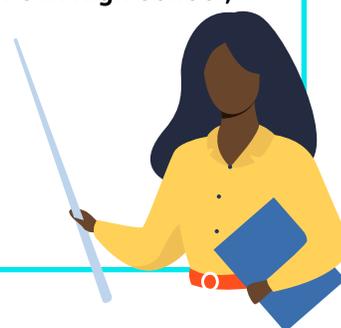


Overview

When young adults with specific learning disabilities and attention disorders leave high school, they confront a new legal and education system that contains numerous barriers to postsecondary enrollment and completion. Because of this, students with disabilities persist through postsecondary institutions at lower rates than students without disabilities.¹ This is due in large part to institutions not providing the necessary supports for students. At the same time, data about students with learning disabilities becomes scarce after they leave high school. While some data sets and longitudinal studies extend into the postsecondary years, these data are disconnected from K–12 data systems, sporadic, and slow to be released, and they do not provide enough information to guide policy and programmatic decisions to inform successful transition from K–12 settings to college and the workplace.

FAST FACTS

- While 94% of students with learning disabilities received accommodations in high school, only 17% received accommodations in postsecondary education.²
- 43% who didn't receive accommodations in postsecondary education reported that they wish they had.³
- 72% of parents of high school students think it is difficult to find information about disability services in college.⁴



NCLD believes:

1. Students with disabilities should engage in a meaningful and comprehensive transition planning process during their K–12 experience. It should provide a pathway to enrollment in and completion of postsecondary education if they choose.
2. Students with disabilities should have equal access to postsecondary opportunities and must have access to reasonable accommodations in postsecondary education.
3. Students, families, researchers, and advocates should have access to high-quality data and information about how postsecondary institutions serve students with disabilities.

To ensure that all students have access to a quality postsecondary education, NCLD advocates for:

- Federal policies that require institutions of higher education to eliminate barriers to accommodations for students with disabilities, i.e., the Respond, Innovate, Succeed, and Empower Students with Disabilities (RISE) Act.
- Increasing funds for research on: (1) effective transition planning and strategies; (2) development of self-advocacy skills; and (3) the transition to postsecondary education for students with disabilities.
- Issuing federal guidance making clear that testing companies, including companies administering college entrance exams or licensure and certification tests, must provide accommodations to students with disabilities and, when providing test results to postsecondary institutions or other entities, must not reveal whether students used accommodations.
- Investing in comprehensive federal data collection on disability in the workforce (disaggregated by race/ethnicity and disability type) with a specific focus on issues including barriers to employment, disclosure of disability status, and access to accommodations and other supports.

- 1 Retrieved from: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018432>
- 2 Cortiella, C., & Horowitz, S. H. (2014). *The state of learning disabilities: Facts, trends, and emerging issues*. National Center for Learning Disabilities. <https://www.nclد.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>
- 3 Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., et al. (2011). *The post-high school outcomes of young adults with disabilities up to 8 years after high school*. SRI International. <https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf>
- 4 NCLD May 2016 survey of over 800 parents on Understood.org.



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