP HS teacher benefits?

- Concession for one free graduate course per year (tuition waiver/voucher)
- Concession for CEP teachers' children for CEP courses (fee/tuition waiver/voucher)
- University/College ID card for CEP HS teachers/faculty with teaching specialist status, including faculty access to library resources, campus services, etc.
- Thank you dinner for CEP HS teachers

- Stipend to reimburse teachers for their time when attending professional development/CEP content-specific workshops
- Offer a pool of graduate concessions (tuition waivers/vouchers) to the high school [principal/CEP coordinator] to distribute to teachers who plan to apply to become CEP HS teachers

Question 5:

If you were to refine the CEP HS teacher benefits surveys, what would you change/ask?

1. Curriculum: teachers' views of students' difficulties/challenges with the CEP course(s)
2. What do students need to succeed in CEP?
3. How many students complete CEP courses? If they don't complete, why not?
4. Why are students choosing specific CEP courses?
5. Do CEP choices influence college and career choices?
6. Does choice of CEP course influence level of persistence?
7. Do HS teachers have a choice regarding CEP courses?
8. If assigned to teach a CEP course, do teachers find teaching a rigorous college course beneficial to them and/or their students?
9. Do CEP teachers feel resentment from non-CEP teachers who are not selected/assigned to teach CEP courses?
10. What is the HS teacher selection process at the school/district/CEP?
11. How do CEPs change teacher workloads?
12. Do CEP HS teachers' salaries change due to CEP teaching load?
13. Do state funding formulas take into consideration the CEP teacher workload?
14. How does age and status of CEP HS teachers affect communication [with college/university CEP faculty, other college/university faculty] and accommodations offered by the partnering college/university?

Note: Bulleted points transcribed with expansion based on informal presentations during and after the session.

Mary Jean Menzel

Which benefits are most important to you?

A survey of teachers participating in the UMD College In The Schools program

The first **three** questions will ask you to rate the importance of tangible benefits to you as a CITS teaching specialist; the last two questions will ask you to rate the importance of intangible benefits.

Tangible Benefits

- 1) Rank order the **THREE** tangible benefits that are **MOST** important to you as a CITS teaching specialist within each benefit set below.

Set A. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- UMD faculty status: Teaching Specialist
- UMD faculty privileges (online grading, class lists, class listservs, et.al.)
- Opportunity to use UMD Library databases and resources
- Opportunity to use UMD facilities
- UMD e-mail/Internet/e-Portfolio accounts

Set B. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- \$85 tuition waiver for summer professional development opportunities
- U Card discounts
- Reimbursement of travel tangible to attend CITS professional development
- Reimbursement of time to attend CITS professional development programs
- UMD CITS Teacher Appreciation event
- UMD CITS Teacher Certificate of Appreciation

Set C. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- CITS professional development workshop
- Opportunity to request CITS faculty liaison provide special presentations to my class
- Opportunity to consult with CITS faculty liaison
- CITS Annual Teacher Orientation and luncheon with UMD faculty and administrators
- Opportunity to network with UMD colleagues on campus
- Opportunity to network with UMD CITS teachers in northern Minnesota

Set D. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- UMD credit for my CITS students
- UMD services and resources for my CITS students: _____
- UMD Library privileges for my CITS students
- UMD computer privileges for my CITS students
- UMD Campus Visit with customized training for my CITS students
- UMD Campus Visit including joining similar class on campus
- Other _____

2) Now go back and look at your responses in each set, A through D, and indicate the single MOST important benefit of all that you have ranked. You can mark this benefit with a *.

3) The number one ranked tangible benefit I identified from Question 1 is (select one):

- Extremely important for my participation in the program
- Somewhat important for my participation in the program
- Of little importance for my participation in the program
- Of no importance for my participation in the program

4) If we could offer additional benefits, rank order the tangible benefits below which would be most important to you as a CITS teaching specialist by indicating with a **1** the most important, a **2** the second most important, and **3** as third most important:

- Larger tuition waiver for UMD summer courses
- Gift certificate to: _____ for \$_____
- CITS Teacher Recognition Dinner, including teacher and guest
- Payment for substitute teacher so I can more easily attend CITS event
- CITS logo item: _____
- Pay NACEP teacher membership fee (CEP resources)
- More opportunities to meet with CITS faculty
- Other _____
- Other _____

Comments:

Intangible Benefits

5) Rank order the THREE intangible benefits that are MOST important to you as a CITS teaching specialist within each benefit set below.

