CTE DUAL CREDIT

Transformation & Alignment Initiatives

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PRESENTATION OVERVIEW

- System Need & Background
- History of Tech Prep and CTE Dual Credit
- Challenges & Barriers
- Washington State Alignment Efforts
- Opportunities & Initiatives
  - CTE Dual Credit Proviso
  - Jobs for the Future Partnership
- Policy Considerations
- Next Steps

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SYSTEM NEED & BACKGROUND

- In 2022, SBCTC concluded an intensive two-year study of CTE Dual Credit policies and practices that include recommendations for program consistency statewide.
- Washington Legislature established a two-year CTE Dual Credit pilot program (ESSB 5187) for the 2023–2025 biennium and renewed this commitment (HB 1273) in the 2025-2027 biennium.
- Career and Technical Education (CTE) Dual Credit system is an important opportunity for advancing educational equity, preparing students for high-demand careers, and supporting long-term workforce vitality.
- As the largest and most demographically diverse dual credit option, CTE DC serves more than 65,000 students annually—representing the highest percentage of all dual-credit participants. (ERDC 2024)

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HISTORY: TECH PREP & CTE DUAL CREDIT

- Dual credit for vocational high school (around since the 1980s)
- Perkins legislation established Tech Prep in 1990
- SBCTC rebranded Tech Prep to CTE Dual Credit around 2011

Year	Law	Tech Prep (2+2, 2+2+2)	Programs of Study (Pathways to Credential)
Early 1980s		Emerges locally	
1990	Perkins II	Formally established and funded	
1998	Perkins III	Continued to be funded separately in Title II	
2006	Perkins IV	Still funded but consolidated Federally defunded after FY2011	Introduced & required
2018	Perkins V	Eliminated as separate program	Fully implemented framework

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CHALLENGES & BARRIERS

- Lack of Consistency Across Colleges
  - Policies, procedures, and implementation vary
  - Application and registration process
  - Student onboarding practices
  - Articulation differences
- Transcription Model
  - CTE Dual Credit transcribed as prior learning
  - Inconsistent with other dual credit programs
  - Inconsistent transcription practices
  - Confusing to students and families
  - Implications for credit transferability

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CHALLENGES & BARRIERS

- Academic and Financial Policies
  - Inconsistent grading practices
  - Fee structures
  - Credit eligibility and articulation criteria
  - Lack state funding support of other dual credit programs

- Data Systems and Technology
  - Inconsistent platforms (SERS, ctcLink, other)
  - Lack repository of articulated credit, managed locally
  - Data matching and tracking progression from K12 to CTCs

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CHALLENGES & BARRIERS

- Alignment to Pathways and Workforce Outcomes
  - Many credits do not align to certificates or degrees, exploratory in nature
  - Stronger alignment of articulations for in-demand and high-wage careers
  - Lack labor market alignment, industry input
  - Historic emphasis on credit accumulation vs. alignment
  - Inconsistent advising and career guidance

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WASHINGTON STATE ALIGNMENT EFFORTS

- Equitable outcome for CTE Dual Credit participants
- Standardize articulation and transcription
- Strengthen statewide data infrastructure
- Align pathways with workforce demand
- Increase cross-system coordination
  - Key partners include: OSPI, SBCTC, educational services districts, workforce development councils, colleges, school districts, numerous councils and commissions, and students.

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OPPORTUNITIES & INITIATIVES

- Establish Statewide CTE Dual Credit Model
  - Standardize
    - Application and registration (ctcLink)
    - Policies, timelines, and procedures
  - Adopt
    - Common articulation template
    - Statewide operational guidance
- Credit Transcription Policies
  - Standardize
    - Automatic transcription of credit
    - Grade requirements/thresholds
    - Course equivalencies

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OPPORTUNITIES & INITIATIVES

- Data Infrastructure
  - Transition all colleges to ctcLink, creating consistency across all dual credit programs.
  - Create articulation review and repository
  - Align articulations with Career Clusters framework
  - Identify alignments between ctcLink and SchooLinks
- Alignment with High Demand Credential Pathways
  - Quality over quantity – emphasize in-demand careers
  - Strengthen partnerships with industry sectors
  - Identify common list of IRCs in partnership with OSPI
  - Create common courses/curriculum, as appropriate

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OPPORTUNITIES & INITIATIVES

- Equitable, Student-Centered Access
  - Standardize advising tools – shared advising models
  - Raise awareness of financial barriers challenges faced by students, colleges, and school districts specific to CTE Dual Credit and IRCs.
  - Provide unified guidance for students and families.
- Three Core Themes
  - **Standardize** (policies, processes, articulation, grading, fees)
  - **Automate** (transcription, data integration, workflows)
  - **Align** (pathways, workforce outcomes, advising systems)

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CTE DUAL CREDIT LEGISLATIVE PROVISO

- Regional articulation implementation
- Shared timelines and processes
- Pathway expansion in cybersecurity, manufacturing, and welding
- Shared advising and outreach resources
- Professional development for K-12 and postsecondary

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JOBS FOR THE FUTURE PARTNERSHIP

- Expansion of legislative proviso through partnership with Jobs for the Future and Ballmer Group
  - Big Blur Initiative
- Strengthen and expand access high-quality, in-demand postsecondary credentials.
  - Healthcare, advanced manufacturing, and information technology
- Intentionally integrate to strategic initiatives: Guided Pathways, CLNA, Career Clusters.
- Strengthen regional ecosystems to address labor market demands.
- Build a replicable model for regional expansion

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STATE POLICY CONSIDERATIONS

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

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SBCTC POLICY CONSIDERATIONS

- Consistency Across the 34 Colleges
- Academic and Financial Policies
- Articulation System
- Data Systems
- Pathway Alignment Across College
- Alignment Between OSPI and SBCTC

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NEXT STEPS & GOALS

JULY 2026

- **Proviso:** Implementing and scaling regional timeline and articulation forms
- **Pilot:** Expansion of pilot sites, business process alignment, policy standardization
- **JFF:** Landscape analysis, pathway map implementation
- **CTE Dual Credit Council:** First year of Systemwide alignment

JUNE 2027

- **Proviso:** Funding ends

JULY 2027

- **Pilot:** Systemwide adoption and standardized process
- **JFF:** Strengthening and scaling of pathways, system collaboration

August 2027

- **Proviso:** Final legislative report and recommendations

JUNE 2028

- **JFF:** Funding ends

Proviso: CTE Dual Credit Proviso
Pilot: CTE Dual Credit Enrollment Pilot
JFF: Jobs for the Future – Big Blur Initiative

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QUESTIONS?

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

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