

## Inclusive Postsecondary Education: How are Program Components Related to Employment?

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### Abstract

This study examined components of inclusive postsecondary education programs for students with intellectual disability correlated with employment upon program exit, through secondary analyses of student-level data obtained from the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) National Coordinating Center database of model demonstration sites in Florida. Variables investigated included participation in inclusive courses, career development experiences, and social activities. Inclusive course enrollment was found to have the strongest correlation with the outcome of paid, competitive employment upon exit. The implications of this finding and suggestions for future research and practice are discussed.

*Keywords:* inclusive postsecondary education, intellectual disability, employment, inclusive coursework

### Plain Language Summary

- People with intellectual disability (ID) go to college for the same reason as most college students, to get good jobs afterwards.
- We wanted to find out if there was a connection between the students' activities in Florida's federally funded college programs for students with intellectual disability and getting a job after going to college.
- **What we did in this study:** To find out about this relationship, we used student data from the Transition and Postsecondary Programs for Students with ID [TPSID] programs in Florida between 2010-2015. We looked at academic access (college classes taken), career development (internships, job training), and campus membership (clubs, student organizations) activities that students participated in and whether they were employed when they left college.
- **Findings:** We found that inclusive course enrollment, that is, taking typical college classes with the general college student body, had the strongest connection with getting a job after exiting college.
- **Why are the findings important?** The findings are important because it shows that what students with intellectual disability do in college matters.

Taking college courses is important because it can lead to better results for students after college, especially related to getting a job.

- **Conclusion:** This study shows that meaningful inclusion in college courses and having high expectations are important parts of including people with intellectual disability in college. This can lead to increased positive results after college, such as paid employment.

Excluded from traditional college experiences, students with intellectual disability (ID) have most often remained in high school settings during their early adult years while many of their peers transition to college (Cranston-Gingras et al., 2015). Students with ID have often been excluded from postsecondary education opportunities due to stereotypes as well as institutional barriers and low societal expectations, even including those of family members (Becht et al., 2020). Not surprisingly, they also lag behind their peers in critical adult outcomes, such as postsecondary education, employment, and earned wages (Grigal et al., 2011). This is echoed by Ross et al. (2013) who note that students with ID experience dismal post-school outcomes and, as a disability group, are the least likely to participate in postsecondary education (Plotner & May, 2017). The impact of family and teacher expectations regarding college for students with ID was explored by Grigal and Papay (2018). They highlight that it is often assumed that students with ID do not have the skills and abilities necessary to access or benefit from college, and thus, they do not receive college preparation guidance during their K-12 experiences as their peers without disabilities often receive. Students with ID attend postsecondary education, defined as any institution of higher education, including 2- and 4-year colleges and universities, at a rate of only 30%, compared to 56% of students with other disabilities (Grigal et al., 2011).

### Supporting Factors for Expanding Inclusive Postsecondary Education

Interest in expanding access to college for people with ID is improving due to the expanded academic inclusion of students with ID in K-12 education and growing societal recognition that college can benefit everyone (Becht et al., 2020). Moreover, inclusive postsecondary education has enabled students with ID to be socially and academically integrated with students without disabilities. College is providing opportunities to enroll in coursework, live in campus residence halls, develop employment and career skills through integrated work experiences, and participate in social activities with peers without disabilities (Petroff et al., 2020).

The provisions in the 2008 reauthorization of the Higher Education Opportunities Act (HEOA) have played a significant role in the increase in college opportunities for students with ID, which is commonly referred to as inclusive postsecondary education (Cranston-Gingras et al., 2015). The HEOA described the components of postsecondary education programs serving students with intellectual and developmental disabilities (IDD) and emphasized that they should result in competitive employment through inclusive academic access (Grigal et al., 2019). The HEOA legislation also facilitated the development of model demonstration projects, referred to as Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs). The first

cohort of TPSID model demonstration grants were awarded in 2010 by the Office of Postsecondary Education (OPE). These five-year grants were awarded to 27 institutions of higher education. All model demonstration sites were required to report program and student-level data to the TPSID National Coordinating Center (NCC). Think College served as the NCC for the 27 cohort 1 TPSID model demonstration projects and has continued to serve in that role with subsequent cohorts. As of March 2022, 311 college programs for individuals with IDD are listed in Think College's college program database (Think College, 2022).