Set A. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- Helping students get a head start on earning college credits
- Giving students the opportunity to experience a UMD course
- Helping students identify a college major
- Teaching students how to write
- Teaching students how to conduct research

Set B. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- Partnership relationship with CITS faculty liaison
- Status as UMD teaching specialist; “inroad” for other adjunct appointments
- Teaching challenging UMD courses
- Collegial networking with CITS teachers
- Partnership relationship with UMD department

Set C. Choose your top three and rank them by indicating 1 as most important, 2 as second most important, and 3 as third most important.

- Challenging college-ready students
- Helping students reduce college tuition costs
- Helping students earn transferable UMD credit
- Helping students complete general education college requirements
- Helping students earn college credits so they may graduate from college in four years or less
- Teaching motivated CITS students
- Other _____

6) Now go back and look at your responses in each set, A through C, and indicate the single MOST important benefit of all that you have ranked. You can mark this benefit with a *.

7) The number one ranked intangible benefit I identified from Question 5 is (select one):

- Extremely important for my participation in the program
- Somewhat important for my participation in the program
- Of little importance for my participation in the program
- Of no importance for my participation in the program

Comments:

Thank you for your participation in this UMD College In The Schools survey!

CEP Teacher Benefits (Google Search 9/24/07: 11+ pages of citations):

Utah Valley CC: <http://www.uvsc.edu/conted/concurr/instructor/benefits.html>

Utah Legislation R165: <http://www.utahsbr.edu/policy/r165.htm>

NACEP (twice) Fall Conference: <http://www.nacep.org/confdownloads/call2007.pdf>

University of MN -Twin Cities (twice):
<http://www.cce.umn.edu/cis/research/concurrent.html>

University of MN Duluth: <http://www.d.umn.edu/ce/html/cits.html>

Maricopa CC (AZ): <http://www.maricopa.edu/gvbd/new/minutes/1996mins/02-13-96.html> (student testimonials regarding benefits of the program)

Mesabi Range Community & Technical College (MN):
http://www.mr.mnscu.edu/concurrent_enrollment/FAQ.pdf

Syracuse University Economics faculty (NY): AP vs CEP debate: Should your high school adopt Advance Placement or a Concurrent Enrollment Program? http://www-cpr.maxwell.syr.edu/efap/Publications/Should_Your_HSchool_Adopt.pdf

Weber State University (UT):
<http://departments.weber.edu/ce/CreditOptions/concurrent.htm>

Over 50 Ways to Enhance Benefits to CEP High School Teachers:

- ◆ CEP teachers participate in annual professional development programs tailored to the specific CEP course they teach, taught by experienced college faculty liaisons.
 - .5-day program to several two- to three-day programs throughout the year
- ◆ Meal expenses for informal CEP meetings with faculty liaison
- ◆ Textbooks for CEP students
- ◆ Textbooks for future CEP teacher to earn required college credential
- ◆ Supplemental course materials
- ◆ Opportunity to share CEP course textbooks with local high school
- ◆ Tuition waiver for summer college course at CEP institution
- ◆ Tuition waiver to attend any course, anytime at CEP institution
- ◆ Tuition waiver to attend required course to earn essential CEP teacher credentials
- ◆ Fee waiver to attend required course to earn essential CEP teacher credentials
- ◆ Travel reimbursement to attend CEP professional development
- ◆ Travel reimbursement to attend CEP events on campus
- ◆ Travel reimbursement to attend CEP events in the state
- ◆ Hotel and meal reimbursement to attend CEP professional development (over 50 miles from home/campus)
- ◆ Substitute teacher salary to attend CEP professional development
- ◆ Substitute teacher salary to attend CEP events on campus
- ◆ Substitute teacher salary to attend CEP events in the state
- ◆ Stipend, beyond all travel expenses, to attend CEP professional development (reimburse them for their time commitment)
- ◆ Provide travel and conference fee to NACEP conference
- ◆ Provide conference fee to NACEP conference
- ◆ Provide NACEP first year membership fee for CEP teacher partner
- ◆ Provide NACEP first year membership fee for high school partner
- ◆ Provide travel and program fee to state level CEP conference
- ◆ Provide meals at state level CEP program
- ◆ Provide meals and materials at regional level CEP program
- ◆ Provide meals and materials at state level CEP program
- ◆ Receive one-on-one time with CEP faculty liaison(s)

