



CTE Dual Credit Guidebook

Washington CTE Dual Credit Project

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Washington State Board of Community and Technical Colleges*

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[CTE Dual Credit Website](#)



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INTRODUCTION

Students who earn college credit in high school are more likely to graduate from high school and enroll and persist in postsecondary education.^{1,2,3} Dual credit can also lower the costs of higher education for students and families by decreasing the amount of time needed to complete a college major and earn a degree.⁴ In response to these positive outcomes, dual credit programs have grown in the past two decades nationwide and in Washington State, with about 58% of Washington high school students participating in one of the state's six dual credit programs in 2018. The largest of these and the focus of this guide, Career and Technical Education (CTE) Dual Credit, enrolled close to twice the number of students as the next largest program, Advanced Placement (AP).⁵

As dual credit options and the number of students participating have grown, practitioners and state agency staff recognized a need for policy guidance and information on effective program practices. The Washington State Office of Superintendent of Public Instruction (OSPI) and the Washington Student Achievement Council have recommended further expansion of CTE Dual Credit to provide equitable opportunities to participate in dual credit to more students. Although participation rates are lower among low-income and some students of color for many types of dual credit, the reverse is true for CTE Dual Credit.⁶

To that end, Seattle Colleges, the State Board of Community and Technical Colleges (SBCTC), and OSPI developed the Washington CTE Dual Credit Project supported by Perkins Special Project Grants from SBCTC. During the project's research phases, information was collected on relevant state policies, innovative CTE Dual Credit programs and practices in Washington, and best practices to support consistently high-quality programs statewide. The CTE Dual Credit Guidebook was developed from the research findings to guide CTE Dual Credit administrators and instructors in creating stronger and more consistent programs statewide.

About This Guide



This guidebook summarizes the state context for CTE Dual Credit, providing state policy guidance where available and offering examples drawn from national research and local practice. It also addresses Frequently Asked Questions (FAQs) on key programmatic topics and includes sample materials for administering CTE Dual Credit. It is intended to be used as a reference guide for local practitioners in designing and improving CTE Dual Credit opportunities.



DUAL CREDIT PROGRAMS AND POLICY

CTE Dual Credit, previously referred to as “Tech Prep,” offers high school students the opportunity to earn college credit for successful completion of CTE courses taught by certified high school instructors. Through this program, community and technical colleges allow certified CTE teachers to deliver college-equivalent CTE courses to students in Grades 9–12 for dual high school and college credit. Courses are offered at the high school or skill center through an articulation agreement between the high school or district and the college.

Courses approved by the partnering college for CTE Dual Credit must be competency based and address most, if not all, content taught by the equivalent college course. CTE Dual Credit courses should also, as applicable, reflect state-recognized and/or industry-defined skill standards. Local articulation agreements between high schools, districts, and community and technical colleges specify the classes offered for CTE Dual Credit (and the college course equivalencies), the competencies needed to meet the college course requirements, minimum student grades for awarding of college credit, and a standardized transcription process.

CTE Dual Credit programs are a key component of Washington high school CTE programs. By law, high school CTE preparatory programs must offer either college credit opportunities (via CTE Dual Credit or other programs) or lead to industry-recognized certificates or credentials. CTE Dual Credit is also part of high school CTE program accountability requirements in that (a) CTE Dual Credit is one of three areas that OSPI monitors for school district CTE program performance and (b) student dual credit participation (in CTE Dual Credit and other programs) is one of the secondary accountability metrics included in Washington’s approved Every Student Succeeds Act federal accountability plan. Community and technical colleges also are required to offer more than one CTE Dual Credit program of study (POS) to receive Perkins funding.

Dual Credit Options in Washington State



Washington offers two other course-based dual credit options: Running Start, in which students travel to a college or university campus to take college-level courses, and College in the High School, in which college courses are delivered at the student’s high school by approved high school instructors. In addition to where courses are delivered, these programs differ in terms of grade levels served, the course types eligible for dual credit, and requirements for teaching dual credit courses. Table 1 summarizes key programmatic differences of CTE Dual Credit, Running Start, and College in the High School. In addition to these course-based programs, students can earn dual credit through exam-based programs such as AP, International Baccalaureate (IB), and Cambridge International.

Table 1: Key Differences Between Washington State’s Course-Based Dual Credit Options

Component	CTE Dual Credit	Running Start	College in the High School
Eligible grades	9–12	11–12	9–12
Eligible course types	A high school course aligned to a CTE pathway at the college for CTE college credit	Catalogued college courses in all subject areas	Catalogued college courses in all subject areas
Where courses are provided	High schools or skill centers	College campus	High school
Costs to students and families¹	Students are not charged tuition. Depending on the local articulation agreement, students seeking college credit may be assessed a transcription fee.	Students may be charged up to 10% of tuition and fees, prorated based on credit load RCW 28A.600.310(2) . Students may be charged fees; low-income students must be offered fee waivers RCW 28A.600.310 and may be eligible for a scholarship to defray other costs. Students or families are responsible for paying for any credits taken beyond 15 and any credits taken during the summer. ²	Students may be charged tuition and fees RCW 28A.600.290(5)(a) . Low-income students may be eligible for a scholarship ² RCW 28B.76.730 . The amount charged is locally determined and capped at \$65 <u>per</u> credit or \$325 for a course.
Eligible postsecondary partners	Community and technical colleges	Community and technical colleges, accredited public tribal colleges, public 4-year colleges and universities	Community and technical colleges, accredited public tribal colleges, public 4-year colleges and universities
Eligible instructors	High school teachers; community and technical colleges recognize vocational teaching certificates issued by OSPI for the certified subject areas WAC 131-16-095 , including for dual credit.	Postsecondary faculty RCW 28A.600.310	High school teachers approved by the appropriate college or university academic leadership and who meet the minimum qualifications for instructors teaching the course on the college campus (for transfer courses, usually a master’s degree in the discipline of the course). WAC 392-725-150
Calendar	Courses follow the secondary school calendar and can be taken during the academic year and summer.	Courses follow the college calendar and can be taken during the summer.	Courses follow the secondary school calendar.

¹ Washington Student Achievement Council. (2016, October). *Dual credit report*.

<https://wsac.wa.gov/sites/default/files/2016.10.07.WSAC.Dual%20Credit%20Report.pdf>.

² This information reflects current legislation as of June 2021. At this time, OSPI launched a summer Running Start pilot that may lead to further policy change.

? FAQs: Dual Credit Programs

How do enrollment processes and timelines differ for the three course-based dual credit options?

Running Start and College in the High School students enroll at partnering colleges following the same enrollment timeline and processes as regular college students. CTE Dual Credit students must enroll with the partnering college only if they choose to be awarded college credit upon successful course completion, which, depending on the articulation agreement, may be after students have graduated high school.

How do the credit transcription processes and timelines differ for the three course-based dual credit options?

Running Start and College in the High School students receive transcribed college credit automatically following each successfully completed course. The CTE Dual Credit articulation agreement determines whether college credit is automatically transcribed at the end of the term or academic year upon earning a minimum course grade (direct transcription) or whether a student must submit a request that the college credits earned be transcribed.

Can an AP course be offered for CTE Dual Credit?

Yes. An AP course can be offered for CTE Dual Credit if (a) the teacher holds a teaching certificate with a CTE vocational code (V-code) corresponding to the AP course subject area, (b) the AP course reflects the articulating college's course competencies (and other articulation agreements requirements are met), and (c) the course aligns with the AP course content expectations. To include an AP designation on student transcripts, course catalogs, or on school websites, the high school must additionally be approved through the [AP Course Audit](#) process.

