



CTE DUAL CREDIT

ctcLink Pilot Expansion

System Q&A Webinar

July 30, 2026

ADMISSIONS QUESTIONS

Q: Once students are in OAAP, what mechanisms did SVC & EvCC use to identify students and remind them of deadlines?

Q: Were those mechanisms part of CTCLink, HighPoint, or the larger Enrollment/Admissions system at respective colleges?

Q: Can we get some more details about how pilot colleges integrate CTE-DC into their existing notification systems?

ADMISSIONS RESPONSES

- SVC: Goal: use TargetX (CRM) to isolate which students hadn't done X step and send reminders using template emails. In practice, we weren't able to get this set up in time. Instead, we sent teachers many email communications w/ directions on applying/enrolling.
- EvCC: We used Element451 to communicate with our CTE students. Element used the CTE student group to pull the contact information. Sent directors and teachers many emails with communications to share with students and families.

CAMPUS SOLUTIONS

Q: Can we whitelist high school IP addresses to assist with fraud software issues?

- Washington K-20 IPs have already been whitelisted in OAAP for the applicable fraudulent flags.

Q: Can instructors search for students' ctcLink # if student does not know their id using ctcLink?

- This is a local college decision. The college would need to approve this access for the instructor in ctcLink Campus Solutions pillar and the college's Local Security Administrator (LSA) needs to add the applicable security roles to their account.

COMMUNICATIONS

Q: Was the training for high school instructors difficult?

- Both colleges offered trainings to teachers. Generally, the process worked well with a few technical issues and introducing a new process if teachers took time to do training with the college.
- Student specific issues: account creation/activation, ctcLink number, missed deadlines, hold management, course enrollment challenges, students wanting credit after the specified enrollment deadline, etc.

Q: Is this information going to be dispersed to schools as well by OSPI?

- SBCTC is working with OSPI, presenting at the upcoming WA-ACTE Conference. Additional information options will be utilized.

DATA SERVICES

Q: Will the state have a close date for CTE DC enrollment data?

- Yes. We publish the Data Warehouse Snapshot Deadlines on the Data Services Data Warehouse page. Registrars are very familiar with the deadlines
- All enrollment must be captured in the quarter the credit is earned

Q: Do colleges earn FTE for this effort?

- No. CTE Dual Credit enrollments do not generate FTE.
- CTE Dual Credit classes require the use of the SNFG course attribute (non-FTE generating)

Q: Are there any issues with getting a high school teacher added as a POI and then later become a CTC employee? For example, with their ctclink employee ID number,

- The employee would need to be onboarded as a non-POI
- HR staff will run a Search Match to make sure the same EMPLID is used
- Data Services is consulting with HCM for additional information

ENROLLMENT

Q: If students admit through OAAP, could Enrollment Services help enroll into correct course?

- SVC: Our Dual Credit Specialist III spent a lot of time enrolling students who were unable to enroll themselves successfully. Our goal was to have all students use the ctcLink.
- EvCC: Yes, once students have completed the OAAP and are in ctcLink a staff member can help by manually registering them. As you mention, there would need to be some staffing time taken into consideration if this was the model your institution goes with.

FINANCIALS

Q: How are high schools invoiced through ctcLink in this process?

- EvCC uses the Enrollment Query to determine the students registered by high school. We then provide a report to our Accounting Office to process an invoice.

Q: It is problematic to have a charge for CTE dual-credit classes when CiHS classes are free for students and families. Can this be reconciled? If there does have to be a charge, it should be fully integrated into ctcLink and not a manual/ad-hoc process.

- EvCC's cost is a one-time administrative fee. We provide a list to our Cashiers' Office who adds the fee in batches. The HSP team can add individual fees if needed.

GENERAL QUESTIONS

Q: Have we thought about "cannibalizing" of the Running start, with the introduction of the CTE dual credit? What would be financial implications for the colleges?

- We do not expect this to be a challenge, as CTE DC was previously identified on the transcript as regular college credit in the Legacy system.

Q: How large are the core teams who set up and ran the pilot? How many students were being serviced generally?

- SVC: We had two core teams across two departments (student services/academic affairs) working on the pilot (4 people all doing part-time CTE Dual Credit work).
- EvCC: High School Partnerships is a team of 4, however 3 of us were the primary staff for the pilot.

GRADING

Q: I'd like to know more about policies related to withdrawals and failing grades.