- ◆ Ticket reimbursement to attend a performance related to CEP course taught Courses:
- ◆ Field trip bus expense reimbursement
- ◆ Field trip bus to CEP institution for campus visit(s)
- ◆ Field trip bus to CEP event off-campus

- ◆ Free parking on campus for CEP events
- ◆ Software to support CEP course, ex:
- ◆ Hardware to support CEP course, ex:
- ◆ Equipment to support CEP course, ex:
- ◆ College/university identification cards
- ◆ College benefits with ID:
 - Library resources
 - Discounts to campus events
 - Discounts to off campus events
 - Discounts to services in region
 - Groceries
 - gasoline
 - restaurants
 - hotels
 - Free city bus pass
 - Discounts on computers and software
 - Opportunity to purchased refurbished/used college computers
 - Opportunity to receive used equipment
 - Opportunity to borrow college equipment for CEP course

- ◆ College faculty software tools
 - Grading
 - Research
 - E-Portfolio
- ◆ Access to CEP class rosters online
- ◆ Access to CEP forms online

- ◆ Opportunity to participate in subject specific CEP listserv to share best practices, discuss solutions, identify new supplemental texts
- ◆ Free college course student listserv
- ◆ Email notification of national/international speakers on campus, CEP course related
- ◆ Access to college's Experts List to identify speakers for special presentations

- ◆ College faculty status
- ◆ College faculty privileges

- ◆ Opportunity to participate in regional subject specific HS Challenges sponsored by CEP college/university
 - Subjects:
- ◆ Receive CEP course assessments
 - Mid-term exam
 - Final exam
 - Final exam with supporting materials to help students prepare
- ◆ Special presentations to CEP class by faculty liaison
- ◆ Campus visits with customized, course specific training
- ◆ Campus visits for students with customized training:
 - Library
 - Research
 - E-mail/Internet
 - E-Portfolio
 - meet with counselors

Over 50 Ways to Increase CEP Teacher Satisfaction

- ◆ Develop collegial network of professionals in the field,
 - ◆ discuss new developments in the field,
 - ◆ share best practices
 - ◆ plan annual professional development workshops
 - ◆ develop innovative curriculum
 - ◆ problem solve together
 - ◆ plan CEP presentations to school board
 - ◆ plan CEP meeting with HS administrators
 - ◆ connect with CEP teachers across the state through state CEP organization
 - ◆ other:
 - ◆ other:
- ◆ Emphasize they teach “the best students” in the school
 - ◆ teach challenging college course(s)
 - ◆ learn new pedagogies
 - ◆ learn research-based best practices
- ◆ Give recognition for CEP work
 - ◆ Certificate
 - ◆ Appreciate Dinner
 - ◆ Newspaper article
 - ◆ School Board presentation
 - ◆ Principal meeting
 - ◆ Students, during orientation
 - ◆ Parents, during open houses, information sessions
- ◆ Maintain supportive learning community
- ◆ Interactive partnership with CEP institution and school
 - ◆ Timely assistance/responses from CEP program staff
 - ◆ Timely assistance/responses from CEP faculty liaison
 - ◆ CEP events adapt to my school’s schedule
- ◆ Authentic college faculty experience
 - ◆ Authentic college faculty resource access
 - ◆ Authentic college faculty inclusion
- ◆ Challenge them to grow beyond their comfort zone
 - ◆ to continue learning
 - ◆ to continue revising CEP course curriculum to include current research and events
 - ◆ to grow by talented CEP students
- ◆ CEP teachers enjoy offering rigorous, academic coursework
 - ◆ enjoy better preparing students for college
 - ◆ enjoy helping students save time toward a college degree
 - ◆ enjoy helping students save some of their college tuition costs