Can a College in the High School course be offered for CTE Dual Credit?

Yes. A College in the High School course, meaning a high school course eligible for College in the High School credit, can also have an articulation agreement for CTE Dual Credit if the course adheres to CTE Dual Credit requirements and the College in the High School standards for students, curriculum and assessment, faculty, evaluation, and partnership. These standards, aligned with the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards, require the course offered at the high school to mirror the college course. In practice, however, College in the High School courses are typically not offered for CTE Dual Credit given the differing programmatic requirements and costs to students outlined in the chart above.

Can a Running Start or IB course be offered for CTE Dual Credit?

No. Running Start cannot be codelivered because Running Start students are already enrolled in a college course for credit, and Running Start courses are offered on the postsecondary campus, not at the high school. To offer IB courses, which do not include CTE courses, a high school must be authorized by the International Baccalaureate Organization as an IB World School and adhere to the IB curriculum.

State CTE Dual Credit Policy and Guidance



Dual credit in Washington is guided by statutes (Revised Codes of Washington [RCWs]), administrative rules (Washington Administrative Codes [WACs]), and policy guidance documents issued by state agencies. Fewer statutes and regulations govern CTE Dual Credit relative to Running Start or College in the High School, and currently no comprehensive guidebook or resource summarizes the policies and procedures for the three programs. State policy establishes parameters for the key CTE Dual Credit program components, including articulation agreements and course standards (Table 2). Other aspects, such as tuition and fees or other program costs, the course grade that a student must attain to earn college credit, and the process for credit transcription are determined through articulation agreements and, as a result, can vary by college, consortium, and sometimes by program within colleges.

Table 2: State Policy and Guidance for CTE Dual Credit

Program component	State policy or guidance
Eligible postsecondary partners	Community and technical colleges RCW 28B.50.531
Eligible course types	Articulated secondary CTE courses RCW 28B.50.531
Postsecondary and/or secondary credit earned	Secondary credit; award of postsecondary credit contingent upon attainment of minimum grade as defined in articulation agreement and fulfillment of college-defined transcription processes, including any applicable fees. RCW 28B.50.531 Guidelines for Articulation Using the Direct Transcription Method
Eligible student grade levels	9–12 RCW 28B.50.531 Policy 4.60.30
Student or family participation costs	Students are not charged tuition. Depending on the local articulation agreement, students seeking college credit may be assessed a transcription fee. Guidelines for Articulation Using the Direct Transcription Method
Eligible instructors	Community and technical colleges recognize vocational teaching certificates issued by OSPI for the certified subject areas WAC 131-16-095 , including for dual credit.
Course quality component	The college partner determines what competencies will be required to meet the college's course requirements. Competencies must describe the assessment method(s) used to verify student accomplishments. Guidelines for Articulation Using the Direct Transcription Method



CTE DUAL CREDIT POLICY AND PRACTICE CONSIDERATIONS

This section details state policy guidelines for key CTE Dual Credit topics and describes relevant programmatic considerations drawn from national research and local practices.

CTE Dual Credit Articulation Process



Program and Course Articulation

Steps in program and course articulation include selecting an appropriate course for articulation, convening secondary and postsecondary partners, and ensuring that the high school instructors teaching the course are qualified to teach CTE Dual Credit courses. More broadly, articulated courses should align to a POS or pathway offered at the partnering college.

What does state policy say?

Courses:

- If a community or technical college has created an agreement with a high school or skill center to offer college credit for a secondary CTE course, all community and technical colleges shall accept the course for an equal amount of college credit ([RCW 28B.50.531\(4\)](#)).
- CTE Dual Credit courses should be competency based and, to the extent possible, align with recognized industry standards ([SBCTC Policy Manual Chapter 4](#)).
- Secondary CTE Dual Credit courses must be equivalent to a college course at the partnering college, as determined by college faculty in partnership with high school instructors ([SBCTC Policy Manual Chapter 4](#)).

Partners:

- Community and technical colleges may create dual credit agreements with high schools and skill centers that are located outside the college district boundary or service area ([RCW 28B.50.531\(3\)](#)).

Instructors:

- Any instructor with an OSPI teaching certificate with the appropriate V-code for the course subject area can teach a CTE Dual Credit course ([WAC 131-16-095](#)).

National Recommendations

According to the advice of national dual credit experts and other state approaches,⁷ dual credit courses should

1. have relevance to students' high school and postsecondary POS and graduation requirements,
2. be developed with industry and employer input,
3. reflect the course content of the equivalent college course, and
4. award credit that is transferrable to POSs at community and technical colleges and can be used by students to meet program requirements.

Local Practice

- Connections between partnering high school and skill center staff and colleges:** To support collaboration on dual credit and other areas, Shoreline School District CTE staff members meet with leaders and staff from Shoreline Community College’s workforce education office monthly to strengthen the partnership and create more cohesive student pathways. Topics range from vision-setting and strategy to project tasks and include articulation agreements, advisory committee agendas, staffing resources, and broader program alignment needs. In 2020, North Central Educational Service District convened high school and postsecondary instructors for a series of online workshops on remote teaching strategies. Stakeholders shared that connections made during the series resulted in several new articulation agreements, suggesting that bringing instructors together—even virtually—can yield positive results.
- Meetings to review articulation agreements:** While the timing of articulation agreement updates can vary – typically this is done on as-needed basis or every few years as part of an established review process – secondary and postsecondary dual credit staff describe benefits of meeting regularly to review articulation agreements and recommend changes if needed. The Pacific Northwest College Credit consortium convenes CTE directors quarterly to discuss dual credit opportunities and processes, and to review articulation agreements on a rotating three to five-year schedule. The quarterly meetings allow them to address curriculum changes arising before an agreement is scheduled for review. Dual credit staff at Columbia Basic College meets twice a month with Education Services District 123 staff as part of the tri-cities area educational cooperative to review course alignment to postsecondary course frameworks and labor market data. They also review articulation agreements up for renewal to anticipate the need for any changes.
- Flexible dual credit courses that are aligned with local labor market needs:** West Valley School District limits CTE Dual Credit courses to postsecondary programs that offer credentials required by the region’s in-demand fields. In addition, the district focuses its CTE Dual Credit offerings on Professional-Technical Common Courses (also known as P/TCCs or “ampersand courses”). Ampersand courses are more consistent across colleges and more likely to be used to meet degree requirements at any college statewide offering the related degree. Although colleges are required to award credit for other types of articulated courses, the award may be for elective credit only.

Professional-Technical Common Courses:

P/TCCs, or “ampersand courses,” are courses for which two or more community and technical colleges have agreed upon course titles and course outcomes and which transfer to any Washington community and technical college offering the course. For more information about P/TCC, see <https://www.sbctc.edu/colleges-staff/programs-services/common-course-numbering/ptccn.aspx>.

- **Partnerships to determine course alignment:** To ensure strong alignment and equivalent college rigor, some faculty at Columbia Basin College share midterm and final assessments with high school instructors as evidence of expected knowledge outcomes and learning objectives. In welding, the college faculty have collaborated with high school instructors to design the end-of-course written examination, and the college faculty conduct the physical assessment of students' cuts and welds. As possible, secondary teachers whose courses articulate with Columbia Basin College offerings participate on college program advisory committees; in turn, college faculty sit on the secondary advisory committees and engage in conversations and evaluations of the high school course's frameworks and program's 5-year plans.

