

Post-Secondary Education in Kentucky

Youth who participate in postsecondary education are more likely to be employed and earn more than their counterparts¹. The Higher Education Opportunity Act of 2008 establishes transition programs for students with intellectual disabilities so that they have access to the same Universities and financial sources as their peers.

Like any other new college student, the student with ASD will have greater responsibilities and commitments in college compared to high school. For example, the student with ASD is responsible for disclosing disability and providing documentation of disability. Unlike services provided by the school system, services in postsecondary settings are not mandated and tuition is not free. When considering postsecondary opportunities for individuals affected by ASD, there are two avenues.

Traditional programs	<ul style="list-style-type: none"> • Students may report diagnosis to their Disability Resource Center to receive accommodations.
Transition or post-secondary program	<ul style="list-style-type: none"> • Can result in a degree, certificate, or non-degree, offered by a higher education institution. • These programs support the student who is seeking to continue instruction on academics, career or technical interests, or independent living skills in order to prepare for competitive employment. • Students may regularly enroll in classes, audit or participate in a regular class. • Meant for students who might not qualify for a traditional program

Kentucky

Considerations

Disability Resource Centers often provide a wealth of information for students with disabilities. While centers often provide academic support, they may be unprepared to provide non-academic support². For students with ASD, the non-academic areas may prove to be the most significant areas of need. For example, anxiety and depression have been found to be co-morbid conditions for adolescents and adults with ASD³. Negotiating the complicated social world such as dating relationships, roommates, classmates, teachers can be challenging. Finally, acquiring new skills required for independence like personal hygiene, laundry, budgeting, organization, cleaning may still be necessary.

Recommendations

- Advocate for student access to adequate high school preparation programs. Self-advocacy skills, cognitive flexibility, study skills, and strong social skills are necessary to be successful in the college environment.

¹ National Vocational Rehabilitation Database, RSA911

² VanBergeijk, Klin,& Volkmar, 2008

³ Klin and Volkmar 1996

- Increase supports and resources available to students affected by ASD in the post-secondary setting
- Support the inclusion of students with ASDs in Higher Education
- Collaborate with national, state, and local partners to increase participation and quality of opportunity for students with ASD in Higher Education.

Additional Resources

www.ahead.org

www.thinkcollege.net