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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

August 31, 2026

() Action Required
(X) Informational

BULLETIN NO. 030-26 PATHWAY PREPARATION AND TITLE PROGRAMS

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, Reporting, and Program Requirements

CONTACT: Tim McClain, Dual Credit Program Supervisor
360-725-4465, tim.mcclain@k12.wa.us

PURPOSE/BACKGROUND

This bulletin provides programmatic updates on recent dual credit policy, funding, rulemaking, reporting, and implementation changes. It consolidates legislative updates and agency guidance previously issued through other publications, including:

- The 1.30 Average Annual Full-Time Equivalent (AAFTE) Running Start enrollment limit.
- Reinstatement of dual credit exam subsidies.
- Updated guidance on the college-to-high school credit conversion.
- Changes in dual credit reporting requirements.
- Updates on Running Start rulemaking.
- Strategies for ensuring equitable access to Running Start.
- High School and Beyond Plan (HSBP) recommendations and resources.

Additionally, the Office of Superintendent of Public Instruction (OSPI) has identified technical assistance and professional learning opportunities to aid in the administration of the programs.

RUNNING START 1.30 AAFTE LIMITATION

In March 2026, the Washington State Legislature enacted [Engrossed Substitute Senate Bill \(ESSB\) 5998](#), reducing the Running Start AAFTE limitation from 1.40 in 2025–26 to 1.30 in 2026–27. The change does not eliminate summer Running Start; however, depending on a student's combined AAFTE, it may limit the full-time equivalent available for full participation in 2027.

The 2026–27 Running Start Enrollment Verification Form (RSEVF) available on OSPI's [Course-Based Dual Credit](#) webpage reflects the change to a 1.30 AAFTE. The 2025–26 RSEVF may not be used for the 2026–27 school year, and any outdated forms must be resubmitted.

OSPI and postsecondary partners issued [Understanding the 1.30 AAFTE Limit](#) in March 2026 to clarify the 2026–27 enrollment limitation and provide examples for maximizing student access. Digital and non-digital RSEVF forms, a 1.30 AAFTE [calculation tool](#), and summer Running Start forms are available on the Course-Based Dual Credit webpage.

DUAL CREDIT EXAM SUBSIDIES REINSTATED FOR 2026–27

ESSB 5998 (2026) provides \$1 million in 2026–27 to subsidize dual credit exam fees for students from low-income households. Because this appropriation will not cover all eligible Advanced Placement (AP), Cambridge International (CI), and International Baccalaureate (IB) exams, subsidies will continue through **Form Package 686** in the [Education Grants Management System \(EGMS\)](#).

Because the \$1 million proviso is insufficient to fully subsidize all eligible exams, awards will depend on the number of applicants, eligible students, and exams taken. Local educational agencies (LEAs) should not assume full reimbursement and must determine in advance whether they will:

- Cover the full exam cost for eligible students and absorb the amount not covered by the grant award.
- Require exam payment in full of students/families and reimburse them a portion of the cost based on the grant award.
- Require a deposit or partial exam payment of subsidy-eligible students to ensure the cost of all exams will be met through a combination of payments and grant funds.

The grant will open in October, and [Eligible LEAs](#) may apply to supplement local exam subsidies or reimburse eligible students/families for out-of-pocket costs. The application will close in March for LEAs to update requests after identifying eligible test-takers. Please do not submit the grant until the LEA exam numbers are final. Only one district-level application is allowed, so schools should coordinate with their district to ensure inclusion.

For AP exams, fee-reduction eligibility may be indicated in [AP Registration and Ordering](#) when exams are ordered. Although LEAs have historically updated low-income status as late as April, the grant process requires earlier identification. Awards will be based on eligible students

identified upon applying, so LEAs should indicate eligibility during exam registration to support equitable fund distribution and provide timely participation data for 2027 legislative advocacy.

The 2026–27 Low-Income Verification Form for students whose low-income status is not already captured in LEAs' student information systems is available on the [Exam-Based Dual Credit](#) webpage. For technical support with your grant application or EGMS, please consult the [EGMS Resources](#) webpage or contact Director of Operations, Clarisse Leong, at clarisse.leong@k12.wa.us.

COLLEGE-TO-HIGH SCHOOL CREDIT CONVERSION: CAREER AND TECHNICAL EDUCATION (CTE) COMPLIANCE SUSPENDED

District feedback on the application of the [June 2025 College-to-High School Credit Conversion guidance](#) to CTE Dual Credit indicates the need for additional review before establishing any required implementation timeline. Unlike Running Start and College in the High School, CTE Dual Credit was not previously included in college-to-high school credit conversion guidance and is not explicitly addressed in statute. Because applying the conversion would represent a new policy direction with varying impacts based on local articulation agreements, districts are not required to change current CTE Dual Credit credit-awarding practices unless revised guidance establishes a timeline.