Articulation agreements: Where to start?

Every partnership will have its own process and forms for requesting articulation for CTE Dual Credit. Common steps include the following (note that they are not exhaustive nor linear):

- If you are a high school administrator or teacher, reach out to the dual credit coordinator and/or faculty teaching the equivalent course at the college that you would like to articulate.
- Check the Statewide Enrollment and Reporting System (SERS) to find existing articulation agreements for CTE Dual Credit courses between your school and the college, or work directly with the college to find existing agreements.
- Confirm that the course is part of a POS or career pathway at the college.
- Ensure high school instructors have the necessary qualifications to teach articulated courses and complete any required teacher verification forms.
- Share frameworks with college partner to align learning targets.
- Complete any necessary forms to request articulation as required by your school or the partnering college and keep copies for documentation.
- Enter the articulation into SERS (or the online system used by your program).

FAQs: Articulating Courses

What types of courses can be articulated for CTE Dual Credit?

CTE Dual Credit courses must be secondary CTE courses and offered in a high school by high school teachers who are certified to teach CTE courses with a V-code that qualifies them to teach in the subject area of the course. The course must be included in an articulation agreement and reflect the course expectations for the equivalent course offered on the college campus. There is no current policy requiring the articulated college courses to have a CTE Classification of Instructional Programs (CIP) code.

How are the number of postsecondary credits awarded for CTE Dual Credit determined?

State policy does not set a specific number of credit hours. The number of credits is determined locally; articulation agreements specify the number of high school credits and the number of postsecondary credits that the student will earn upon successful course completion.

Who approves CTE Dual Credit articulation agreements?

The college dean, high school principal (or skills center director), and CTE director. State law says that CTE Dual Credit agreements are “subject to approval by the chief instructional officer of the college and the principal and the career and technical education director of the high school or the executive director of the skill center” ([RCW 28B.50.531\(2\)](#)). In practice, local articulation agreements may also be signed by high school teachers, college faculty, CTE administrators, and other instructional staff at both the secondary and postsecondary levels to ensure buy-in for articulation terms.

Does the high school CIP code for a course have to match the postsecondary CIP code for the course to be offered for CTE Dual Credit?

No. If the course meets the requirements described above, including that it has a secondary CTE CIP code, it can be offered as a CTE Dual Credit course.

What does it mean for a CTE Dual Credit course to be “equivalent” to the college course?

State policy does not define course equivalency, so the degree of alignment between the secondary and postsecondary course is determined locally. The [SBCTC Policy Manual](#) states that “the college partner shall be responsible for determining what competencies will be required to meet the college’s course requirements.” All colleges consulted for this study require that a CTE Dual Credit course address at least 80% (and, in some cases, 100%) of the equivalent course offered on the college campus.

Is there an 80% “rule” for course equivalency?

No. To guide the development of common courses statewide, community and technical colleges agreed that a minimum of 80% of the course content between the sending and receiving college needed to match. As such, the 80% guidance applies to the development of common courses in general and is not specific to, or a requirement for, CTE Dual Credit. None of the colleges consulted for this study, however, set less than an 80% threshold for course equivalency.

Can a non-CTE high school class be articulated with a college-level CTE course as CTE Dual Credit (e.g., a math class)?

Yes. If the course (a) is assigned a secondary CTE CIP code, (b) is taught at the high school or skills center by CTE instructors whose V-codes authorize them to teach the course, (c) competencies align with the course competencies of an equivalent course offered on the college campus, and (d) is approved by a college partner in an articulation agreement, the course may be offered for CTE Dual Credit.

How does a high school teacher become approved to teach a high school CTE course?

A teacher may be approved to teach a CTE course either by completing a state-approved CTE teacher training program ([WAC 181-77-031](#)), with documentation of 2,000 hours of occupational experience in the area in which the teacher is seeking certification, or 6,000 hours of business and industry work experience ([WAC 181-77-041](#)). Candidates with 6,000 hours of business and industry work experience must also complete a professional educator standards board-approved program.

How does a high school teacher become approved to teach a high school CTE course with CTE Dual Credit?

According to state policy, CTE Dual Credit courses must be taught by a high school instructor certified to teach CTE courses and who holds a V-code in the subject area of the course, in accordance with the [CTE Certification V-code chart](#). Although state policy does not require college approval of CTE Dual Credit instructors, stakeholders shared that colleges typically review teachers' qualifications and experience when establishing articulation agreements.

Are there options for a non-CTE certified instructor to be approved to teach CTE Dual Credit?

Yes. In circumstances where no CTE instructor certified through either a teacher training program or business and industry work experience is available, a conditional CTE certificate may be issued for limited service. The conditional CTE certificate may be issued to individuals meeting a set of criteria stipulated in state law and is valid for no more than 2 years but may be reissued by the district upon evidence that requirements continue to be met ([WAC 181-77-014](#)).

Are there geographic parameters for developing articulation agreements?

No. State policy permits high schools and skill centers to establish articulations with colleges anywhere in the state and with out-of-state colleges. This flexibility allows secondary CTE programs to offer dual credit in programs that may not be offered by their local postsecondary institutions. In practice, however, districts tend to establish articulations with the postsecondary education partners in their service district. If the postsecondary partners in the district's service area do not offer similar courses for an articulation agreement, postsecondary partners commonly connect the district with a nearby college that does.

Is there a common timeline for articulation agreement development?

No. A lot of factors affect the process for developing an articulation agreement, including the course type and learning objectives; number of colleges, schools, and skills centers involved; and the number and bandwidth of staff involved to determine course articulation. According to the 2022 CTE Dual Credit survey, respondents indicated that agreements typically take 2-3 months to finalize, though some can take more than a year. See the sample materials for one college's timeline that describes articulation activities by month.



Sample Materials

These materials are located on the SBCTC CTE Dual Credit website. Find them at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/> and click on Programs/Course Articulations at the bottom of the page.

- Cascadia Tech Academy Articulation and College Credits List
- Columbia Basin CTE Dual Credit Consortium MOA
- Columbia Basin CTE Dual Credit Evidence of Competency Form
- Columbia Basin CTE Dual Credit Articulation Form (blank)
- Columbia Basin High School Articulation Request Form (blank)
- Columbia Basin Teacher Assurance Form
- Columbia Basin Articulation Agreement Timeline
- Elma High School Articulation Agreement

- Elma High School CTE Dual Credit Teacher Verification Form
- Grays Harbor Master Articulation Agreement
- Grays Harbor Tech Prep Articulation Worksheet
- Highline College Articulation Agreements
- Olympic College How to Apply for CTE Course Articulation
- Pierce County Teacher Verification Form
- Seattle-Tech Skills Center Articulation Agreement
- Spokane CTE Dual Credit Memorandum of Agreement
- Walla Walla Articulation Agreement
- Wenatchee Valley High School Request to Articulate Courses in a POS
- Wenatchee Valley Teacher Verification Form

Grading Policies

Course articulation agreements specify the minimum grade that a student must earn to qualify for college credit. Colleges have discretion over the minimum grade required for a student to earn college credit for a CTE Dual Credit course. As a result, minimum grade requirements vary by college and, in districts offering articulated courses with multiple colleges, sometimes by program or course.

What does state policy say?

