



## Move On When Ready Georgia's Dual Enrollment Program

### MOWR Transition Planning and Guidance for Students with Disabilities

Dual enrollment programs in Georgia have been streamlined with the passage of the new Move on When Ready Act (MOWR). The law became effective on July 1, 2015 providing new transition opportunities for Georgia students. Many students with disabilities have the goal of attending college after high school. With the passage of the MOWR Act, students may find college options available during their high school years to allow access to post-secondary work while completing high school requirements as well. Career pathways provide a roadmap for transition planning as students become college and career ready.

Students with disabilities may require supports and accommodations to successfully transition to a postsecondary setting. The new MOWR Act expands dual enrollment opportunities for students interested in full or part time attendance in college and includes all students 9<sup>th</sup> -12<sup>th</sup> grade.

There are two options provided through the MOWR legislation.

#### Senate Bill 132

- High school students enroll in eligible participating postsecondary institutions while in 9<sup>th</sup> -12<sup>th</sup> grades
- Earn dual credit
- May take Academic or CTAE courses
- May enroll in a program (Associate Degree, Diploma or Technical Certificate of Credit)

#### Senate Bill 2

- Students must complete the required courses (two English, two math, two social studies, two science; one health and PE and required tests)
- Courses that require an End of Course Assessment must be completed before student is eligible to participate
- Complete an Associate Degree, technical diploma or two technical certificate programs in a career pathway

Students with Disabilities have a right to access any program as long as they meet the same eligibility requirements and prerequisites for enrollment. The same academic expectations will apply to students with disabilities.

Good transition planning is essential. Although a transition plan is only required before the beginning of 9<sup>th</sup> grade or before the student turns 16 years old (whichever comes first), consideration and preparations may need to begin long before the written plan is incorporated in the Individual Education Plan (IEP). Established partnerships with the guidance counselor, special education teachers, general education teachers, parents and, most importantly, the student will result in a seamless approach to effective transition. The inclusion of other appropriate transition members will further support a successful transition experience to postsecondary options. Advisement and review of interest inventories as early as 6<sup>th</sup> grade will guide the team in next steps in consideration of dual enrollment options. When postsecondary goals are identified, dual enrollment options should demonstrate alignment and address necessary accommodations and services.

### Accommodations

Students with disabilities who meet entrance requirements and course prerequisites may be provided reasonable accommodations that allow equal access. The expectations for college level work compared to high school must be understood. Colleges will not provide accommodations that change the content, compromise performance expectations or substantially alter the essential elements of the course. Students as well as parents must understand that not all accommodations, services and/or supports available at high school level will be deemed necessary at the college level. Reasonable accommodations are determined by the post-secondary institution.

### Self-Advocacy

Self-advocacy is identified as the most important element in successful transition of students with disabilities. A student must learn to be a strong, self-advocate and represent their needs and interests. Students will be expected to self-advocate for accommodations and supports necessary in completing college level work. Strong parental support in high school should gradually be replaced with encouraging increased responsibility and practice by the student to prepare for successful transition to post-secondary options.

### Quick Points to Remember

Eligible students (and parents/guardians) should schedule the required Move on When Ready advisement session with the school counselor to discuss dual-credit program options.

Students must apply and be accepted to a participating eligible postsecondary institution. (University System of Georgia, Technical College System of Georgia or private institutions)

Students must complete a MOWR participation form and a MOWR application by the secondary and postsecondary deadlines each semester before participating.

Students must make progress toward graduation and completion of their Individual Graduation Plan to participate in the Move on When Ready dual-credit programs.

Additional details about Move on When Ready may be found at [www.gafutures.org](http://www.gafutures.org) or the Georgia Department of Education at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx>.

## **Frequently Asked Questions**

### **Are students with disabilities required to meet the admission criteria?**

Yes. Admission criteria and prerequisite courses are determined by the individual post-secondary institution.

### **Do accommodations listed in the student's IEP apply to college classes?**

No. Reasonable accommodations that allow equal access will be determined by the college. Students as well as parents must understand that not all accommodations, services and/or supports available at high school will be deemed necessary at the college level.

### **Does the IEP team make decisions about accommodations provided in the college classes?**

No. The IEP plays an important role in recommendations and documentation for requested accommodations but the decision rests with the receiving college.

### **How will compliance with Individuals with Disabilities Education Act (IDEA) be addressed in dual enrollment programs?**

Services will be covered by 504/ADA. IDEA requirement for a free and appropriate public education (FAPE) do not apply to the postsecondary level. Services described in the IEP would not be ensured with college course work completed through dual enrollment.

The student would continue to receive accommodations, services and supports outlined in the IEP for all high school course work.

### **How are accommodations secured for dual enrollment courses?**

The student must:

- Apply to the Office of Disability Services at the college to self-identify the disability
- Request accommodations and provide necessary supporting documentation
- Follow other required steps as identified by the postsecondary institution
- The special education casemanager should assist the student and family in this process as a transition service.

### **If a student requires interpreter services or text in alternate format, does the college provide the services or does the high school?**

The college is responsible for providing accommodations for the college class.

### **Is the student with a disability held to the same grade requirements as other students?**

Yes. Students with disabilities will be required to meet the same academic and behavioral standards.

**For students receiving 18-21 year old services, what factors should be considered to determine participation in postsecondary course work?**

Transition teams should consider:

- The intent of the participation in college course work
- Alignment of the transition plan with the participation in dual enrollment
- Transition services needed to meet the postsecondary goals

**Links to additional information:**

U. S. Department of Education, Office of Civil Rights Students with Disabilities, *Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

U. S. Department of Education, Office of Civil Rights Students with Disabilities, *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligation Under Section 504 and Title II of the ADA*, Washington, D.C., 1998

<http://www.ed.gov/ocr/docs/auxaids.html>

**Sources:**

Colorado Department of Education, Exceptional Student Leadership Unit, *Dual Enrollment Options and Students with Disabilities*, Denver, Colorado, 2010

U. S. Department of Education, Office of Civil Rights Students with Disabilities, *Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011

U. S. Department of Education, Office of Civil Rights Students with Disabilities, *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's obligation Under Section 504 and Title II of the ADA*, Washington, D.C., 1998