Dual Enrollment

Previously named "Move on When Ready", Governor Deal announced on August 3, 2017 that the Act would be renamed to "Dual Enrollment" in order to clarify the opportunities available to Georgia students. The law became effective on July 1, 2015 providing new transition opportunities for students to access college options while completing high school requirements as well.

GaDOE Dual Enrollment Program

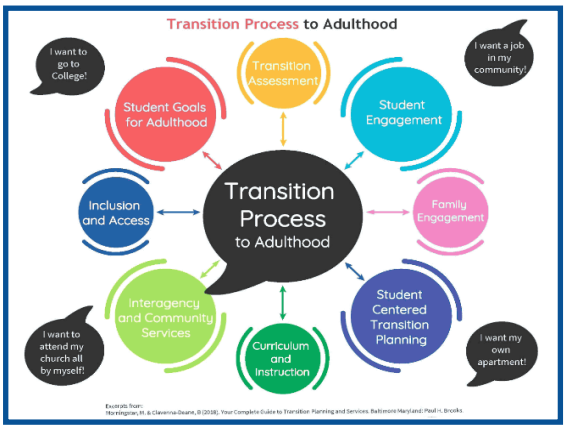
Recent changes made through Georgia House Bill 444 have significantly changed the Dual Enrollment program. The changes include:

- Limit students to a total of 30 college credit hours
- Limits course mainly to 11th and 12th grade students
- 10th grade students may be eligible for dual enrollment at Technical Colleges

Students with disabilities can benefit from HB444 through dual enrollment courses at the expense of the state funding. IDEA funding may also be utilized to provide necessary services and supports as determined by the student's IEP team.

For additional information about the changes in House Bill 444, see link below.

HB 444 Dual Enrollment Act



Dual Enrollment in Postsecondary Education Institutions Consistent with the IDEA

The term dual enrollment for high school students with disabilities refers to the opportunity to take courses offered by a community college or other postsecondary education institution program prior to high school graduation. 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. Dual enrollment can be used to facilitate transition from secondary school to postsecondary education and the workforce.

On September 17, 2019, the U.S. Department of Education issued a guidance letter, *"Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities".*

Highlights from the guidance include:

- The IEP Team determines the special education and related services to receive a Free Appropriate Public Education (FAPE).
- IDEA requires that the special education and related services provided to a student pursuant to his or her IEP must be provided at public expense and at no cost to the parents (34 C.F.R. §§ 300.101, 300.17, and 300.201).
    - This requirement would apply to services in a community, technical, or other postsecondary program that are determined to be necessary to assist the secondary school student in receiving FAPE.
- Whether the school district is obligated to provide and pay for other supports and related services, such as transportation, tuition, and/or a paraprofessional to attend classes with the student, is a determination that must be made on an individual basis by the student's IEP Team.

Collett, J. W. and King, R (2019) "*Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities*" Washington, DC: Retrieved from https://sites.ed.gov/idea/files/increasing-postsecondary-opportunities-and-success-09-17-2019.pdf

Dual Enrollment & SWD: When Services Are Part of FAPE

A student's IEP Team may determine that the student's needs can best be met through participation in dual enrollment. These programs may be offered on college campuses, community-based settings, and even on the high school campus. If the classes from these programs are considered to meet high school education requirements, the IEP Team could include those services in the student's IEP. If appropriate to the needs of the student, these services could be designated as part of effective transition.

- School districts must ensure services included in a student's IEP deemed necessary for the provision of FAPE to the student are provided at public expense and at no cost to the parents, and the school district may pay for those services with IDEA funds. 20 U.S.C. § 1413(a)(2)(A) and 34 C.F.R. § 300.202(a).
    - LEAs are only permitted to pay or provide for services that constitute FAPE.
- Note: Students with disabilities are not precluded from participating in dual enrollment programs solely because such courses are not explicitly detailed in a student's IEP, or such services are not considered secondary school education by the State. These requirements only affect whether Federal funds may be used to defray the costs of such programs or services.
    - Postsecondary courses that are included on the high school transcript must be given the same consideration for FAPE, even if the IEP team did not make the decision.
- Students with disabilities can participate in dual enrollment, as determined by their IEP, whether there is completion of a degree, certificate, or other recognized credential.
- IDEA funds may be utilized for students to attend an Inclusive Postsecondary Education Program meeting the standards of a Certified Transition Program (CTP) while still enrolled in high school. If IDEA funds are used, all criteria for FAPE must be met and the services and supports must be included in the student's IEP.

Frequently Asked Questions: When services are included in the IEP as a part of FAPE

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

- Yes. Just as the IEP team makes the decision to provide a FAPE through participation in a postsecondary setting, the team plays an important role in determining the accommodations needed. It is essential to collaborate with the postsecondary institute and include members from the postsecondary institution in the IEP discussion. When serving students in a postsecondary setting, the college or institution must agree the necessary supports. If you cannot come to an agreement to provide FAPE in the environment, the team should consider if this is an appropriate placement option.

Do accommodation listed in the student's IEP apply to college classes?

- If services are included in the IEP as part of FAPE and high school credit is awarded, the accommodations determined by the IEP team will apply and a FAPE must be ensured by the school district.

Frequently Asked Questions: When services are included in the IEP as a part of FAPE

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

- If the IEP team has determined that a postsecondary course is necessary to meet the needs of the student and it is written in the IEP, the school district is responsible for providing accommodations for the college class.

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

- Services will be covered under IDEA. IDEA requirements for a free and appropriate public education (FAPE) apply to the postsecondary level if the course is included in the student's IEP.

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 in the postsecondary setting.

Dual Enrollment and Students with Disabilities

Frequently Asked Questions: When Dual Enrollment is Not A Part of FAPE

- How are accommodations secured for college courses?

  Students with disabilities who meet entrance requirements and course prerequisites may be provided reason able accommodations that allow equal access. IDEA requirement for a free and appropriate public education (FAPE) do not apply. Services will be covered by 504/ADA. Reasonable accommodations are determined by the post-secondary institution.

  To request accommodations 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

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.

Students Participating in High School 18-21 Transition Programs

Students receiving 18-21 year old services at the high school can participate in postsecondary course work as indicated in their IEP. Several factors should be considered to determine participation in postsecondary course work.

- Transition teams should consider:
  - The intent of the participation in college course work and if it is included as a part of FAPE
  - Alignment of the transition plan with the participation in dual enrollment
  - Transition services needed to meet the postsecondary goals

Have Questions? Contact:

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