According to SBCTC, colleges have responsibility for setting minimum grade levels for students to earn college credit for articulated courses, with a minimum suggested standard of a B grade or higher ([SBCTC Policy Manual Chapter 4](#)).

National Recommendations

To ensure students can apply CTE Dual Credits to their postsecondary POS, national research and state practices suggest establishing minimum grading policies for receiving credit that do the following⁸:

1. Match grading policies for regularly matriculated students. Where grading policies differ for dual credit students, they should indicate students have truly mastered course content; align with grade-level requirements for majors or degrees; and help students maintain an average grade level to be eligible for financial aid (e.g., a C average for federal financial aid).
2. Underscore for students that final grades earned in CTE Dual Credit courses will be part of their permanent college transcripts.

Local Practice

- **The same grade expectations for dual and regular college credit:** Pierce County Careers Connection (PC3 Connect) recently changed the requirement for college credit from a B to a C or better. The change was made after the PC3 Connect governing board determined that holding high school students to the same rather than a higher standard as regularly matriculated college students was more equitable.
- **Different grade expectations for course progression:** Spokane Community College allows students to earn college credit for a minimum C grade in CTE Dual Credit courses. However, some programs require CTE Dual Credit students to earn a higher course grade to progress to the next course in a sequence because program staff believe that the higher grade is needed to ensure students have truly mastered the knowledge and skills needed for success in the subsequent course in the sequence.
- **Higher grade expectations for dual credit:** In some articulation agreements, the grade required to earn college credit is higher for dual credit students—typically a grade of B or better—than college students. According to stakeholders, the higher threshold is to ensure college instructor buy-in, given that high school instructors are not directly managed by the college. They also felt that the higher grade increases the likelihood that students have mastered the knowledge and skills they need for the next course in a sequence in college and avoids high school students entering college with low grades on their transcripts.

 **FAQs: Grading Policies**

How do grades get entered in the Statewide Enrollment and Reporting System (SERS)?

High school teachers enter students' CTE Dual Credit course grades in SERS at the end of each semester or year.

Pathway or POS Mapping

CTE Dual Credit programs are intended to help students earn college credit within their chosen career pathway or POS. Stakeholders interviewed for this project suggest that CTE Dual Credit courses should be mapped to a career pathway or POS to ensure alignment between students' secondary and postsecondary coursework. POS mapping is broader than course articulation and involves ensuring alignment of programs across education levels and with industry standards and credentials.

What does federal policy say?

[Perkins V](#) requires districts and postsecondary institutions that receive Perkins funds to offer more than one program of study. The legislation defines a “program of study” as “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that

- (A) incorporates challenging State academic standards ...;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.”

What does state policy say?

OSPI and SBCTC both offer resources for designing and evaluating POS and pathways. These include the [Designing High Quality CTE Pathways](#) checklist, which outlines pathway components and provides pathway examples, [Program of Study Assurances Checklist](#), and [Program of Study Template](#).

National Recommendations

To ensure high-quality instruction, the following resources identify strategies that local programs can use to develop rigorous and high-quality POS and pathways:

- The Office of Career, Adult, and Technical Education at the U.S. Department of Education’s [Program of Study Design Framework](#) describes 10 supporting elements for a POS, such as POS-related advising and nonduplicative course sequences that include secondary and postsecondary courses.
- The [Quality CTE Program of Study Framework](#) from the Association of Career and Technical Education provides a tool for strengthening 12 elements of high-quality POS elements, ranging from standards-aligned and integrated curriculum to student assessment and business and community partnerships.

Local Practice

- **CTE dual credits that fit into postsecondary POSs:** West Valley High School staff meet every few months to review 2- and 4-year institutions' programs and catalogs, strategically map student options, and ensure CTE Dual Credit course offerings align with and are transferable to the programs in which students are most likely to matriculate after high school.
- **Skills gap analysis to demonstrate demand for a POS:** Renton School District conducts skills gap analyses to identify subject areas in need of a POS. The district reviews U.S. Bureau of Labor Statistics workforce or labor demand data and presents these data to advisory boards for review. Based on this review, courses and/or the programs in which these courses are included may be modified. To develop a POS to meet the identified need, the district sometimes up-skills existing staff members to qualify them to teach a CTE Dual Credit course. Bellevue School district produces a [career pathways catalog](#) that describes CTE dual credit, industry and pathway certifications, and student leadership opportunities in general and outlines available POS and pathways in various career clusters. For each cluster, the guide summarizes the number of college credits available and potential college tuition savings; lists the classes offering professional certifications; data on the labor market demand; and examples of course progressions from secondary to postsecondary CTE programs.

FAQs: POS Mapping

How often should faculty and teachers get together to discuss pathways and POSs?

Local practice and national experts recommend that faculty and teachers should review POS **at least annually** to ensure that the course information is current.

Who should be involved in the POS mapping process?

Secondary and postsecondary partners. Prior to the authorization of Perkins V, POS mapping was traditionally completed at the secondary level. Perkins V increases the number of POSs required and strengthened language encouraging secondary-postsecondary collaboration.

Can courses be articulated if they do not fit into a POS?

As part of their annual review process, secondary and postsecondary partners should include and collaborate on an evaluation of which classes fit within a POS and which do not. They should openly and honestly discuss the merits of maintaining articulations for classes that do not fulfill a program requirement at the postsecondary level, as both OSPI and SBCTC strongly advise against engaging in "random acts of dual credit." While students are encouraged to explore careers, efforts also should be made to ensure earned credits can be applied to students' educational pathways and that articulations correspond to college requirements.

How can students track how many credits they have earned and learn what degree pathways these credits can go towards?

Students are encouraged to discuss prior learning credentials and prior credits with their college advisors and how these may apply to a degree pathway.

Who is responsible for making and updating POS maps for CTE Dual Credit offerings?

Both secondary and postsecondary partners have responsibilities for submitting POS documentation for state approval. They also may create joint documents for marketing purposes that show how CTE Dual Credit courses align to college programs. At the secondary level, OSPI approves POS through the process described in the [POS Assurances Checklist](#). At the postsecondary level, SBCTC verifies POSs as part of the Perkins plan application with submission of the POS Verification Form.



Sample Materials

These materials are located on the SBCTC CTE Dual Credit website. Find them at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/> and click on Pathways and Program of Study (POS) Mapping at the bottom of the page.

- Bellevue School District CTE Career Pathways Catalog
- Columbia Basin Accelerate Your POS With CTE Dual Credit (Columbia Basin)
- Columbia Basin Agriculture, Food, and Natural Resources POS Visual (Columbia Basin)
- Renton School District Health Sciences Skills Gap Retention

CTE Dual Credit Program Administration



Data Collection and Reporting

Data collection on CTE Dual Credit offerings is critical for meeting state and federal reporting requirements. It also helps local programs assess the extent to which students are accessing and earning postsecondary credit through CTE Dual Credit and to identify equity gaps.

[SERS](#) is an online platform for managing CTE Dual Credit courses. SERS is used by multiple audiences:

- Students use SERS to register with an institution to request college credit and view the credits they have completed.
- High school teachers enter students' CTE Dual Credit course grades in SERS at the end of each semester or year.
- Registrars use SERS to identify the CTE courses for which students have earned transcribed credit.
- Dual credit coordinators use SERS to maintain information on current articulations, monitor program outcomes, and provide general program oversight.

What does state policy say?

