

Secondary Transition:

18-21 Secondary Transition Eligibility and IEP Guidance for Concurrent Enrollment



Are students enrolled in 18-21 transition services eligible for concurrent enrollment?

YES. Students participating in a secondary transition program with postsecondary IEP goals are eligible for concurrent enrollment. Pursuant to SB24-188, students are not limited in the number of concurrent enrollment courses they can take while receiving 18 to 21-year-old services (provided the courses can be applied toward the completion of the student's remaining post-secondary goals, as outlined in their IEP).

Are students enrolled in 18-21 transition services eligible for funding for concurrent enrollment?

YES. Students who are enrolled in secondary transition services and have an IEP date that encompasses the pupil enrollment count date are eligible for funding. Public school finance legislation passed in 2024 revised Colorado's Concurrent Enrollment Programs Act to enhance access to higher education by providing funding and resources for Colorado schools to expand concurrent enrollment programs. Sections 17-18 of this bill revised Colorado statutes as follows:

- 22-35-103(6)(a) now defines "Concurrent Enrollment" as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary academic or career and technical education courses. Coursework may be related to apprenticeship or internship programs at an institution of higher education (IHE) at no tuition cost to the qualified student or the qualified student's parent or legal guardian.
- 22-35-104(3) adds to the definition of a qualified student as, a student who receives transition services, an academic plan of study that describes all courses that the qualified student intends to complete to satisfy the qualified student's remaining postsecondary goals outlined in the qualified student's Individual Education Program (IEP).

What are required IEP criteria to be eligible for funding for concurrent enrollment?

To be eligible for funding, the concurrent enrollment program must align with the IEP. The IEP's Postsecondary Transition Plan and Service Delivery Statement must identify following criteria:

1. **Postsecondary Transition Plan** sections in the IEP must include:
 - a. **Measurable Postsecondary Goals:** ECEA 4.03(6)(d)(ii)
 - i. Identify the pursued postsecondary education pathway as the Education/Training postsecondary goal.
 - b. **Planned Course of Study:** ECEA Rule 4.03(6)(d)(iii)
 - i. The concurrent enrollment program and courses must align with the Education/Training postsecondary goal.
 - ii. For funding purposes:
 1. Identify the courses the student will take during the annual IEP; and
 2. Identify requirements to begin and/or complete the pursued pathway.
 - c. **Transition Services and Activities:** ECEA Rule 4.03(6)(d)(iii); ECEA Rule 2.51 (1)(a)
 - i. Are designed as a coordinated set of activities focused on improving academic and functional achievement to facilitate movement from school to the postsecondary education pathway.



- ii. Include specific and individualized activities/strategies/steps/actions that the community of adults (including special education teachers, related service providers, counselors, outside agencies, family members, other school personnel, etc.) will provide to help the student achieve the identified postsecondary education pathway
 - iii. For funding purposes:
 1. Services written within Education/Instruction and Related Services, Career/Employment and other Post-School Adult Living Objectives, and/or Community Experiences
 2. Services and/or activities that promote access and progress towards the identified postsecondary education pathway/concurrent enrollment courses.
2. **The Service Delivery Statement** section must include:
- a. Special education and/or related services that enable the student to advance appropriately toward attaining postsecondary annual goals. 34 C.F.R. § 300.320(a)(4) and (7)

What can case managers do to plan appropriately to prepare students for concurrent enrollment?

Concurrent Enrollment requires collaboration between the student, parents, school district, and higher education institution. Advanced planning and early discussions are crucial to ensure appropriate planning and IEP documentation. To prepare students, case managers should:

- Have conversations early and often regarding Concurrent Enrollment.
- Understand your district's Concurrent Enrollment requirements.
- Prepare students to meet Concurrent Enrollment eligibility requirements.
- Help students understand the differences between allowable high school and college accommodations for instructional and test purposes.
- Refer students and families to guidance or school Concurrent Enrollment counselors.
- Educate students and families about Family Educational Rights and Privacy Act (FERPA).
- Connect students to adult agencies as appropriate such as the Division of Vocational Rehabilitation (DVR), Workforce, etc.
- Assist students to access college disability support services.
- Work with Concurrent Enrollment counselors and the postsecondary institution to determine pace and credits necessary to enroll and continue the program through completion.