- **SVC:** There is a grading threshold at each community college, this is not consistent across all CTCs. When manually entering grades, if the student at Skagit did not obtain a “B” or better, the class(es) are removed and will not show on the transcript.
- **CS Core:** It may be helpful to know that Appendix A of the CTE DC Business Process document includes an example OEE Rule that colleges can configure and assign to applicable classes. When this rule is used, staff can drop students at any time during the term without backdating, and no withdrawal grade is automatically assigned.
 - Note: Your college's Term/Session table determines the last date that students can drop a class through ctcLink Self-Service or HCX.

HUMAN RESOURCES

Q: Faculty contracts at both HS and College related to managing faculty labor and who gets to do what—assigning grades is clearly faculty specific work. Wondering about impact and implications of high school contracts as well re: additional labor for HS faculty.

- **SVC: Technically, they already must double grade students because they must enter grades in SERS for the grade to then be manually transcribed. It will take extra labor for the teachers to learn the new system but once they have learned it, there should not be a lot of extra labor outside of the (unpaid) labor they are already performing.**

HUMAN RESOURCES

Q: Can we have an example of the POI form from EvCC?

- EvCC: Yes – this will be uploaded to the shared site.

Q: How did SVC enter grades if no POI was assigned? How did you manage rosters, enrollment, and any data sharing concerns your K-12 partners?

- SVC: We pulled a roster of all enrolled CTE students/classes, added the grade or grade not attained. Then manually dropped all CTE students with grade not attained and then entered all remaining grades for each class. Data sharing agreements were in ILAs which were sent out and signed by superintendents of the districts prior to the pilot. Compiling grades using excel did work but is not recommended as it is easy to make an error.

HUMAN RESOURCES

Q: Non faculty assessing student learning is a concern for accreditation. "1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs." 2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs."

- We encourage you to discuss this question with your college leadership and Accreditation Liaison Officer. We cannot provide guidance on this topic.

HUMAN RESOURCES

Q: What exactly does HR need to do in order to get a K-12 teacher entered as a POI?

- We encourage you to address this question with your HR Office.

Q: Did staff receive a stipend or pay increase to take on the work, if so, which roles?

- No, neither pilot college provided stipends or pay increases.

Q: Is there any way to estimate staffing hours for this project? When you say 5 months of prep is that full time? How many people working full time?

- SVC: SVC's Dual Credit team includes four staff members. Ali (0.75 FTE) is dedicated to CTE Dual Credit. Kelly, Brandy, and Jessica split their time across all three programs. During the pilot year, more of their time was dedicated to CTE Dual Credit than anticipated.

PILOT PARTICIPATION QUESTIONS

Q: Must colleges engage all CTE DC partner high schools and courses to participate in the pilot?

- Yes, this is an expectation for participation.

Q: How many colleges can participate in the expanded pilot program?

- Participation is not limited. Interested colleges will be included as long as they agree to the stated expectations.

Q: Will participating colleges be deployed in groups like ctcLink?

- No, all new pilot colleges will be invited to participate in the Community of Practice discussed at the prior webinar and move through the process with SBCTC support.

PILOT PARTICIPATION QUESTIONS

Q: Is the expectation that the expanded pilot schools are active in the process during the 26-27 year? My college is leaning towards wanting to go live for 27-28, but want to use this coming year to prepare, so would we be looking at being part of the expanded pilot or not?

- We have not discussed creating a cohort of colleges not ready to participate in the pilot in FY27. This is something we can consider.**

PILOT PARTICIPATION QUESTIONS

Q: Shifting the labor of 1-1 student transcript review to broader course build for potential students—enrollment/credit gains in the pilot?

Q: What are the measurable benefits from this shift in pilot schools?
Scope and scale applications: number of HS partners and number of students/programs impacted.

PILOT PARTICIPATION QUESTIONS

Q: Is there any feedback/input from the high school partners from the pilot that we should consider?

- **SVC High School Input:** A lot of our high school partners noted extra instructional time being added to do this process compared to SERS, it was more difficult/confusing for students, we had fewer students receive dual credit than in previous year. Teachers were often upset when they thought students had enrolled only to learn that they hadn't completed the process.
- **SVC Suggestions:** physically visiting classrooms and walking students/teachers through the process (this drastically cuts down on instructional time needed to do these processes), providing teachers updated enrollment reports so they know who has enrolled (as capacity allows).

POLICY RELATED QUESTIONS

Q: How will we engage with the K12 partners to discuss the differences between IEPs/504s and college-level accommodations if credit is to be transcribed at the college??

- Please review this previously issued guidance.
<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/workforce-education/cte-dual-credit/cte-accommodations-2025.docx>

Q: Should CTE dual credit get NACEP accredited just as CiHS does?

- CTE DC is not regulated by NACEP. As part of the presentation, we discussed policy gaps. This is one of the policy questions we are looking to inform through our proviso work. We do not currently have policy language to require consistency across all colleges.