State policy requires the use of a local or state data system to capture data on CTE Dual Credit participation and articulated credits ([SBCTC Policy Manual Chapter 4](#)). Although SERS is an option for meeting this requirement, the use of other data systems is permitted.

In addition, state agencies are required to annually report data on all dual credit programs, including CTE Dual Credit ([RCW 28A.600.280](#)). In 2022, [HB 1867](#) established the Education Research and Data Center in the Office of Financial Management as responsible for coordinating the annual dual credit report to the Legislature. It also expanded required data elements to include the number of dual credits awarded by secondary and postsecondary institutions and the number of students earning dual credit, with certain data elements requiring disaggregation by student populations.

National Recommendations

To better understand student participation in and outcomes of dual credit programs, national research and other state policies identify⁹ the need for

1. common definitions, terms, and data collection elements to differentiate between dual credit programs and courses and to track dual credit student progress through postsecondary education;
2. the ability to link student records across all education levels and agencies, with aligned policies and programs to support linkages; and
3. reporting on whether CTE Dual Credits earned by students are aligned to their POS or pathway.
4. the use of real-time data to improve dual credit programs and address equity and access gaps.

Local Practice

- **Resources to support SERS use:** As part of its regular training for staff on CTE Dual Credit, the Pacific Northwest College Credit consortium provides teachers with a SERS operating manual. The manual describes how teachers can assist students in creating a SERS account and provides guidance to teachers as they create their own accounts and enter end-of-course student grades. Additionally, [Columbia Basin College has created a video](#) that walks students through the SERS registration process.
- **Avoiding duplicate student records in SERS:** Students who have forgotten their login credentials sometimes create new accounts, resulting in multiple SERS accounts for one student. To avoid this issue, an Elma High School CTE instructor sends Walla Walla Community College a class roster for each CTE Dual Credit course before students register in SERS for the class. College staff check student names to determine whether students have already established a SERS account. If students have an existing account, the college sends the teacher the username that students created previously; students who have not created a SERS account are noted on the class roster. This process also helps identify students who have multiple SERS accounts under the same name.
- **Teacher trainings on entering grades in SERS:** Because teachers generally only log in to SERS at the end of the academic year to enter course grades, a quick annual school-year-end SERS refresher course can be helpful. Staff for the Pacific Northwest College Credit consortium annually conduct trainings in June to remind teachers to enter grades and show them how to do so in SERS. Staff at Columbia Basin College visit the high schools each year to talk with new teachers to walk them through the program requirements, including how to use SERS to enter grades and run reports.
- **Analyzing local dual credit data to improve equity:** Staff at Yakima School District partnered with Washington STEM, a statewide organization focused on increasing equitable access to science, technology, engineering, and mathematics (STEM) programs, to review data on student participation, outcomes, and awareness of the different district dual credit programs. Data sources included course-taking and outcomes data, staff and student surveys, and student interviews. For example, using survey data, district staff compared student aspirations to attend postsecondary school with school staff's perceptions of student aspirations to attend postsecondary school. They found that students aspired to attend postsecondary school at a higher rate than expected by school staff. These data also were disaggregated by Spanish-speaking students and first-generation students. In response to the data, district staff plan to offer additional professional development on dual credit opportunities and sponsor targeted awareness and recruitment events for specific student populations.
- **Sharing dual credit data with stakeholders:** The dual credit coordinator at Columbia Basin College produces an annual report that highlights CTE Dual Credit data, including the number of students that earn credits and the potential savings for parents in future college costs. The report also features profiles of students that earn dual credits to describe the benefits of taking CTE Dual Credit courses.

FAQs: Data Collection

Where can I find more information or support for SERS?

SERS is supported by SBCTC. Information about and a link to SERS is available at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/>.

What statewide and college-level data are available on CTE Dual Credit and where can I access them? How do I know how many students are applying the credits earned through our CTE Dual Credit articulations?

Statewide data on students' use of credits earned through CTE Dual Credit to meet postsecondary credit or program requirements are not available. In accordance with state policy OSPI, in collaboration with SBCTC and other state agencies, publishes data on dual credit programs annually. These data are available through the [Washington State Report Card](#). The report includes statewide and district-level data on dual credit participation and other indicators. The data are disaggregated by gender, race/ethnicity, and receipt of free or reduced-price lunch, but not by dual credit program type. The Washington Student Achievement Council has [published reports on dual credit](#), some of which provide data for CTE Dual Credit.

What resources are available to support local dual credit data analysis and use?

- The *Equitable Dual Credit Toolkit*, developed by Washington STEM, Eisenhower High School, and OSPI, helps practitioners analyze dual credit data to examine and address equity gaps in dual credit participation, outcomes, and student experiences. The toolkit can be downloaded from <https://washingtonstem.org/equitable-dual-credit-toolkit/>.
- OSPI's *Dual Credit System Improvement Guide* includes discussion questions, a self-assessment, and action steps for district and school leaders on understanding dual credit data and identifying needs for program improvement. The guide can be downloaded from <https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/pubdocs/systemimprovementguide.pdf>.
- *The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students*, developed by the Community College Research Center, describes strategies for increasing equity in dual credit programs and includes companion rubrics for assessing program quality at the high school and community college levels. The playbook and rubrics can be downloaded from <https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>.
- The *Career Readiness Data Quality and Use: Policy Benchmark Tool*, developed by Advance CTE, describes core elements for collecting and using high-quality career readiness data. It offers a needs assessment and roadmap for improving data quality and can be viewed or downloaded from <https://dataquality.careertech.org>.
- The Education Commission of the States offers a database of state policies that include program evaluation as a component of dual or concurrent enrollment programs. For states with a program evaluation component, the database describes evaluation criteria and processes. See the database at <http://ecs.force.com/mbdata/MBQuest2RTanw?Rep=DE1916>.

How do I track progress for CTE Dual Credit students after their credit is transcribed at the college?

There is currently no central process for tracking CTE Dual Credit students at postsecondary institutions, but some colleges have developed their own strategies for doing so. Seattle Colleges, for example, adds the “T#P” code (for “Tech Prep”) to student records and can pull reports of all students with the code to see if they have enrolled after earning the credit, how many credits they earned, and which program they have enrolled in. Similarly, Olympic College adds a group code for CTE Dual Credit student records with the goal of knowing whether students matriculate at the college and into which programs, and to specifically recruit students that receive CTE Dual Credits and do not enroll. SBCTC also is exploring a common code for colleges to use to analyze data on CTE Dual Credit participation and transcription.



Sample Materials

These materials are located on the SBCTC CTE Dual Credit website. Find them at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/> and click on Data Collection/Reporting at the bottom of the page.

- Columbia Basin CTE Dual Credit Annual Report
- Columbia Basin CTE Dual Credit Teacher Instructions
- Pierce County How to Enter Grades on SERS Teacher Account
- Wenatchee Valley SERS Student Instructions
- Wenatchee Valley SERS Teacher Instructions

Dual Credit Personnel

State policy does not address dual credit personnel, but the stakeholders consulted for this guidebook described a need for dedicated secondary and postsecondary staff members to coordinate and manage CTE Dual Credit programs. At some colleges, a dual credit coordinator oversees one or more dual credit programs at the college and partnering secondary programs. At the secondary level, the district CTE director may have this role or share responsibility for CTE Dual Credit coordination with another staff person such as a career specialist or CTE coordinator. Other key personnel involved with CTE Dual Credit include instructors and advisors.