What does a Secondary Transition IEP look like to meet Indicator 13 requirements and align to a concurrent enrollment program?

To support the development of an aligned Secondary Transition IEP for students with disabilities enrolled in 18-21 transition services, below are examples of Postsecondary Transition Plan and Service Delivery section information that focus on the Postsecondary Education/Training goal and pathway as a guide.

Secondary Transition Assessment Summary

- Age-appropriate transition assessment information provides evidence of the postsecondary education/training pathway and goal.

Example (Incomplete transition summary):

- 9/02/2024 Transition Record Review (administered by the case manager), 9/15/2024 Explore Work – WorkPlace Readiness Module Summary (administered and summarized by the 18-21 Transition Teacher).
- The following information was interpreted by student's case manager on October 1, 2024. Student continues to identify that they would like to pursue a career in carpentry and understands that he will need



to earn a certificate in this field to work competitively. Student has helped his uncle with carpentry jobs and researched various education pathways and careers for carpentry, leading him to set a goal that he would like to complete a certification to work as a residential carpenter.

Postsecondary Goals

- Identify the pursued postsecondary education pathway as the Education/Training postsecondary goal.
- Postsecondary Education/Training goal aligns to the Career/Employment goal.

Example:

- **Education/Training:** After the completion of district services, the student will enroll in technical college and complete a certification in carpentry.
- **Career/Employment:** After the completion of district services, the student will work competitively as a residential carpenter.

Course of Study

- If the student is enrolled in a multi-year program or requires an individual pace of course completion allowed by the secondary institution, include an anticipated description of multiple years courses through the exit of 18-21 services.

Example:

- The student will enroll in the following courses to be completed in the carpentry pathway as outlined by the postsecondary institution. Changes may be made at the discretion of the higher education institution. If there are course changes and/or the pathway is no longer available, the IEP team will meet to discuss and implement changes to align with the student's chosen pathway. The Fundamental Carpentry Certification is designed as a *one-year program* that will introduce student to the facets of construction by acquiring skills through courses: 1. FCC 1200 Project Layout, 2. FCC 1250 Excavating, 3. FCC 1300 Concrete Work, 4. FCC 1350 Framing, 5. FCC 1400 FCC 1450 Trim Work, 6. FCC 1500 Drywall, and 7. FCC 1550 Flooring.

Secondary Transition Services and Activities

- Services must be based on the individualized, disability-related needs of the student as determined by the IEP team, including what is allowed by the college per MOU.
- Are designed as a coordinated set of activities focused on improving academic and functional achievement to facilitate movement from school to the postsecondary education pathway.
- Include specific and individualized activities/strategies/steps/actions that the community of adults (including special education teachers, related service providers, counselors, outside agencies, family members, other school personnel, etc.) will provide to help the student achieve the identified postsecondary education pathway.

Examples:

- The case manager will provide instruction on self-disclosure, negotiations of accommodations, accessing and navigating the college and student services process.
- The special education teacher will meet with the student weekly to support and monitor the growth towards the individualized goals of organization and time management.
- The special education teacher will provide direct instruction for the student to learn and apply organizational strategies for completing assignments on time.
- The special education teacher will provide direct instruction on using appropriate assistive technology to support communication and/or access to college level content (e.g., text-to-speech software, apps for



notetaking) and tailored to the student's disability-specific needs.

- The speech language pathologist will provide direct instruction on the difference between IDEA and ADA for the student to learn strategies to communicate and advocate at the secondary education level.