### **Dismal Employment Outcomes of People with ID**

Employment can be a life changer, as it can lead to financial independence as well as other positive outcomes, such as a sense of purpose and belonging, social opportunities and friendships, and self-worth (Butler et al., 2016; Grigal et al., 2021; Jahoda et al., 2009). Unfortunately, the unemployment rate of people with ID in 2010 was 85%, and of the 15% employed, only 48% received competitive wages and 24% received employment benefits (Southward & Kyzar, 2017). Employment is a primary goal of postsecondary education for all students, including those with ID, and increased employment outcomes have been found for students with ID who have participated in postsecondary education (Butler et al., 2016; Grigal et al., 2012; Qian et al., 2018; Sannicandro et al., 2018). In a study of 228 students with IDD enrolled in two TPSID programs at community and technical colleges, Qian et al. (2018) found that students were more likely to have a paid job at or above minimum wage in the most recent year of program enrollment if they took inclusive courses, participated in campus events, had previous work experience, and engaged in volunteer or community service.

While research has suggested that postsecondary education programs for students with ID are correlated with (Grigal & Hart, 2012; Thoma, 2013) and predictive of employment (Grigal et al., 2019), the relationship of specific program components that contribute to employment is unclear (Kiernan & Hart, 2011; Lynch & Getzel, 2013; Plotner & Marshall, 2016). Fortunately, a small but growing body of research focused on the impact of inclusive postsecondary education program experiences and components on employment is emerging (Grigal et al., 2021).

### **Studies of Inclusive Postsecondary Education Program Components**

McEathron and colleagues (2013) received funding from the National Institute on Disability and Rehabilitation Research (NIDRR) (NIDRR was renamed to the National Institute on Disability, Independent Living, and Rehabilitation Research [NIDILRR] in 2014 when it moved to the Administration for Community Living within the Department of Human Services) to develop a taxonomy to describe the characteristics of postsecondary programs for students with ID. The taxonomy is based on a sample of 21 programs, which was about 20% of programs in operation at that time. Further, seven (33%) of the programs included were model demonstration sites and part of the first cohort of TPSID model demonstration projects. They constructed a taxonomy developed through an iterative process that included reviewing interview data, program materials, and survey responses. This study highlighted the variability among inclusive postsecondary

programs and was the first to provide a framework to describe programs, including a way to describe the similarities and differences among programs.

Becht et al. (2020) explored the nature of academic access for students with ID in 11 inclusive postsecondary education programs in Florida from 2016-2017. Becht and colleagues (2020) found that 73% of the programs expected students with ID to be enrolled in two or more inclusive courses (that is, general courses offered by the institute of higher education, alongside students without disabilities). This finding is slightly higher than the national data reported from TPSID programs during the most recent annual report for the study timeframe, which noted 63% of TPSID programs providing academic inclusive coursework (Grigal et al., 2018).

In a secondary analysis of TPSID program data collected by the NCC, Grigal and colleagues (2019) identified predictors of employment both while in an inclusive postsecondary education program and at exit for students who completed a program between 2010 and 2015 (cohort 1). They found positive long-term employment outcomes related to specific program characteristics, including earning a credential, attending a 4-year institute of higher education, living on campus, and work experiences prior to and while enrolled in a program. This present study also examines cohort 1 TPSID data and focused on correlations of program components on employment. Grigal et al. (2019) utilized a national sample, whereas the present study focuses on one state and three program sites and, critically, with an expanded focus on program components within inclusive postsecondary education programs, such as campus membership experiences and participation in inclusive college courses and career development experiences.

In the case of inclusive course participation, for example, the Think College Standards Quality Indicators and Benchmarks for Inclusive Higher Education includes a standard regarding inclusive academic access (standard 1) with a corresponding quality indicator (1.1) noting the value of access to a variety of college courses attended by students without disabilities (Grigal et al., 2011). In addition, the McEathron and colleagues' (2013) taxonomy includes a pedagogical domain highlighting academic access including course selection, credits available, and credentialing. The specific program components within an inclusive postsecondary education program are especially worthy of examination because outcomes can inform program design and delivery at the discreet component level. Moreover, it is necessary to identify which discreet program components result in competitive integrated employment upon program completion, given that a primary purpose of college participation for virtually all college attendees is better employment outcomes as a result of postsecondary participation. Moreover, participation in inclusive postsecondary education has resulted in significantly higher employment wages (Miller et al., 2019), and it also provides the opportunity to participate in career development and social activities.