✓ National Recommendations

Given the time required to develop and manage articulation agreements, national research and guidebooks from other states emphasize the need for a dedicated staff person to coordinate dual credit partnerships.¹⁰ This staff person typically is responsible for

1. facilitating cross-system collaboration and communication between postsecondary and secondary institutions;
2. serving as a point of contact to parents and students to address enrollment, transcription, and other processes; and
3. coordinating support services, like advising and tuition waivers, for students.

📍 Local Practice

- **Shared coordination responsibilities:** Many colleges combine CTE Dual Credit responsibilities with responsibilities for other dual credit programs or with other Perkins or CTE responsibilities. For example, the Pacific Northwest College Credit Consortium maintains 2.75 full-time equivalent (FTE) staff—a director, program specialist, and program assistant—to support three dual credit programs from among those run by the consortium’s K–12 and postsecondary members. The full-time director creates articulations and administers Perkins with the partnering colleges’ deans, including attending economic or workforce development meetings. The full-time program specialist manages articulations, conducts teacher trainings, connects with CTE directors and career specialists in high schools, and creates program materials. The .75 FTE program assistant responds to student and parent emails.
- **Coordination at district and school levels:** On the secondary side, stakeholders reported having both district-level and school-based coordination support for CTE Dual Credit. West Valley School District’s CTE director leads district-wide strategic visioning and relationship-building for CTE Dual Credit. The career information specialist, who also oversees the district’s College in the High School programs, coordinates articulation agreement development, including accessing course competencies from the college, working with high school teachers to integrate those competencies into high school courses, and reviewing the high school course competencies with college staff. Renton School District is transitioning to a model in which the CTE director will provide district-level oversight for CTE Dual Credit, but a new position will attend to day-to-day responsibilities for CTE Dual Credit, Running Start, College in the High School, and High School and Beyond plans; the new position will also serve as a graduation pathways expert.

Training Staff on CTE Dual Credit

The strategies used by dual credit staff to prepare administrators and instructors to offer CTE Dual Credit courses vary, but typically include:

- Offering one-on-one support from staff with experience in CTE Dual Credit
- Creating in-house guides and resources on CTE Dual Credit policies and practices
- Delivering virtual or in-person training sessions

? FAQs: Dual Credit Personnel

What funding is available to support personnel responsible for CTE Dual Credit?

At the postsecondary level, strategies for funding dual credit coordinator positions vary by college or consortium and typically include a combination of Perkins and institution funds. Secondary district staff with responsibility for CTE Dual Credit are typically funded through the general state apportionment.

Where can I find a list of CTE Dual Credit coordinators?

No such list currently exists, but a list of consortia can be found at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/cte-dual-credit-consortia.aspx>.

Program Costs and Fees

Some colleges and consortia assess fees to cover CTE Dual Credit program costs; these fees include both district participation fees and transcription fees. A 2019 OSPI study found that participation in dual credit among students from low-income backgrounds is higher for CTE than other types of dual credit, which the authors attribute to the programs being no or low cost to students and parents. In addition, CTE Dual Credit programs that do charge student fees tend to use transcription fees (which are paid when students apply to college) rather than “up front” fees for participation.¹¹ Research affirms that costs to students and families can limit participation in dual credit, and OSPI recommends fully covering dual credit costs for students and their families by 2023.¹²

District participation fees: A fee assessed a district by a college or consortium for participation in a dual credit articulation agreement or a consortium. These fees can be assessed as a flat rate, fee per articulation or per course, or based on high school CTE FTE.

Transcription fee: A fee assessed a high school, district, or student for the cost of transcribing a student’s college credit. Transcription fees may be waived for all or low-income students or covered by the district.

What does state policy say?

SBCTC policy permits colleges to charge student fees ([SBCTC Policy Manual Chapter 4](#)).

Dual credit fees may be covered by set-aside institutional financial aid funds ([RCW 28B.15.820](#)) or funds from student 529 accounts (aka Washington college savings program) or the Washington advanced college tuition payment program ([RCW 28B.95.032](#), [RCW 28B.95.030](#)).

National Recommendations

To ensure equitable access to dual credit programs, national research recommends¹³

1. removing financial burdens to dual credit participation, especially to ensure that low-income students can enroll and succeed in dual credit courses, and
2. ensuring CTE Dual Credits are aligned to students’ interests and postsecondary goals so that students see the value of transcription fees to claim earned credits to be used at the college where the student matriculates.

Local Practice

- **Equitable access to CTE Dual Credit courses:** Stakeholders consulted for this study reported that transcription fees as low as \$15 can be a barrier for some students. Although some stakeholders felt that students and families take greater care in choosing and doing well in dual credit courses when costs are involved, other colleges, including Columbia Basin College, have eliminated these fees to promote equity and access.

? FAQs: Program Costs and Fees

What factors determine the fee types and amounts for CTE Dual Credit?

Fees reflect the college or consortium staff time needed to support CTE Dual Credit, other program expenses that fees might cover (e.g., office space, equipment, staff travel, program marketing materials), and the extent to which other funding sources (e.g., Perkins, Running Start) are available to offset the costs of staffing dual credit positions.

What does a consortium fee cover?

Consortia members (colleges, high schools, districts, and skills centers) can be assessed a consortium fee that covers the staff, facility, and materials costs associated with program operations. Most consortia charge districts a flat annual fee, which sometimes varies by the number of high school members, and some also assess student fees. In one consortium, districts pay an annual fee based on the number of CTE FTE students enrolled in the district each school year, regardless of the number of CTE Dual Credit courses students take in a given school year. Fee structures also vary by member type: one consortium charges member colleges a flat \$5,000 annual fee, while applying a per-CTE FTE fee to district partners.

What additional costs might secondary partners incur?

Secondary partners bear additional costs for CTE Dual Credit beyond charges assessed by a partnering college or consortium. The development of articulation agreements places additional demands upon CTE teachers, district CTE directors, counselors, and advisors. The staff time needed can be particularly burdensome in small districts where one staff person may serve as the district CTE director, teach CTE courses, and potentially take on other roles, or a single advisor serves an entire high school. Secondary schools also bear the cost of required instructional materials, which some college courses change frequently. Training and equipment and additional high school teacher requirements also pose challenges, particularly for smaller districts.

Credit Transcription and Transfer

Students need clear guidance on when and how to receive the college credits that they earn. Some programs adhere to a direct transcription model that automatically awards and transcribes college credit upon student attainment of a qualifying end-of-course grade. Other programs require students to submit a formal request for credits to be transcribed.

What does state policy say?

- State policy recommends that direct transcription of college credit earned through CTE Dual Credit should be initiated at the time of course completion.
- In addition, schools and colleges are required to provide written documentation to students explaining that college credits earned through CTE Dual Credit may not transfer to institutions outside of the state's community and technical college system.

[SBCTC Policy Manual Chapter 4](#)

✓ National Recommendations

To ensure students can access and apply credit earned in dual credit courses, national dual credit experts and policy guides recommend that¹⁴

1. articulation agreements outline how students earn dual credit and the process for ensuring credits are reflected on their transcripts and
2. dual credits be transferable and fulfill postsecondary degree requirements in the same major or POS.

