



CTE DUAL CREDIT

ctcLink Pilot Expansion

System Information Webinar

July 28, 2026

Submit Webinar Questions: [CTE Dual Credit Webinar Questions.xlsx](#)

PRESENTATION OVERVIEW

- Strategic Context
- What is Changing
- Key Benefits
- Core Challenges
- Lessons Learned
- Timeline and Expectations
- Support Systems
- Next Steps

STRATEGIC CONTEXT

- Alignment across all dual credit options
 - CTE DC, RS, CiHS
- Create a single dual credit ecosystem to support students and K12 partners.
- Supports our existing strategic initiatives
 - CTE Dual Credit Proviso
 - Jobs for the Future/Big Blur Partnership
 - Guided Pathways
 - Dual Credit Council
- Goal: all CTE DC in ctcLink by Fall 2027
 - SERS will be discontinued once all colleges transition

WHAT IS CHANGING

- Overview of ctcLink Adoption
 - Application
 - Admissions coding (admit type, academic plan, student group)
 - Class build (course attributes, location, session type)
 - Student enrollment (self-enrollment vs manual)
 - Instructor (Person of Interest)
 - Grade submission
 - Transcript posting (Regular vs. ACPL)

KEY BENEFITS

- Student Benefits
 - Single system experience
 - Access to up-to date transcript quicker
 - Better alignment across programs
 - Improved transferability of dual credit courses
 - Credit appears as college credit
- College Benefits
 - Real-time student tracking
 - Reduced reliance on spreadsheets
 - Improved reporting capabilities
 - Streamlined training for K12 partners
 - Faster transcription

KEY BENEFITS

- System Benefits
 - Standardization of processes
 - Foundation for future policy alignment (grading, articulation)
 - Replacement of legacy systems (e.g., SERS)
- K12 Benefits
 - Student reports, rosters of enrollment
 - Common system across dual credit programs
 - Counselors and Career Specialists – common systems/training

CORE CHALLENGES BY AREA

- College Staffing & Capacity
- Admissions
- Registration & Enrollment
- Course Build & Academic Calendar
- Student Group and Coding
- High School Coordination/Relationships
- Grading & Transcription
- Data, Reporting, & Tracking
- Instructor Setup & Human Resource Management
- Academic Standing Considerations

COLLEGE STAFFING & CAPACITY

College Staffing:

- Admissions
- Registration
- Financial Aid
- IT/ctcLink
- Instruction
- Course building
- Dual credit program team
- Human Resources (POI)
- Business Office (Fees)

Requires:

- Manual review + automated processes
- Continuous troubleshooting
- Staff time allocated to support workload
- EvCC/Skagit will speak to these later in the presentation

ADMISSIONS

- Online Admissions Application Portal (OAAP) required
- Admissions coding for CTE
- Application same as Running Start (no residency)
- Things to consider:
 - Students experience the same troubleshooting issues as all other students
 - Reapplication requirements (post high school)
 - Managing students enrolled in multiple dual credit enrollment programs
 - Business process alignment
- All OAAP and admissions guidelines apply

ENROLLMENT

- Goal is student self-enrollment in ctcLink
- Issues
 - Shopping cart/failure to complete the enrollment process
 - Intense student supports
 - Maximum credit threshold
 - Management of student holds (SFRA, multiple dual credit programs, advising, etc).
 - Multiple college options/inconsistent regional practices
- Solutions
 - Manage manual enrollments as backup

HCX ENROLLMENT CONSIDERATIONS

- In HCX (HighPoint Campus Experience/Mobile), classes hidden from search can only be enrolled in through the Shopping Cart
- If students are struggling with the Shopping Cart enrollment process, consider these options:
 - Do not hide classes from class search
 - If your college prefers to restrict enrollment, consider using:
 - Permission Codes
 - Student Groups in requisites
 - The CTE Dual Credit Academic Plan in requisites

CTCLINK STUDENT SELF-SERVICE ENROLLMENT CONSIDERATIONS

- You may hide or publish classes in Class Search based on your college's preference
- Students can enroll directly from Self-Service without having to add the class to the shopping cart first, unless the class has a corequisite
- Permission Codes, Student Groups, or the CTE Dual Credit Academic Plan can be used to restrict enrollment if desired