- ◆ enjoy teaching students better time manage skills
- ◆ enjoy teaching students to use college resources effectively
- ◆ enjoy teaching students how to conduct research
- ◆ enjoy teaching students how to college level papers
- ◆ enjoy helping students start college ahead by completing one or more CEP courses
- ◆ enjoy teaching students better computing skills
- ◆ enjoy teaching students to navigate college library resources
- ◆ feel CEP course engages students in meaningful research
- ◆ feel engaged with students in the learning process
- ◆ feel that CEPs truly prepare students to succeed in college
- ◆ think that states should support funding for CEPs that follow the students
- ◆ think that the US should fully support CEPs just like they do Advanced Placement
- ◆ think that the US should finance CEPs for college-ready high school students
- ◆ Believe students earn comparable GPAs in CEP courses as they do on campus
 - ◆ students are academically challenged by CEP coursework
 - ◆ students enjoy fully participating in high school activities while taking CEP courses at the high school
 - ◆ CEP students are actively engaged in learning
 - ◆ since CEP students are fully engaged, learning in a comfortable setting, and taught by experienced teachers, they learn the course material better
 - ◆ since student engagement is a “precursor for knowledge and understanding,” according to Lee Shulman of the Carnegie Foundation for the Advancement of Teaching, CEP students experience the best learning environment
- ◆ Enjoy helping CEP colleagues:
 - ◆ by sharing resources
 - ◆ by sharing handouts
 - ◆ by pooling funds for field trip bus
 - ◆ by pooling funds for field trip events
 - ◆ by pooling funds for
 - ◆ by carpooling to CEP professional development

University of Minnesota Duluth College In The Schools

A survey of principals to determine the value of CITS benefits to school districts

Tangible Benefits

- 1) Rank order the top three tangible benefits offered through UMD's CITS program that are MOST important to your school district, by indicating **1** as most important, **2** as second most important, and **3** as the third most important.

- Professional development workshops for teachers
- UMD Continuing Education summer tuition voucher for teachers
- Opportunity for teachers and students to use UMD library and online databases
- Opportunity for teachers and students to use UMD computing resources
- Opportunities for teachers to work with UMD faculty and regional master high school teachers
- The state concurrent enrollment funds that will be paid to your school district for CITS instruction based on the new state legislation*
- Other: _____
- Other: _____

*In 2007, the Minnesota Legislature passed the Omnibus Education Bill which provides up to \$150 per CEP student to the high school from a fund of \$2.5 million per year for the first two years.

- 2) The tangible benefits I rated most important are (select one):

- Extremely important for our school's participation in the program
- Somewhat important for our school's participation in the program
- Of little importance for our school's participation in the program
- Of no importance for our school's participation in the program

- 3) As a high school administrator, are you satisfied with the benefits offered to the high school instructors through the CITS program?

- Yes
- Yes overall, but I believe more should be added
- No

Comments:

Intangible Benefits

- 4) Rank order the top three intangible benefits that are MOST important to your school district, by indicating **1** as most important, **2** as second most important, and **3** as the third most important.

- Helping students get a headstart on earning university/college credits
- Building a collegial partnership with UMD
- Meeting parental wishes for student opportunities for challenging courses and free college credit
- Meeting directives for offering accelerated courses
- Motivating teachers to use new teaching methods/knowledge via CITS professional development
- Improving students' academic skills, such as writing, research, and time management skills
- Building students' academic self-confidence
- Promoting community pride in the school
- Other _____
- Other _____

Comments:

- 5.) The intangible benefits I rated most important are (select one):

- Extremely important for our school's participation in the program
- Somewhat important for our school's participation in the program
- Of little or no importance for our school's participation in the program
- Of no importance for our school's participation in the program

Overall Comments:

Thank you for your valuable responses!

(Optional)

Name of School/School District: _____

Principal: _____