The June 2025 guidance remains applicable to Running Start and College in the High School. Districts may review existing or future CTE Dual Credit articulation agreements and determine whether using the same [conversion](#) approach as Running Start and College in the High School would best support local agreements and student credit outcomes. Statewide variation in articulation agreements and credit-awarding practices must be better understood and addressed in partnership with secondary and postsecondary CTE partners before any credit conversion expectation can be applied consistently.

Since spring, OSPI, the Washington State Board for Community and Technical Colleges (SBCTC), and Northwest Educational Service District 189 CTE Dual Credit pilot leadership team have gathered stakeholder feedback through surveys and convenings to better understand current practices, implementation considerations, and potential student impacts. OSPI will continue this engagement in the fall, and additional opportunities for participation will be shared through OSPI's [Dual Credit Updates](#) and [CTE Newsletter](#) listservs.

DUAL CREDIT CHANGES IN COMPREHENSIVE EDUCATION DATA AND RESEARCH SYSTEM (CEDARS) REPORTING

OSPI has made changes to CEDARS this year for CiHS, CTE Dual Credit, and CI to standardize course designations, identify dual credit sponsoring institutions, and improve data quality for research and analysis. These changes were reviewed by OSPI's Data Governance and CEDARS Stakeholder groups. New requirements are in the revised [CEDARS Reporting Guidance](#). Effective

this year, districts must implement the following:

College in the High School and CTE Dual Credit

Consistent with past practice, all CiHS and CTE Dual Credit course enrollments must be reported in CEDARS with appropriate course designation codes, regardless of student intent to earn college credit. CiHS entries must include the college course title and number. Beginning in 2026–27, districts must also report the sponsoring college for both course types. CiHS and CTE Dual Credit courses must be submitted to CEDARS Course Catalog File (D) as follows:

- Element D05 – Course Title (for CiHS only)
 - Must provide the institution of higher education's (IHE) curriculum and course number (e.g., PolSci102)
- Element D07 – Course Designation Code
 - C – College in the High School
 - T – CTE Dual Credit
- Element D16 – Course Level
 - Course levels do not have grade span, program, or attribute limitations. Select the value that best aligns with the rigor of the course.
- Element D21 – Higher Education Institution (required beginning 2026–27)
 - Must reflect the college(s) approving the course for CiHS or CTE Dual Credit
 - Multiple valid values may be used (separated by a comma) to identify all the approving IHEs (if applicable)
 - Refer to valid values table in [CEDARS Appendices](#), Appendix AM – Higher Education Institution

Cambridge International

Beginning in the 2026–27 school year, all CI courses must use the official CI course code and title or abbreviation in CEDARS Appendices, [Appendix Q](#). Local titles may be retained if the official CI title/abbreviation appears in brackets before or after the local title. CI-designated courses must be submitted as follows:

- Course Catalog File (D)
 - Element D07 – Course Designation Code, valid value of K - Cambridge
 - Element D09 – AP, IB, and CI Code, a valid value from CEDARS Appendices, Appendix Q identifying the course code associated with the course
- Student Grade History File (H)
 - Element H13 – Course Designation Code, valid value of K - Cambridge
 - Element H16 – AP, IB, and CI Code, a valid value from CEDARS Appendices, Appendix Q identifying the course code associated with the course

RUNNING START RULEMAKING

Since [Substitute House Bill \(SHB\) 1316](#) passed in 2023, OSPI has refined emergency and permanent rules addressing summer Running Start eligibility, students receiving special education services, count dates, and AAFTE limitations. (See [Bulletin No. 053-25](#) for a review of emergency rules filed in 2025.)

Because 2025 and 2026 legislative changes delayed permanent rulemaking, OSPI will initiate formal rulemaking this fall. A Preproposal Statement of Inquiry (CR-101) will be filed and posted on the [OSPI Rulemaking Activity webpage](#). Additional information will be shared through the Dual Credit Updates listserv as the rulemaking process progresses and when the public comment period opens.

ENSURING EQUITABLE ACCESS TO RUNNING START

In 2023, SHB 1316 required every school district to allow eligible students to participate in Running Start ([RCW 28A.600.310](#)), and OSPI rules encourage maximum program utilization ([RCW 28A.600.390](#)). OSPI's 2024 [Running Start Access](#) guidance, attached to [Bulletin No. 067-24](#), remains relevant, particularly regarding administrative deadlines that continue to surface as a practice that is impeding student access.

Consistent with the Running Start Access guidance, [Running Start Frequently Asked Questions \(FAQ\)](#), and information presented in webinars and office hours, LEAs may not impose strict RSEVF deadlines, require information session attendance, or add enrollment steps inconsistent with college procedures.