📍 Local Practice

- **Reviewing credits earned with students:** Columbia Basin College does direct transcription and sends all students who earn college credit a copy of their unofficial transcript, showing the credit they have accumulated. The college also sends students earning CTE Dual Credit a congratulatory letter that includes an explanation of how to access their official Columbia Basin College transcript if they choose to enroll in another institution.
- **Raising awareness of credit eligibility:** Staff at the North Central Educational Services District found that often students do not register for credit due to lack of awareness of their eligibility to do so. To raise student awareness, district staff provide ongoing support to students by clearly communicating their articulation options at the start and throughout their enrollment in a dual credit course, introducing students to college administrators who can help with transcription, and explaining the benefits of transcription to families during dual credit informational events.

FAQs: Credit Transcription and Transfer

How do students receive credit for their participation in CTE Dual Credit courses?

To receive college credit, students must earn the minimum grade for the course, register for the CTE credit in SERS or other steps for requesting credit defined by the college, and complete the college's administrative process. Both the minimum grade and process for accessing college credits should be indicated in the course articulation agreement.

Will credits earned through CTE Dual Credit transfer to any college?

Credits will transfer within the Washington State community college and technical college systems but may not transfer the same way to each college. College credits earned via dual credit that meet degree requirements at the articulating college may only transfer as elective credits or be used to satisfy prerequisites at another college, particularly if that college does not offer the same program. Transferability of credit to 4-year colleges depends on the receiving institution. Many students have had their credit accepted at other colleges in Washington and out of state; however, there is no guarantee that credit will directly transfer, and the credit awards are at the discretion of the institution.¹⁵ Students are encouraged to contact the college they are attending and speak with an advisor about the credits they earned and how they may be applied to their POS.

Do students have to claim their credits within a certain time frame?

No. State policy does not specify a time frame in which students have to claim credit earned through CTE Dual Credit. *The ICRC Handbook* states, "credit earned in transferable courses shall be granted without regard to the date at which the course was completed," but adds, "in some degree programs, especially in scientific and professional subjects, students may be required to acquire current knowledge or to refresh their knowledge by repeating courses taken at a prior date."¹⁶ This provision could, for example, affect students seeking transfer credit for CTE Dual Credit earned years earlier in STEM fields such as computer science or informational technology, in which new knowledge and skills are emerging on an ongoing basis.

If students have transcripts from multiple colleges, can they access these in one place?

Not yet, but eventually students will have one transcript across all colleges in the new systemwide software program, ctcLink. For college that do not use ctcLink, students will need to access separate transcripts.

Sample Materials

These materials are located on the SBCTC CTE Dual Credit website. Find them at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/> and click on Credit Transcription and Transfer at the bottom of the page.

- Bellevue School District Steps for Earning College Credit
- Big Bend Community College Request for CTE Dual Credits
- Elma High School How-to Post CTE Dual Credits
- Highline College Process for Dual Credit Transcription
- Pierce County CTE Dual Credit Request
- Pierce County How-to Post CTE Dual Credits
- Renton Technical College Dual Credit Request Form
- Wenatchee Valley College Request for CTE Dual Credits

CTE Dual Credit Students



Recruitment and Advising

To recruit students to participate in CTE Dual Credit, local staff provide them with information on the different dual credit options and advise them on how CTE Dual Credit can help students fulfill graduation requirements and progress within their POS or pathways. Staff should focus recruitment and advising efforts on increasing equity in CTE Dual Credit and removing barriers to participation for all students.

What does state policy say?

State policy requires high schools to provide written notification to parents of students in Grade 9 of the availability of CTE Dual Credit and other course- and exam-based dual credit options ([RCW 28A.300.118](#)).

State policy requires that each student develop a High School and Beyond Plan in Grade 7 or 8 (and update it before Grade 11 course selections) that aligns with their educational and career goals and identifies any dual credit or CTE courses as part of their high school course plan ([RCW 28A.320.195](#)) ([RCW 28A.230.090](#)).

Students also should be advised on the transferability of CTE Dual Credits ([SBCTC Policy Manual Chapter 4](#)) and on the future impact of dual credit on financial aid eligibility ([RCWA 28A.600.285](#)).

✓ National Recommendations

To equitably recruit and engage students to participate in CTE Dual Credit, research suggests that college and high school partnerships should¹⁷

1. focus on removing barriers to dual credit participation for all students and expanding recruitment efforts to reach student populations that have not traditionally enrolled in dual credit programs;
2. help students and families understand different dual credit options and how they compare in terms of student eligibility, costs, types of courses available, transferability of credit, and how different courses may best align with students' postsecondary and career goals;
3. make students and families aware of a college's postsecondary POSs and encourage matriculation in the college to pursue a degree for which the student has completed CTE Dual Credit; and
4. provide ongoing support, including advising, to help students understand how CTE Dual Credit fits into their POS or career pathways, the impact on their financial aid eligibility, and the process for enrolling in and receiving CTE Dual Credit.

📍 Local Practice

- **Showcase dual credit options through events with college staff:** Spokane Community College, Spokane Falls Community College, and Eastern Washington University travel with the local skills center to high schools in their region to deliver joint presentations and participate in college nights and meetings with high school and district administrators. Each college provides details

on the dual credit courses it offers through CTE Dual Credit and other options. A single informational session from multiple institutions on multiple dual credit programs helps students and parents understand the opportunities to “mix and match” so that students can choose an assortment of dual credit courses that align with their educational and career goals. For example, a student might complete one course through CTE Dual Credit and another through Running Start at Eastern Washington University. At Seattle Colleges, students can attend Try-A-Trade events to learn about careers related to programs offering CTE Dual Credit courses and meet faculty and current college students.

- **Help students navigate dual credit registration:** In the West Valley School District, partnering postsecondary institutions visit high schools to both promote dual credit opportunities and help students complete the registration process. Students receive college swag upon registration and a “Certificate of Participation” once they complete the CTE Dual Credit course. College staff describe the registration days as both fun and similar to the college registration process that students encounter once they matriculate. Staff at Spokane Falls Community College use video tutorials and online or in-person support to help students register, which build connections with students and can avoid common registration errors in SERS.

Best practices for increasing equity in dual credit

The *Equitable Dual Credit Toolkit* from Washington STEM, Eisenhower High School, and OPSI, analyzed dual credit data to identify and address equity gaps. This analysis resulted in the following recommended practice changes to increase equity in dual credit: providing staff professional development on dual credit options; holding peer-led informational sessions; integrating college and career readiness activities into advisory periods; extending dual credit information to middle schools; increasing the number of available dual credit courses to serve more students; and promoting the expertise of dual credit instructors through social media and other communications.

The Community College Research Center’s *Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students* presents five principles for designing equitable dual enrollment programs:

1. Set a shared vision and goals that prioritize equity
2. Expand equitable access
3. Connect students to advising and supports that ensure equitable outcomes
4. Provide high-quality instruction that builds students’ competence and confidence
5. Organize teams and develop relationships to maximize potential

In the *Expanding Dual Credit - Myth Busting: Shifting Current Practices Toward Equity and Access* guide, OSPI encourages districts to expand equitable access by considering

- which student groups may be over- or underrepresented in CTE Dual Credit courses in disaggregated student enrollment data;
- whether CTE Dual Credit options are promoted by all staff as often as AP/IB, College in the High School, or Running Start; and
- whether dual credit courses are being built into CTE Course Sequence Graduation Pathways and how those and other Dual Credit Graduation Pathways are being communicated to students and families.