POLICY RELATED QUESTIONS

Q: OSPI and K-12 partners have asked for explanation around why a HS course is worth 3 credits at one CTC and 5 credits at another. Will there be a formula or way in the articulation process to demonstrate/provide nuanced explanations?

- As part of the presentation, we discussed policy gaps. This is one of the policy questions we are looking to inform through our proviso work. We do not currently have policy language to require consistency across all CTCs.

Q: Will this pilot lead to a funding model? What are the criteria we need to hit to achieve a better compensation model?

- By having all colleges utilizing ctcLink for CTE DC, we hope to have better student data to provide a more comprehensive picture of the impacts of student participation. This could be used as leverage to advocate for future funding (state and/or private)

POLICY RELATED QUESTIONS

Q: Would we ever commit as a system to accept any grade earned for this program? No more minimum grades. More aligned with dual credit programs as a whole.

Q: Why would we not post grade earned if the student enrolled, as is good academic practice?

- As part of the presentation, we discussed policy gaps. This is one of the policy questions we are looking to inform through our proviso work. We do not currently have policy language to require consistency across all CTCs.
- SVC: Per our ILAs we only post grades that are B or better. We need statewide guidance around this issue and agree and that there should be a policy in place because it is inequitable in the current form.

REGISTRATION

Q: What does advising look like with this model? Are the high schools doing the advising?

- SVC: We have a dual credit recruiter/advisor if we are invited into classrooms. We also create and distribute program maps to teachers that help students identify where/how their CTE dual credit can apply to a specific pathway(s).
- EvCC: All our Dual Credit students can complete advising with EvCC. We are working on tools for self-guided advising; most are getting advising from their teachers or HS counselors.

REGISTRATION

Q: What about prerequisites for these courses? Does that impact course builds to have sections with different requirements?

- SVC & EvCC: We remove pre-reqs from course builds from CTE DC sections so that this doesn't affect other sections.

Q: How do you manage the manual override for students enrolled in multiple dual credit programs?

- SVC: There is a “UNIT LOAD” override button under general overrides in quick enroll.
- EvCC: Students who are over their max credits (for CTE and CiHS) fill out a google form. We can manually register them in quick enroll. We then email them a confirmation. We also encourage students to register for RS classes before CTE or CiHS.

REGISTRATION

Q: Did Skagit and Everett use a student group to prevent students not in CTE Dual Credit register for the CTE classes?

- SVC: No. We only had the course numbers accessible to teachers (this created some issues when teachers lost or could not find the numbers that had been sent to them). We occasionally still had a student enroll in the wrong class. This was caught during grading.
- EvCC: Yes, we used the CTE student group to prevent non-CTE students from registering. However, this is something we are looking at changing as students who are in CiHS or RS may want to register. Without the student group requirement some non-HS students could register, but the likelihood of them finding the class seems slim. We also ask teachers to review their rosters for any students not in their CTE eligible class.

REGISTRATION

Q: We value is the OPTION to transcribe credits. Is there a way to make this the standard?

- SVC: We told students that it was their choice to receive credit. This question is also listed as a [FAQ on our CTE Dual Credit page](#) for students. A good way to approach this might be to have all students apply to the college because it is free but have a more nuanced conversation around enrollment and how the credit can be used at the college or transferred. SVC has also been working to get rid of articulations that are not on pathways reducing extra dual credits that don't build towards a students' plan for after college, reducing the issue around credits in the wrong area potentially affecting financial aid.
- With the use of OEE, students can withdraw from the course prior to the last day of instruction to avoid having the course transcribed.

REGISTRATION

Q: Who builds the classes in CTCLink for students to enroll in?

- SVC/EvCC: Course builders in Office of Instruction builds all our classes (CiHS, CTE Dual Credit and regular college classes) in ctcLink.

Q: Do the CTE courses follow the college campus calendar, or the HS calendar; like CiHS?

- SVC/EvCC: We are mirroring our CiHS process as far as deadlines. In our first pilot year we had all CTE Dual Credit registration in Spring only, this was so that we could be as prepared as possible for the change.
 - SVC had students in S1 classes apply/enroll in winter (pilot of the pilot)

NEXT STEPS

- Deadline for SBCTC Notification: August 17, 2026
- Shared Resources Posted to SBCTC Website
- Community of Practice Launch in September

THANK YOU FOR YOUR PARTICIPATION

Webinar Resources

- Access Business Process [Document](#)
- Access Webinar PPT [Presentation](#)
- Submit Webinar [Questions](#)
- CTE Dual Credit ctcLink Pilot Expansion [Resources](#)

Contact Information

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