## **Purpose of Study**

The purpose of the present study was to examine the relationship between student-level variables that are included as program components in Florida TPSID programs that may impact employment outcomes after program exit for students with ID. This study

extends the work of Grigal et al. (2019) by examining discreet inclusive postsecondary education program elements that may impact employment for individuals with ID after college completion. While the subsection of data utilized in this study is limited, it provides a look into one state's first wave of TPSID programs, including the experiences of their students. The results can help identify program strengths and needs and to improve practices and outcomes for future student cohorts. Florida has received two iterations of TPSID model demonstration funding and utilized the funding to support a consortium of inclusive postsecondary education programs, instead of just one program, as many sites have done. Program components examined in the present study included the student support and content domains which typically guide students' programs of study within inclusive postsecondary education programs. The student support and content domains are the elements of an inclusive postsecondary education program that can be viewed as student-level (e.g., inclusive coursework, internship experiences, participation in student organizations or campus events). The student-level variables investigated fall under three domains: academic access (i.e., number of inclusive course enrollments), career development (i.e., unpaid/volunteer experiences), and campus membership (i.e., type of social activities). The study research question was: What is the relationship between Florida TPSID program components and paid, competitive employment outcomes for students with ID?

### **Method**

Secondary analyses of student-level data were conducted to determine whether a correlation exists between a dichotomous criterion variable, that is, employment upon exit, with a set of variables, including the following program components: academic access, career development, and campus membership (Gall et al., 2007).

### **Sample**

A consortium of three programs at IHEs in Florida made up the dataset and included all participating students in TPSID cohort 1. Student-level data was collected annually, including demographic characteristics and detailed information about student participation and experiences while enrolled in the program. There were 94 unique (unduplicated) student records with 64 of the students exiting their program at some point in the dataset, resulting in a final sample size of 64 (unduplicated student records with outcome data). The remaining 30 student records were not included in the analysis since the students were still enrolled or returning to their program the next year and thus did not have outcome data upon which the dependent variable is based. The sample included more males (58%) than females (42%) and an age range of 19 to 28, with the most prevalent disability diagnosis being ID (51%). Seventy-four percent (74%) of students were white, 18% were black/African American, 4% of students' race was unknown, 3% were Asian, and 1% was Native Hawaiian or other Pacific Islander. Most students (92%) were not of Hispanic/Latino descent. Demographic data are provided in Table 1.

## Variables

The outcome of paid, competitive employment (i.e., job) following program exit was the primary student goal. A job was defined as paid, competitive employment within 90 days of program exit. Thus, the two criterion (dependent) variables in the study were: (1) program exit with paid competitive employment; or (2) program exit without paid, competitive employment. Analyses examined the relationships between employment (criterion variable) and each of three program component categories (predictor variables), which included: (1) the number of inclusive courses taken, which was defined as an inclusive college course also attended by traditionally matriculating college students, (2) unpaid/volunteering experiences, which were defined as unpaid career development experiences, such as service-learning or volunteering, and (3) social activity participation, which was defined as activities such as a campus club or sporting event participation.

## Analysis

The data were examined using the Statistical Package for Social Sciences (SPSS), and descriptive and correlational analyses were conducted to describe the relationship between students' experiences within the inclusive postsecondary programs and employment upon exit.

Descriptive statistics for the student-level variables related to students' experiences during their inclusive college program were examined through correlational analyses. These analyses were intended to provide an overall understanding of frequency and percentages of the variables (e.g., frequency summaries of the number of course enrollments, career development activities, and campus membership experiences).