- **Create pathways for entering college freshmen to maintain Pell eligibility:** Some students enter college having completed entry-level courses in a CTE program sequence and must enroll in 12 credit hours to maintain Pell eligibility. For these students, Spokane Community College has created special 1st-year pathways in areas such as culinary arts and welding, in which students are increasingly matriculating having completed most 1st-year credits through CTE Dual Credit.
- **Use multiple channels to share information about CTE Dual Credit:** Secondary and postsecondary institutions use a variety of strategies to share information about CTE Dual Credit with families and students. These range from informational nights for parents and students to monthly newsletters, posters and social media, information in course catalogs, CTE Dual Credit guides and websites, and other special events.
- **Support for students:** From the student perspective, feedback suggests that students might benefit from clearer guidance on how CTE Dual Credits could apply to their future postsecondary programs and the processes they will need to go through once they enroll to apply credits to their degree program correctly.¹⁸ According to one student, this involves informing college faculty that certain prerequisite courses had already been fulfilled in high school.
- **Peer-to-peer recruitment:** Another student suggested that it would be helpful for current college students to speak to high school students about how they benefited from earning dual credits and to encourage students to enroll in CTE Dual Credit courses. Likewise, Columbia Basin College collects stories of how students who have earned CTE Dual Credit are using the credits after high school, any cost savings they experienced with college tuition as a result, and what programs they pursued after college. These stories are shared through the college's annual report and on dual credit promotional materials for students and families.

FAQs: Recruitment and Advising

Which students are eligible to participate in CTE Dual Credit?

All students (not just CTE students) in Grades 9–12 enrolled in an approved CTE class are eligible to participate in CTE Dual Credit.

Sample Materials

These materials are located on the SBCTC CTE Dual Credit website. Find them at <https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/> and click on Recruiting and Advising at the bottom of the page.

- Chief Leschi Schools Connecting Classroom to Culture and Career Magazine
- Columbia Basin CTE Dual Credit Poster
- Columbia Basin Important CTE Dual Credit Information
- Columbia Basin Registering for CTE Dual Credit
- Pacific NW College Credit CTE Dual Credit Program Information and Registration Instructions
- Pierce County Dual Credit Flyer
- Olympic College Students and CTE Dual Credit
- OSPI Expanding Dual Credit (Myth Busting)
- Yakima Valley College How to Sign Up for CTE Dual Credit

CTE Dual Credit and Postsecondary Financial Aid Eligibility

Students' eligibility for financial aid varies by aid type, as described below. To help students make informed decisions about whether to participate in CTE Dual Credit, high school and college staff should clearly explain how all types of dual credit, including CTE Dual Credit, can affect financial aid in detail. Guidance for students and families should pair information on potential financial aid impacts with information on the potential financial benefits of dual enrollment and effective ways to minimize risks.

Federal financial aid: CTE Dual Credit does not affect eligibility for federal grants and loans for postsecondary education, which is based on individual or family income and family size. It can, however, influence aid amounts, because [federal student loan programs permit higher awards](#) for 2nd- and 3rd-year college students than for 1st-year students. Students with enough dual credits to qualify as 2nd-year students may be eligible for larger loans. Dual credit does not affect students' lifetime Pell grant eligibility, which is capped at 12 semesters of Pell Grant support⁹ but can affect the amount of time that students are eligible for federal student loans, which varies by students' degree programs and loan type.

Washington College Grant Program: Dual credit does not apply to the 5-year limit for the new Washington College Grant program.¹⁹ The [maximum usage time frame](#) of the grant is 5 full-time years (15 quarters or 10 semesters) or equivalent, and only applies to the quarters in which a student received the grant. Because students cannot receive state financial aid to pay for college credits earned through dual credit, no course work taken in dual credit programs will apply to the grant program's maximum usage time frame. Additionally, students who earn an associate degree through dual credit programs can use the Washington College Grant toward another associate degree if they are enrolled in an aid-eligible program ([WAC 250-21-011](#)).

College Bound Scholarship: This Washington state financial aid program has a different length of eligibility requirement than the Washington College Grant program. College Bound Scholars receive up to 4 years of funding to use within 5 years of high school graduation. Students must enroll in a college within 1 year of high school graduation. The 4-year funding limit applies regardless of whether students enroll part or full time or if they choose to take time off from school. The College Bound maximum terms of eligibility are 12 quarters or 8 semesters or the equivalent of full-time enrollment. As with the Washington College Grant, this time limit only applies to the quarters in which a student received the College Bound Scholarship; no course work taken in dual credit programs will apply to the College Bound Scholarship eligibility limit.

College Bound Scholars must also enroll in college within 1 academic year following their high school graduation to be eligible. For example, a College Bound Scholar who graduated high school in the spring of 2021 would need to enroll in college by the fall term of 2022. College Bound Scholars who do not enroll in college within 1 year of high school graduation cannot receive the scholarship unless they completed transcribed college credit prior to high school graduation through a dual credit program such as CTE Dual Credit, College in the High School, or Running Start.²⁰ In this case, dual credit participation can help students access state financial aid because it fulfills the College Bound enrollment deadline, as in the following example:

- A College Bound Scholar completes a CTE Dual Credit course in senior year and receives college credit on a college transcript.
- The student graduates in the spring of 2021 having already met the College Bound enrollment deadline because the student was enrolled at a college for the CTE Dual Credit course.
- The student does not enroll in college until the fall term of 2023.
- The student is still eligible for College Bound Scholarship consideration because they met the enrollment deadline through CTE Dual Credit participation.
- However, the student still only has 5 years after high school graduation to use College Bound Scholarship funding, meaning only 3 years of funding remain.

Satisfactory Academic Progress: For both state and federal financial aid, students must maintain Satisfactory Academic Progress (SAP). SAP review standards vary by institution, but all consider the maximum time frame rules and evaluate the successful completion of a minimum number of credits or clock hours. Dual credit students should understand that all prior postsecondary coursework that generated a college transcript, including that taken through dual credit, will potentially be evaluated for SAP. Depending on the college or university's SAP policy, it may apply prior credits, including those earned through dual credit, when evaluating SAP. If students' dual credit coursework hurts their SAP evaluation, all Washington's colleges and universities have SAP appeals processes in place. Appeals and reinstatement policies vary by institution.



FAQs: CTE Dual Credit and Postsecondary Student Financial Aid

How does participation in CTE Dual Credit impact students' financial aid eligibility?

As described above, different types of financial aid may have different implications for dual credit participation. In general, any credits received will count towards the maximum time frame for completion, which is the total number of credits allowed to be funded. Students should be made aware that there may be implications for financial aid eligibility before enrolling in CTE Dual Credit and, where appropriate, be encouraged to reach out to financial aid administrators at the postsecondary institution where they enroll to see if waivers might be available. At the same time, advising for parents and students on dual credit should address common financial aid "myths" to help families understand the financial benefits of dual credit enrollment.



ENDNOTES

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- ¹⁸ Due to the COVID-19 pandemic, a limited number of student interviews were conducted for the research study.
- ¹⁹ Students who have completed their BA or BS are no longer eligible to receive federal Pell Grants, the Washington College Grant, or the College Bound Scholarship, even if they had not reached the full-time limits. College credits earned through dual credit programs may be applied to the BA or BS and thereby shorten the time it takes to earn the degree.
- ²⁰ Only course-based dual credit programs (CTE Dual Credit, College in the High School, and Running Start) count towards the College Bound Scholarship enrollment deadline. AP, IB, and Cambridge International do not meet the enrollment deadline because their programs do not generate college transcripts.