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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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BULLETIN NO. 053-25 SECONDARY EDUCATION AND PATHWAY PREPARATION

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District CTE Directors
School Building Principals
School Counselors
Public Charter Schools
Tribal Compact Schools

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Dual Credit Updates on Funding, Rule Changes, and Program Requirements

CONTACT: Tim McClain, Dual Credit Program Supervisor
201-341-2955, tim.mcclain@k12.wa.us

PURPOSE/BACKGROUND

The Legislature's recent budget eliminated \$4.89M a year in support for dual credit programs for the 2025–27 biennium. This document provides updates on recent dual credit policy, funding, rule changes, and programmatic guidance. The document summarizes recent guidance provided through the [Dual Credit Updates listserv](#), which all school counselors, school staff, and administrators associated with dual credit are strongly encouraged to join to receive timely notice of program developments. Included in this bulletin is information on the suspension of dual credit grants and subsidies, support for the annual dual credit notification, Running Start rulemaking pertaining to eligibility and reporting requirements, guidance on supporting High School and Beyond Plan (HSBP) completion for Running Start students, and additional guidance on credit conversion for college-level coursework. Additionally, the Office of Superintendent of Public Instruction (OSPI) has identified technical assistance and professional learning opportunities to aid in the implementation of these programs.

Suspension of Dual Credit Exam Fee Subsidies and the Consolidated Equity and Sustainability Grant (FP 154)

State funding for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge

International (CI) exam fee subsidies and the Consolidated Equity and Sustainability (CES) Dual Credit Grant (FP 154) will not be available for the 2025–27 school years, as funding for this purpose is not in the current state budget. While AP exams continue to be offered at a reduced cost for Free and Reduced-Price Lunch (FRPL) eligible students, there is no funding to cover the balance. Neither Cambridge nor IB offer a discounted rate.

Annual Dual Credit Notification Requirement

As established through [Second Substitute House Bill \(SSHB\) 1146](#) (2024), prior to course scheduling or course registration for the next school term, each public school that serves any grades 9–12 must annually provide all students and their parents or legal guardians information about available dual credit programs and any assistance to reduce costs. OSPI has published a [dual credit notification letter template](#) that districts may adapt to notify students and families of all available dual credit options or produce their own communications. The notification template is also translated into nine languages, which are posted on the [Dual Credit Programs webpage](#). Districts that have already transitioned to the new universal HSBP platform will be encouraged to share this annual notification through SchoolLinks messaging features.

Running Start Updates and Related Rulemaking

OSPI is engaging in formal, permanent rulemaking to align rules concerning Running Start with requirements in [SSHB 1316](#) (2023), [Engrossed Second Substitute Senate Bill \(ESSSB\) 5670](#) (2024), and [Substitute Senate Bill \(SSB\) 5253](#) (2025). This will update rules to align eligibility for students receiving special education services and clarify count dates. A Preproposal Statement of Inquiry (form CR 101) is available for review on the [OSPI Rulemaking Activity webpage](#). Additional information will be provided through the Dual Credit Updates listserv when a CR 102 is filed, at which point a public hearing will be scheduled and the window will open for public comment.

Running Start Eligibility for Students Receiving Special Education Services

[SSB 5253](#) (2025) establishes that students receiving special education services may continue their enrollment through the school year in which they turn age 22. Since this conflicts with current rules ([WAC 392-169-020](#)) that limit Running Start eligibility to students 21 years of age and younger, emergency rules have been filed to provide an exception for students receiving special education services. Effective immediately, students receiving special education services should be permitted to participate in Running Start through the school year in which they turn age 22, provided they meet all other eligibility requirements and do not exceed the [existing enrollment limitations](#).

Running Start Count Dates

The State Auditor's Office (SAO) found issues with the first count date of a new college term and which students and courses can be claimed for state funding. As a result, emergency rules now set the first count date to the fourth school day of the first full month. The remaining count days for the college term continue to be the first school day of each month. Colleges can claim courses for students enrolled on the count day who have participated in that course on or

before the monthly count day. Colleges may need to submit an estimate of their count in order to meet the due date (8th calendar day) to submit the [P-223RS form](#) to their districts/schools and then send a revised form when the actual count is confirmed.