As colleges may permit enrollment well after the high school term begins or use multi-term registration, eligible students may not be required to decide on enrollment or course-taking months in advance. LEAs may use "soft" internal deadlines to balance workload, master scheduling, and budgeting demands, but may not refuse RSEVF signatures, student meetings, or registration aligned with college timelines. The scarcity of seats in high-demand courses is a natural consequence of late enrollment, and one schools may use to encourage students to meet "soft" internal deadlines.

DUAL CREDIT CONSIDERATIONS IN HIGH SCHOOL & BEYOND PLAN (HSBP) IMPLEMENTATION

Supporting Running Start Students

In 2025, OSPI published [Supporting Running Start Students' High School & Beyond Plan Completion](#). LEAs onboarding SchoolLinks this year should review the guidance to address Running Start students' HSBP implementation needs.

In districts using SchoolLinks this year, Running Start **juniors** pursuing a public high school diploma must complete HSBP requirements in SchoolLinks. For districts onboarded last year, this also applies to seniors. Career & College Success (CCS) coursework may support, but does **not**

replace, required SchoolLinks tasks for juniors in both cohorts and seniors in the 2025–26 cohort. Districts must support Running Start students, especially full-time participants, in transferring or uploading related CCS activities and completing grade-specific HSBP tasks.

For districts in this year's SchoolLinks implementation launch cohort, **Class of 2027 seniors only** may be allowed to complete their HSBP requirement using a previous online platform or process, including the completion of a CCS course. Additional information and recommendations are outlined in the guidance linked above.

Course Master Data Accuracy

Course data accuracy is critical during the SchoolLinks transition. LEAs should review dual credit offerings in student information systems to verify course titles, naming conventions, designations, numbering, and related data. Although not required for student use until 2027–28, the [Course Planner](#) feature will support academic acceleration policies that depend on complete and accurate course information and sequencing.

NOTE: All LEAs and schools that have not yet completed the Course Planner trainings need to sign up appropriate staff for the trainings offered this October to January. Use the [SchoolLinks Training Registration](#) spreadsheet to sign up for the dates that work best for your staff.

Annual Dual Credit Notification via SchoolLinks

SchoolLinks messaging and notification tools may be used to distribute the annual dual credit notification required by [Substitute House Bill 1146](#) (2024). Public schools serving grades 9–12 must provide annual notice of dual credit options and financial assistance before next-term scheduling. Additional requirements are described in [Notifying High School Students and Families about Dual Credit and Financial Aid](#). Translated templates for SchoolLinks messaging are available on the [Dual Credit Programs](#) 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 rulemaking activity by OSPI

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

The following technical assistance and professional learning opportunities will provide additional implementation support. The [Dual Credit Updates listserv](#) will also provide future program-specific webinar information.

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

The webinar is October 6 from 2:30–4 pm and can be accessed through the [webinar Zoom link](#). Topics will include:

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

Monthly Dual Credit Drop-In Hours

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

- Tuesday, September 22 | 3–4 pm | [September Office Hours Teams Link](#)
- Wednesday, October 14 | 3–4 pm | [October Office Hours Teams Link](#)
- Wednesday, November 18 | 3–4 pm | [November Office Hours Teams Link](#)
- Tuesday, December 15 | 3–4 pm | [December Office Hours Teams Link](#)

SBCTC Virtual Technical Assistance Series

SBCTC’s dual credit leads host this monthly virtual technical assistance series. Sessions provide OSPI/SBCTC updates and networking with college staff, alternating between Running Start and CiHS topics. K–12 staff may attend using the Zoom links, although some topics may be college-specific. Recordings are posted to the [SBCTC Dual Credit YouTube](#) playlist:

- Wednesday, October 28 (CiHS) | 9–11 am | [SBCTC Session 1 Zoom Link](#)
- Wednesday, November 4 (RS) | 9–11 am | [SBCTC Session 2 Zoom Link](#)
- Wednesday, December 2 (CiHS) | 9–11 am | [SBCTC Session 3 Zoom Link](#)
- Wednesday, January 20 (RS) | 9–11 am | [SBCTC Session 4 Zoom Link](#)
- Wednesday, March 3 (CiHS) | 9–11 am | [SBCTC Session 5 Zoom Link](#)
- Wednesday, March 24 (RS) | 9–11 am | [SBCTC Session 6 Zoom Link](#)
- Wednesday, May 26 (RS) | 9–11 am | [SBCTC Session 7 Zoom Link](#)
- Wednesday, June 2 (CiHS) | 9–11 am | [SBCTC Session 8 Zoom Link](#)

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, contact Tim McClain, Dual Credit Program Supervisor, at 360-725-4465 or 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.

For FP 686 grant application or EGMS technical support, consult the [EGMS Resources](#) webpage or contact Clarisse Leong, Director of Operations, at 564-999-0148 or clarisse.leong@k12.wa.us.

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

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