Annual Goals

- Evidence that annual goal(s) are related to the postsecondary Education/Training and Career/Employment goals.

Examples:

- Education/Training: To successfully complete their carpentry certification, by 5/26/2024 during instructional opportunities the student will develop and implement a weekly study schedule to balance coursework and project deadlines, demonstrating effective time management strategies by submitting all assignments on time with no more than two late submissions per semester as measured monthly by self-assessment and progress monitoring data.
- Career/Employment: To collaborate and communicate effectively with supervisors, by the end of the IEP term the student will demonstrate at least three different methods for communicating their needs and accommodations (e.g., verbal discussions, written messages, or visual aids) to complete at least 90% of assigned tasks during virtual workshops as tracked through quarterly self-assessments and teacher feedback.

Service Delivery Statement

- School districts and the IEP team are responsible for providing services as designated by the IEP based on specific educational goals related to postsecondary education/training.
- Direct services that enable the student to advance appropriately toward attaining postsecondary annual goals must be evident.
- Program design can include part-time attendance at both the 18-21 program and a postsecondary institution for full time funding.

Examples

- The case manager will provide direct services for 1 hour/week at the 18-21 campus for the student to continue to develop communication skills necessary to effectively express their needs in secondary education and social settings.
- The case manager will provide virtual workshops along with peers for 45 min/per week where the student will learn strategies and tools for adjusting to college demands and advocating for their needs.
- The special education teacher will provide weekly, individualized instruction for 30 minutes on self-disclosure, negotiating accommodations, and navigating college services. Instruction will focus on role-playing, guided practice, and feedback to develop the student's self-advocacy skills. Progress will be monitored through regular check-ins aligned with the student's postsecondary goals.

What academic adjustments must a postsecondary school provide?

Appropriate academic adjustments, or accommodations, must be determined based on the student's individualized, disability-related needs. Because postsecondary schools are not required to lower or substantially modify essential requirements, students and transition case managers should consider the following tips when planning for concurrent enrollment.

- Accommodations listed in the student's IEP are not automatically considered reasonable at the college level and are not required to be adopted and used by the college. The college accommodation process applies.
- Students seeking accommodations in college courses must arrange an intake meeting with college



disability support services.

- Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
- Students should be aware of allowable accommodations in college classrooms and test purposes.
- Colleges will require periodic reauthorization check-in meetings with students to ensure accommodations are updated or continued each semester.

Examples:

- Flexible seating arrangements to meet physical needs
- Use of assistive technology such as speech-to-text software, text-to-speech programs, or other software for organizing notes
- Note taking assistance
- Alternate format for materials such as audio books, large print, digitized screen readers

Where can I learn more?

- [CDE Concurrent Enrollment](#)
- [CDE Pupil Count](#)
- [Secondary Transition: Special Education Services for Youth Ages 15-21](#)
- [CDE Transition Services for 18-21 Year Old's \(English\)](#)
- [CDE Transition Services for 18-21 Year Old's \(Spanish\)](#)
- [U.S. Department of Education: Students with Disabilities Preparing for Postsecondary Education](#)
- [Writing Quality Secondary Transition IEPs that Include Required Elements of Indicator 13](#)

The Individuals with Disabilities Education Act (IDEA) requires that the Colorado Department of Education (CDE) fully informs Administrative Units of Part B requirements and monitors the implementation of these requirements, with an emphasis on ensuring that all IDEA-eligible children in Colorado receive a free appropriate public education in the least restrictive environment. Pursuant to its responsibility for general supervision, the CDE provides this guidance to support Administrative Units in satisfying their obligations under the IDEA. Administrative Units are encouraged to review their policies and procedures for alignment with this guidance and make changes, as needed. This guidance is not binding and should not be construed as legal advice. For legal advice, Administrative Units should consult their legal counsel.

**Colorado Department of Education
Exceptional Student Services Unit**

303.866.6694

Published 3/24/2025