Summer Running Start Eligibility and Support

Although "after-exit" Running Start funding for graduated students was not reauthorized in 2025, seniors can postpone their official graduation to participate in summer Running Start. Guidance from the April, May, and July Dual Credit Updates newsletters available in the [listserv archive](#) provide more details on the process by which summer Running Start participation should be recorded, particularly for students who delayed their graduation to participate.

Beginning in the fall, school counselors and others responsible for processing standard and summer Running Start Enrollment and Verification Forms (RSEVF) should monitor students' monthly full-time equivalent (FTE) throughout the year. Students can only generate summer term funding if they have available annual average FTE (AAFTE).

Disclosure of Free and Reduced-Price Lunch Eligibility (FRPL)

In 2025, changes to the RSEVF raised concerns about school counselors' ability to confirm students' FRPL eligibility. Colleges reported that many RSEVFs lacked FRPL information, even when students consented to disclosure. Omission of FRPL information on eligible students' RSEVFs has resulted in colleges adding steps to verify a student's status – a barrier the State Board for Community and Technical Colleges (SBCTC) has strongly discouraged with the confidence that schools and districts will improve their reporting practices.

Ideally, school counselors or designated staff would be able to verify FRPL eligibility on the RSEVF. Disclosure of FRPL eligibility for Running Start students is authorized and doesn't require additional parental consent. Schools are highly encouraged to work with district staff who process meal applications and conduct direct certification to obtain FRPL information for Running Start students. If school counselors cannot verify students' FRPL eligibility on the RSEVF, [RCW 28A.600.310](#) requires school districts to provide documentation of all Running Start students' low-income status directly to institutions of higher education.

Access to this information should be limited to college staff managing Running Start. Districts should have data sharing agreements with colleges to ensure confidentiality. Additional information and resources on disclosure of FRPL information can be found on Child Nutrition Services' [Meal Application and Verification webpage](#).

Supporting Running Start Students' High School and Beyond Plan (HSBP) Completion

This year, with over 200 districts using the statewide universal School Links HSBP platform, new expectations will be in place for Running Start students' completion of required 11th and 12th grade activities in the SchoolLinks platform. For Class of 2026 seniors, districts moving to SchoolLinks this year may allow them to complete their HSBP using a previous online platform or

other process. However, SchoolLinks provides unlimited access for alumni, so districts are strongly encouraged to consider having their current seniors at least onboard within the platform so they are aware of the potential benefits to using it. This same flexibility allowing for Class of 2027 Running Start seniors to complete their HSBP through a different platform or process will be extended to the remaining 100 districts who transition to SchoolLinks in Fall 2026.

Current juniors in the 200 districts who are beginning Running Start and pursuing a public high school diploma must complete their new grade-level specific HSBP requirements within SchoolLinks. For the Class of 2027 and beyond, completion of a Career & College Success (CCS) course (or similar class) at the college cannot 'count' as meeting the 11th and 12th grade HSBP requirements. Districts are encouraged to begin planning now for how they will coordinate with staff to ensure Running Start juniors, especially if full-time, are reminded of, and supported in, completing their HSBP requirements.

[In-depth guidance on this topic](#) has been posted to the [Course-Based Dual Credit webpage](#) and technical guidance will be published later this year on the [HSBP webpage](#) to help high school staff support juniors with transferring or uploading into SchoolLinks any aligned HSBP elements completed within a CCS course, such as a resume or SMART goals.

College-to-High School Credit Conversion

The requirements for college-to-high school credit conversion have existed since 1994 and are intended to apply to all course-based dual credit programs: Running Start, College in the High School (CiHS), and Career and Technical Education (CTE) Dual Credit. High school and district administrators should carefully review the [College-to-High School Credit Conversion](#) document to ensure the appropriate amount of high school credit is awarded for all students participating in college-level coursework delivered on or off the high school campus, and to review a recommended process to correct any inaccurate conversions on student's transcripts.

Implications for CTE Dual Credit

Districts are encouraged to review their CTE Dual Credit articulations to confirm the accuracy of the conversion rate and awarding of additional high school credit. CTE Dual Credit articulations with a college ensure delivery of college-level coursework and alignment with a CTE program pathway at the college. Regardless of the degree of curriculum alignment or grading threshold for the award of credit, if a district or a college does not believe a CTE course is rigorous enough to be considered college-level, it should not be articulated.