COURSE BUILD & ACADEMIC CALENDAR

- Classes require: Open Entry Open Exit (OEE) (not a local decision), HS location coding, attributes
- Areas to Consider:
 - Course build impact (staffing and timeline)
 - Calendar alignment – campus and multiple dual credit programs, deadlines
 - Building Teachers on Classes - Person of Interest
 - Student Group Coding (student group management)
 - Census date (clarification of why OEE vs DYN)
 - Handling of Failed/Invalid Grades and Course Drops
 - Course transcription implications differ by model

STUDENT GROUP & CODING

- Student group assignment: manual practices required
- Risks:
 - Lack of global definition
 - Misclassification
 - Incorrect enrollment access
 - Additional complexity:
 - Students in multiple dual credit programs
 - Future conversation related to automation of process

HIGH SCHOOL COORDINATION

- Heavy reliance on K-12 partners to assist in communication with instructors, students, families
- Key issues:
 - Calendar misalignment
 - Instructor training
 - Grade submission methods
 - Multiple college options, inconsistent regional practices
- Pilot approach:
 - Communication strategies
 - POI vs. college entry approach (teacher access, grading)

GRADING & TRANSCRIPTION

- Differences between dual credit models
 - CTE DC: remove course if grade below threshold
 - Requires clear processes to manage grading
 - CiHS: transcript all grades including W/O.0
 - Grading aligns with interlocal/MOUs
 - Communicating grade threshold for qualifying grade and removal from record (Student communication practices)

DATA, REPORTING, & TRACKING

- Reporting queries exist and are still evolving
- Colleges must:
 - Run queries
 - Validate data
- Challenges:
 - Identifying students by high school prior to registration
 - Tracking multi-program applications (students may be in more than one program type but are only applying to one program)
 - Tracking multi-program enrollment

INSTRUCTOR SETUP & HR

- Decision needed on:
 - Using “Person of Interest” (POI) functionality
- Tradeoffs:
 - System accuracy vs staff workload
 - Instructor name identified vs. "Staff or TBD"
 - Program consistency (CiHS and CTE DC)

ACADEMIC STANDING CONSIDERATIONS

- New issue introduced by transcribed credit:
 - CTE DC grades included in college GPA & academic standing
- Key questions:
 - Should dual credit students be subject to the same rules?
 - How will scaling of this project impact policy decisions?

TIMELINE & IMPLEMENTATION EXPECTATIONS

- Realistic expectations:
 - 4+ months pre-work
 - ~2 weeks for system setup changes
- 5+ months total preparation
- Ongoing post-launch refinement

LESSONS LEARNED BY PILOT COLLEGES

- Prior dual credit experience matters
- Documentation and training are essential
- Expect many issues (100+) during implementation
- Communication is critical (K-12 and College partners)
- K-12 relationships will be strained if not managed carefully

PARTICIPATION EXPECTATIONS FOR NEW COLLEGE

Testimonials by Skagit Valley and Everett Colleges

- Colleges must:
 - Commit staff time across multiple units
 - Follow shared business processes
 - Participate in system coordination
 - Accept evolving processes (not fully stabilized yet)
 - Fully utilize ctcLink, stop using SERS

WHAT SUPPORTS WILL BE PROVIDED

- Community of Practice
- Business process documentation
- Training materials
- Shared resources
- Report development

STATE POLICY CONSIDERATIONS

- Unified policy framework for CTE Dual Credit
- Unified model for dual credit across programs
- Legislative language specific to CTE Dual Credit
 - Aligned system-level policies, procedures, and terminology
- Equity gaps in student outcomes
- Alignment to workforce systems
- Funding Strategy

NEXT STEPS

- Q & A Webinar – July 30, 2026
 - <https://zoom.us/j/98951704323>
- Submit Questions by 4:00 p.m. Wednesday, July 29
 - [CTE Dual Credit Webinar Questions.xlsx](#)
- College Readiness Self-Assessment
- Deadline for SBCTC Notification: August 17, 2026
- Shared Resources Posted to SBCTC Website
- Community of Practice Launch in September

THANK YOU

Please Add All Questions through Q&A Feature