

Dual Enrollment Instructors & Scheduling

CCAP Webinar April 24, 2025

Questions for Bakersfield College

Question	Answer
Who is the employer for the HS instructors?	They are employed by the HS district.
Who is the employer of instructors who become adjuncts for evening classes?	Bakersfield College (BC) becomes their employer when they teach on the college campus.
I'm wondering how you fund or pay the College Mentors. With our CCAP, the Deans usually do this work.	BC finds different pots of money and grants, or from VP's budget and AB 1705. BC mentors are currently getting paid from an HSI Early College Grant, as far as their stipend.
Is your hiring practice for dual enrollment instructors/HS different from your campus hiring process? Is it a quicker process to hire dual enrollment/HS Instructors?	Yes and no. It's quicker, because there's no contract-specific committee. A full-time hire for a traditional adjunct hire - BC meets with HR to review applications, rates them individually, and decides who they'll interview, deliberates, and gives their recommendation to the college president. Dual enrollment hire - Very similar, but doesn't have a large committee. BC will review the HS instructors' transcripts and resumes, and invite them for an interview. The Early College team helps collect instructors' documents to simplify the process as they make all the arrangements in terms of scheduling and paperwork.
HS teachers who don't meet minimum qualifications -- the asynchronous course is taught between the bell? With the HS teacher guiding the students and consulting with the instructor?	Yes, this is a good summary of how that works. The HS semester is longer than the BC 16-week semester, and the HS has the students before the college class starts; oftentimes, they can review the college syllabus or how students can find resources.
At BC (or others), how far in advance are you scheduling courses for the following school year? Do you schedule both Fall & Spring classes at the same time? Any best practices on getting HS	It is always a challenge, even with special programs, as they have different schedules and needs. Oftentimes is a later request to BC, but the BC team is always trying to plan ahead to make

partners to submit on time/by posted deadline?	<p>those changes. And BC has gone to a year scheduling model (New). So it's challenging even for their traditional campus classes.</p> <p>Plan ahead as much as you can, but be prepared to be flexible and aware of any changes coming your way.</p>
The last few slides... all tasks are faculty led? Is the Dual Enrollment Division involved in any of this? Onboarding, class selection, hiring, etc.?	The Early College team helps support with "how to enter grades." They also deal with parents trying to get their student's information (BC cannot provide student information to parents).
<p>I appreciate that you are making a concerted effort to include HS instructors into the BC culture/dept. I'm wondering about two budget questions:</p> <ol style="list-style-type: none"> 1. Textbooks. Is this part of your CCAP, and if so, who pays? It's extremely costly as you know for high schools to pay for college texts, and most college textbook companies do not offer "class sets" of books. 2. Do you have a stipend agreement on either side (BC or HS's) Thanks. 	<ol style="list-style-type: none"> 1. HS districts pay for the books. BC departments try to see if the same textbooks can be used (adopted) for the following years. 2. BC pays the mentors a stipend, and HS instructors also get a stipend (varies by HS district).
If the HS is the employer... apportionment happens??	Yes, everyone gets apportionment.
When the HS instructor is teaching the course and they are employed by the HS, does this use up your department FTE?	No. It doesn't affect that. BC leaves out the HS teachers from FTE.
Follow up question - Does the college offer a stipend to HS instructors? Is there any transfer of funds between the college and school district?	<p>No. The HS district offers a stipend to the HS instructors.</p> <p>Yes, there is in Kern Community College District, and it's in the CCAP agreement to support with the costs.</p>
<p>What does your college's Dual Enrollment Team structure look like?</p> <p>How big is your dual enrollment program?</p>	<p>The BC team is physically on campus, the director, program managers and support staff at the HS.</p> <p>Even when structure changes, BC has four great people who know the program and know what the team needs.</p> <p>Dean Jett feels it works better if you have your early college team on the college campus vs. at the district.</p> <p>The BC dual enrollment program is huge. When Kylie was part of the team, the program had 40 high schools and 14,000 unduplicated students.</p>

