

Transition Students (18-21 Year Old Services)

What Makes This Student Unique for Funding Eligibility?



Transition students receiving 18-21 services are students who are receiving services as outlined in their Individual Education Program (IEP). In some cases, these students may have met their district's minimum graduation requirements, but have ongoing transition needs as outlined in their IEP. Transition services are designed to meet the individual needs of the student on an IEP. As such, the types of services being delivered may vary by student and/or district. As a result, the way in which districts document funding eligibility for students receiving 18-21 services (e.g. attendance and scheduled hours) is likely to be different than documentation provided for younger students.

Requirements for Funding



In order to be eligible for funding, 18-21 year olds receiving transition services must meet the same funding requirements as all other students. The only exception is that transition students may be 21 years old as of the pupil enrollment count date if the student turned 21 years old in the semester of the pupil enrollment count date, **and** the student is receiving services as outlined in their IEP. This includes students who have met the minimum district graduation requirements, but have an IEP that states ongoing transition services are needed due to the student's disability.

In the event the student turns 21 years old **before** the start of the semester of the pupil enrollment count date (e.g. the start of the current school year), the district may choose to provide transition services, however the student will **not** be eligible for funding.

Documentation



As with all students, the district must be able to clearly document that both the membership and scheduled hours' requirement have been met by all 18-21 students receiving transition services. In order to do so, districts should know, for each student receiving said services, the types and method of delivery for those services. Examples of settings in which 18-21 transition services are offered include, but are not limited to:

- On-site at a high school location where **all** course work and services are delivered to the student at the high school during normal school hours (as provided for by the traditional high school bell schedule)
- An on- or off-site district sponsored transition program where each individual student has his/her own schedule (that does not follow a general bell schedule). Student schedules may include courses and/or services on-site as well as off-site. Examples of off-site services include, but are not limited to:
 - Work with support
 - Community based activities and classes
 - Education/classes at an institution of higher education

Regardless of the setting in which services are being delivered, the following documentation must be provided:

- Transition program calendar and bell schedule (if applicable)
- Student Attendance
 - In some cases, attendance may not be adequately tracked in the district’s information system due to the nature and variation of individual transition student schedules. In these cases, the district should be prepared to provide appropriate evidence of attendance
- Individual Education Program (IEP)
 - All 18-21 year old students receiving transition services must have an IEP that shows services being delivered as of the pupil enrollment count date. Further, the IEP should clearly state the types of services being delivered, and the approximate number of hours per week in which the student is scheduled to receive those services.
 - In some cases, an individual student schedule may be necessary to supplement the IEP if the IEP does not list out all services being provided (including general education courses). Student schedules and IEPs should be consistent with one another

Reference



- [1 CCR 301-39-5.05\(2\)\(b\)](#)

Data Submission Codes



- 18-21 year old transition students are identified with a SPED_Transition field codes of “1”, “2”, “3” or “4”

Take Away



- Students receiving transition services are eligible to participate in Concurrent Enrollment, Area Vocational Program, Career and Technical Education courses, and ASCENT programs, however, the student must meet the same programmatic and funding requirements as all other Concurrently Enrolled and/or ASCENT students. For Concurrent enrollment, transition students would likely need to meet the requirements for a 5th year and beyond student. This includes students enrolled in AVP or CTE courses where there is the potential to earn dual credit and the course is offered at an Institution of Higher Education. Please see the 5th Year and Beyond Student section of this guide for more information
- Typically, if the IEP states that the district will provide transportation for transition students, this amount of time would not be included in the calculation of full or part-time status unless this time is included in the student’s instructional hours. For example, if the student’s service includes learning how to use public transportation, and a para is helping the student learn the city bus system, this would be part of the student’s educational services. Generally, this time is included in the service delivery grid as part of the student’s overall services and would not be in addition to the services described in the grid



- In the event the student receiving transition services also is enrolled in traditional classes, the district should ensure that the IEP services and the schedule are supportive of one another. For example, if the student is enrolled in a general education class that meets for 100 minutes a day per the bell schedule, but the student's IEP service delivery grid states that the student is to receive only 50 minutes a day in the general education classroom, there is a discrepancy between the two scheduled hours documents for the student
- Generally, the service delivery grid should include both in class (integrated) and out of class services.
- The Total School Hours is not necessarily the total amount of services the student is receiving. Often times, this number represents the total available hours for the student. Districts should be using the service delivery grid and, if applicable, the student's general education schedule to determine the total number of scheduled hours. A student receiving transition services' general education schedule may not be that which appears in the district's student information system. Instead, it may be necessary to work with the district's transition program staff to identify the student's actual schedule
- In the event a district has a student receiving transition services whose IEP states that the student could not benefit from a full-time schedule, this language waives the general full-time funding requirement of 360 semester hours. It is anticipated that this language would be accompanied by an explicit and individualized statement of the reason for the reduced hours in the event the student is scheduled for less than 360 semester hours

Where can I learn more?

- http://www.cde.state.co.us/cdesped/information_trans
- http://www.cde.state.co.us/cdefinance/auditunit_pupilcount
- This is one section of the entire Student October Count Audit Resource Guide for 2016. For the entire document or additional pages on other student types, please visit <http://www.cde.state.co.us/cdefinance/studentoctobercountauditresourceguide-0>
- Email: audit@cde.state.co.us