



CTE DUAL CREDIT

Admission, Enrollment, and Transcription Pilot

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PRESENTATION OVERVIEW

- System Need & Background
- OAAP Development & CiHS Framework
- Draft Business Process Document
- Current vs. Piloted Business Processes
- Reflections
- Related Projects
- Policy Considerations
- Next Steps



SYSTEM NEED & BACKGROUND

- Career and Technical Education (CTE) Dual Credit system is an important opportunity for advancing educational equity, preparing students for high-demand careers, and supporting long-term workforce vitality.
- As the largest and most demographically diverse dual credit option, CTE DC serves more than 65,000 students annually—representing 76% of all dual-credit participants—with especially high participation among Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, multiracial, and low-income students. ([ERDC 2024](#))
- Despite the strength of student engagement and access, the program faces longstanding challenges stemming from fragmented policies, inconsistent implementation, limited infrastructure, and the absence of an adequate funding model.



SYSTEM NEED & BACKGROUND

- In 2022, SBCTC concluded an intensive two-year study of CTE Dual Credit policies and practices that include recommendations for program consistency statewide.
- Washington Legislature established a two-year CTE Dual Credit pilot program (ESSB 5187) for the 2023–2025 biennium and renewed this commitment (HB 1273) in the 2025-2027 biennium.
- Project Management. Proviso specifically required a regional approach focused on the service district of NWESD 189. Career Connect Northwest (CCNW), hosted at the NWESD 189, was selected as the regional project manager to work closely with SBCTC on project priorities and deliverables.
- Only colleges located in service district of NWESD were eligible to participate in the proviso project. These colleges are Bellingham Technical, Everett, Skagit Valley, and Whatcom.



OAAP DEVELOPMENT & CIHS FRAMEWORK

- CiHS OAAP planning and business process development provided opportunity for CTE Dual Credit to proceed, building on their successes.
- Aligning dual credit programs under a common set of enrollment practices was an early goal in the CTE Dual Credit planning. Adopting common practices will strengthen the utilization of these credits, reduce confusion, and increase enrollment and persistence.
- For the purposes of implementing the OAAP pilot, SBCTC determined it would be most effective to align the pilot work with the existing proviso colleges – opening this opportunity to those four institutions. Everett and Skagit Valley Colleges were the selected partners.
- Pilot colleges were selected based on interest and capacity to advance CTE Dual Credit at the same time as CiHS implementation.



DRAFT BUSINESS PROCESS DOCUMENT

- Reminders

- These processes were developed to guide the 2025-26 Pilot Colleges.
- Non-pilot colleges must continue to use Other Credit until a determination has been made about expanding these business processes beyond the existing pilot sites.
- This coding may only be applied for Winter 2026 forward and may not be applied retroactively.
- Until a standard, global grading and transcription policy is established, colleges should follow their local articulation agreements. If a student earns less than the required grade, the college should remove the course from the student's record, so the student's record is not negatively impacted.

- Student Coding

- Admit Type: Select CTE Dual Credit (CTE)
- Program: Select “Non-Award Seeking” (NOAWS)
- Plan: Select “CTE Dual Credit” (NASCTE)



DRAFT BUSINESS PROCESS DOCUMENT

- Course Coding
 - Course Attribute “SCTE” to identify class as CTE Dual Credit
 - Course Attribute “SFND” value of “5” for fund course
 - Course Attribute “SNFG” to prevent FTES from generating
 - Course Attribute “SNCF” for class instructors that are not college faculty
 - Class location from the High School LOCATION Code Workbook
- Additional Details
 - CTE sections are mapped to “T#P” in the SBCTC Data Warehouse Transcripts table.
 - ACAD_PLAN is cross walked to intent “L” in the SBCTC Data Warehouse
 - Student group “SCTE” is for local tracking and not used for SBCTC reporting
 - For reporting purposes, SBCTC identifies CTE DC students when enrolled in a CTE DC class by the “SCTE” course attribute, not by “SCTE” student group.