<p>Do you allow the HS teacher access to the Canvas course? Are they accessing as a Teacher Assistant? Our partner college stopped giving HS teachers access to Canvas other than as a student. This is a big problem for the high school.</p>	<p>When BC does that model, the BC instructor has access. The BC team designed a new role that their faculty were comfortable with, and it was a good approach. It took the team a while, but they got there.</p> <p>It's important that they have access to Canvas.</p> <p>The TA role might have too much access, and they created a custom role to protect what the faculty didn't want the other party to have access to.</p>
<p>Would you be willing to share those "onboarding lessons," "assignments" for students to prepare them once the college course starts?</p> <p>Or any other onboarding resources between HS instructor & BC instructor?</p>	<p>Yes. Please email Dean Jett at jjett@bakersfieldcollege.edu.</p>
<p>Have you experienced any challenges around the evaluations process - CC evaluating HS Dual Enrollment instructors?</p>	<p>Yes. Because the HS instructors are contracted and paid by the HS. The college cannot evaluate the instructor in the same traditional way.</p> <p>BC does student evaluation, peer evaluation, and watches them teach and provides specific feedback on how they are teaching the class and things they can improve.</p> <p>Because BC does not pay the HS instructors, BC is not allowed to evaluate them, so BC came up with a process to evaluate the course. BC does have a BC instructor observe the class to evaluate the structure of the class, but does not evaluate the instructor.</p>
<p>Is allowing HS inst. within the Canvas page written within the college's CBA?</p> <p>Can you share what the process/Canvas role is?</p> <p>Are you able to share that document and/or process to get that approval?</p>	<p>The dual enrollment team requires an approval from each college instructor before anyone is added to their Canvas shell.</p> <p>These approvals are collected through email to the instructor.</p>
<p>Do you allow the HS Dual Enrollment Support Team [Support to the college Dual Enrollment Team] access to Canvas for the students they manage?</p>	<p>No. The dual enrollment team isn't in the Canvas courses. BC doesn't allow HS administrators in the Canvas courses taught by the HS instructors.</p> <p>If administrators have questions, those are communicated through the dual enrollment process and team, not through the instructional side.</p>
<p>What would you advise if they're facing any</p>	<p>It's a battle that's always going to exist with</p>

resistance in working with a department at a community college? Are there any creative solutions to turn this into a win-win situation, to get the college support?	<p>programs like this, as there are faculty who are still against offering college courses to high schools.</p> <p>If dual enrollment is not an option, then maybe concurrent enrollment, but it would be a compromise depending on the specific situation.</p>
Have you experienced a HS teacher not be approved to teach the dual enrollment course even though they meet minimum qualifications? The dean of the department wants to see additional metrics being met through a portfolio.	<p>In the last 5 years, to include teacher demonstration/interview and review transcripts, and yes, there are situations when a teacher was not approved even if they met the minimum qualifications. It might be because they might not have the background.</p> <p>There's usually a plan from the department chairs, if they are denied.</p>

Questions for CLP

Question	Answer
Question - I spoke with CDE and they told me that we could not average over 2 days. We had to have 240 minutes per day. We are not Early or Middle College.	Talk to whoever is claiming your ADA at your district.
How does a school "identify" as an Early College "program" There is no new CDS code....how does the CDE know you are a program?	<p>Think of a program for an early college high school and a middle college program being what the whole high school would offer, but for a cohort or a subset of your students operating on your campus. There needs to be some structure in place.</p> <p>Diane Crum mentioned that the CDE doesn't require a new CDS code for a program until the legislature requires CDE to collect data. The audit guide has been updated to include programs, so the auditors will now be aware of it.</p>
Students must be actively enrolled in dual enrollment to qualify for 180 minutes. Does this mean different schedules for different students? How would the HS manage this?	ADA is student based - The student met the instructional minutes to meet the ADA (are the students in that class or not). There must be a way to verify whether the student was enrolled in that class or not. So it doesn't need to necessarily be a different schedule. Same bell schedule. Just the student needs to be enrolled in a dual enrollment class.
Is there a scheduling tool for schools on a 4x4	In the tab where you're putting in your block

block schedule?	schedule or your bell schedule, you actually get to each day. Select what those periods are, and put the times in.
Are you taking out the passing periods from the college required contact hours? Example: 1 contact hour = 50 minutes.	<p>Yes, in the 50 minutes for the contact hours, that should not be included in the passing period. It should be 50 minutes in the classroom.</p> <p>If you have a 40-minute period, that can be an audit finding on the college side, which could then potentially remove that section from the college.</p>
Are the tools only for non-charter schools, since these instructional minutes are different for charter schools?	<p>You can use the tool, no matter what instructional minutes you're looking for. The tool can be used for any school.</p> <p>If you are a basic aid school, it's recommended to follow the 240 instructional minutes. Or if you have an early college middle program, the 180 instructional minutes can be followed, depending on the structure of the charter school as different schools have different requirements.</p>
Link to request the Scheduling Tool	https://docs.google.com/forms/d/e/1FAIpQLSdFR2-E8hDdB6cJho8hvUI44OmQ7hBDGIorC8DR2nVnXFwjUw/viewform