Like CiHS, students who complete college-level CTE coursework should receive equivalent high school credit, regardless of whether they opt to receive the college credit. Limiting credit conversion to Running Start and/or CiHS is inequitable for the most diverse population of dual credit students and reinforces the perception that CTE Dual Credit is less rigorous or valuable.

Students seeking additional college-level CTE courses may also enroll in workforce-based courses through Running Start. OSPI recently published a list of SBCTC's approved Classification

of Instructional Programs (CIP) codes that reflect which college vocational courses are aligned with K–12 CTE programs. These college courses satisfy CTE and graduation pathway requirements. [The Quick Reference list](#) is posted on OSPI's [CTE CIP Codes webpage](#).

Resources and Links

- [Dual Credit Programs webpage](#): Includes Course-Based and Exam-Based Dual Credit webpage links, program specific and general FAQs, and related resources.
- [Dual Credit Updates Listserv](#): Sign up to receive future dual credit communication.
- [Dual Credit Newsletter Archive](#): Access prior dual credit updates.
- [OSPI Rulemaking Activity webpage](#): Identify current rule making activity by OSPI.

Technical Assistance and Professional Development

In addition to this bulletin, there are several upcoming staff engagement opportunities that will share further information and support. Signing up for the [Dual Credit Updates listserv](#) will also provide access to future program-specific webinars.

Dual Credit General Updates Webinar with OSPI, SBCTC, and the Council of Presidents

The webinar is October 23rd from 9–11 am ([webinar Zoom link](#)). Topics will include:

- Dual credit legislative, policy, and rulemaking updates
- Dual credit FAQ updates
- Summer Running Start review
- College in High School Alliance (CHSA) “Next Phase of Dual Enrollment Policy” updates
- CTE Dual Credit pilot updates

Monthly Dual Credit Drop-In Hours

Time McClain, Dual Credit Program Supervisor, will be available for drop-in office hours. Use the Zoom links to stop in for a chat with Tim or connect with others across the state in an informal, conversational space.

- Tuesday, September 16th | 3–4 pm | [September Office Hours Zoom Link](#)
- Wednesday, October 22nd | 3–4 pm | [October Office Hours Zoom Link](#)
- Tuesday, November 18th | 3–4 pm | [November Office Hours Zoom Link](#)
- Friday, December 17th | 3–4 pm | [December Office Hours Zoom Link](#)

SBCTC Running Start Virtual Technical Assistance Series

This virtual technical assistance series is hosted by the SBCTC Dual Credit leads and is offered monthly during the academic year. Sessions include updates from OSPI and SBCTC and space for Running Start college staff to connect. K–12 staff are welcome to use the Zoom links to attend, although some topics may not be relevant. The presentation portion of each session is recorded and posted to the [SBCTC Dual Credit YouTube](#) playlist.

- Wednesday, November 19th | 9–11 am | [SBCTC Session 1 Zoom Link](#)
- Wednesday, January 21st | 9–11 am | [SBCTC Session 2 Zoom Link](#)

- Wednesday, February 18th | 9–11 am | [SBCTC Session 3 Zoom Link](#)
- Wednesday, March 18th | 9–11 am | [SBCTC Session 4 Zoom Link](#)
- Wednesday, April 15th | 9–11 am | [SBCTC Session 5 Zoom Link](#)
- Wednesday, May 20th | 9–11 am | [SBCTC Session 6 Zoom Link](#)
- Wednesday, June 17th | 9–11 am | [SBCTC Session 7 Zoom Link](#)

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Tim McClain, Dual Credit Program Supervisor, at 201-341-2955 or email tim.mcclain@k12.wa.us. The OSPI [Telecommunication Relay Services](#) number is 711 or 1-800-833-6384.

For fiscal and enrollment reporting questions, contact Becky McLean, OSPI Enrollment Reporting Program Manager, at 360-725-6306 or email becky.mclean@k12.wa.us.

For CEDARS questions, contact Student Information using the AskSI@k12.wa.us email inbox.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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