DRAFT BUSINESS PROCESS DOCUMENT

- Course Setup
 - Colleges must follow the [SBCTC Policy Manual, Chapter 5.4](#), in setting up the courses for enrollment.
 - CTE Dual Credit courses are set up as Open Entry/Open Exit (OEE). The census date is the last day of the quarter.
 - Colleges can impose enrollment deadlines earlier than the census date of the course.
Note: *Enrollment in CTE DC course(s) must be completed by the census date.*
 - Aligning high school 1 & 2 semester courses with the college quarter system:
 - Students taking 1st Semester courses where grades are submitted at the end of the 1st semester will be enrolled in the winter quarter in ctcLink.
 - Students taking 2nd semester courses where grades are submitted at the end of the 2nd semester will be enrolled in spring quarter in ctcLink.
 - Instructor may be added to the class/course ([see Instructor Information section](#))



CURRENT VS. PILOTED BUSINESS PROCESSES

Current

- Not fully admitted
- Courses transcribed under Prior Learning Assessment
 - Credit transfer issues
- Manual course registration
- Manual grading processes
- Student must request earned credit

Pilot

- Admission via OAAP
- Courses transcribed through ctcLink under college record
 - No distinction between CTE DC and other forms of DC.
- Courses built in ctcLink
- Grading via ctcLink
- Student registers directly in ctcLink



REFLECTIONS

- Pilot College and SBCTC Reflections
 - Skagit Valley College
 - Everett Community College
 - SBCTC
- ARC Membership
 - Initial feedback or questions
 - Options for ARC's continued engagement



RELATED PROJECTS

- 25-27 Legislation and Funding
 - Required focus: statewide articulation agreements, improved data, streamlined transcription, advising that accurately represents dual-credit pathways and alignment to postsecondary/apprenticeship opportunities, deeper alignment with career-connected learning and apprenticeship/credential pathways, and identification of additional priority CTE Dual Credit courses.
 - Recommendations must include input from a statewide CTE organization and other stakeholders and identify potential statutory and rule changes to ensure equitable access and program effectiveness.
- Jobs for the Future/Big Blur Initiative
 - Strengthen and expand access high-quality, in-demand postsecondary credentials.
 - Intentionally integrate to strategic initiatives: Guided Pathways, CLNA, Career Clusters.
 - Strengthen regional ecosystems to address labor market demands.
 - Build a replicable model for regions in Washington that are committed to advancing The Big Blur.



RELATED PROJECTS

- Technology Consultant
 - Challenges: inconsistent rules, deadlines, unclear steps, and preventable credit loss. Educators and colleges manage duplicative manual work due to misaligned definitions, workflows, expectations, and data movement across existing systems.
 - Infrastructure: state must establish two foundational conditions: (1) statewide governance for dual credit definitions, workflows, and communication, and (2) a secure, cloud-based data and credential exchange ecosystem that connects existing systems (e.g., SchooLinks, ctcLink, transcripts, etc.) into a coherent pathway from high school to college and workforce.
 - The final report recommends strategic alignment of K-12 and community and technical colleges. This would be accomplished through a phased roadmap for the state to modernize dual credit, reduce staff burden, improve transcription accuracy, articulation processes, and ensure students consistently receive the college credit they earn statewide.



POLICY CONSIDERATIONS

- Leverage Prof-Tech Common Course Numbering
- System Articulation Approval and Inventory Management
- State Adoption of Templates and Timelines
- Stronger Alignment Between OSPI and SBCTC
- Legislative Language Specific to CTE Dual Credit
 - Aligned system-level policies, procedures, and terminology
- CTE DC Courses Transcribed as College Credit
- Retire SERS –Utilization of ctcLink and SchooLinks
- Funding Strategy



NEXT STEPS

- System Partner Engagement
 - Council and commissions
- Refinement of Business Process
 - Expanded advisory group of system partners
- Assessment of Pilot Project
 - SBCTC and pilot college review and recommendations
- Pilot Expansion Decision & Timeline



QUESTIONS?

Thank you for the opportunity to share
information with you today.