Next, bivariate correlations were utilized to identify specific variables and to examine the degree of relationship between the variables and to the outcome (employment). Correlational analyses using crosstabs were conducted to investigate the relationship between each programmatic element (predictor variables) and employment upon exit (criterion variable). A more conservative significance level of .01 was utilized for the correlational analyses to reduce the risk of Type II error, which is consistent with other secondary analysis studies employing multiple descriptive analyses (Papay, 2011). A bivariate correlational analysis was utilized for the academic access variable because the variable, number of inclusive courses taken in the last year of the program, was continuous (i.e., numeric with an infinite number of values). The Pearson Correlation Coefficient was employed to describe the strength of the correlation between the two variables given that the criterion variable is discrete (i.e., numeric with a countable number of values), even though the number of inclusive courses is continuous. The variables for career development activities and campus membership were categorical (i.e., contains a finite number of categories) and were "check all that apply" in the dataset. As such, correlations were utilized for employment status upon exit and each selection possibility.

## Results

### Descriptive Statistical Analyses

The number of inclusive courses taken by students was reported annually. More than twenty percent (20.3%) of students did not take any inclusive courses in the last year of their program. Additional findings indicated that 25% of students were enrolled in one inclusive course and 25% were enrolled in two inclusive courses in their last year of their program. Of note, 25% of students were enrolled in four courses in the last year of their program, which is similar to a traditional student's course load.

Almost half of students (45%) participated in some form of unpaid career development upon exit, such as volunteering and service learning, unpaid work experiences, or unpaid internships (i.e., not for credit). Volunteering and/or community service was the most frequently cited unpaid career development activity (29.8%), followed by unpaid internships (22.3%). No students were participating in unpaid internships for-credit at the time of program exit. During the final year in the program, more than half of students (55.3%) held at least one paid job that year. More than half of students (62.5%) had a paid job within 90 days of exit of the inclusive postsecondary program. This more than doubles the average employment rate of individuals with ID in general (Siperstein et al., 2014).

Regarding participation in campus membership/social activities, students most frequently reported participating in the Greek system (fraternity/sorority), attending other social activities, and attending or participating in sporting events. Other social activities included going out with friends, attending organized events on campus alone or with friends, joining clubs or community/student organizations, and being a Best Buddies participant (peer friendship organization).

### Correlational Analyses

To identify program components correlated with the post-school outcome of paid, competitive employment, correlational analyses were utilized to examine relationships between having a paid job within 90 days of program exit and academic access, career development and campus membership activities. The Pearson Correlation test indicated a moderate positive relationship (.386) between the two variables: having a paid job within 90 days of program exit and the academic access variable. Specifically, the positive correlation between the variables indicates that as the number of inclusive courses completed increases, there is an increased likelihood of paid employment upon program exit. The p-value was less than 0.01, and the correlation coefficient was determined to be significant ( $r(62) = .386, p < 0.01$ ).

The career development opportunities in which students participated included the following five types of unpaid/volunteer experience: service-learning, unpaid internships (for-credit), volunteering and/or community service, unpaid individual work training experiences, and other unpaid/volunteer experience. The Phi Coefficient results indicated little to no association between the following variables and paid employment upon

program exit: service-learning experiences (-.090); unpaid internships (not for credit; -.094); unpaid volunteering and/or community service in their last year of the program (.172); and unpaid work experience (.027). There were no students engaged in unpaid internships (for-credit) or other unpaid/volunteer experiences; therefore, these calculations could not be performed.

The campus membership activities in which students participated included going out with personal friends, attending organized events on campus, attending or participating in sporting events, Greek system (fraternity/sorority) participation, joining clubs or community or student organizations, engaging in Best Buddies, or other social activity. These experiences were reported as “check all that apply.” All student records indicated some form of participation in social activities. The Phi Coefficient results indicated little to no association between the following variables and paid employment upon program exit: going out with personal friends (.046), attending organized events on campus (-.195), attending or participating in sporting events (.124), Greek system (fraternity/sorority) participation (-.046), joining clubs or community or student organizations (-.244), engaging in Best Buddies (.009), or other social activity (-.098).

In sum, the only statistically significant association found throughout the correlational analyses was for the academic access variable, which examined the number of inclusive course enrollments. The correlational analyses indicated a moderate positive relationship between the two variables, suggesting that taking at least one inclusive course is associated with an increased likelihood of paid competitive employment upon program exit.

## Discussion

The study findings add to the limited research available on specific programmatic components utilized in inclusive postsecondary education programs. The findings of this study suggest that taking at least one inclusive course during an inclusive postsecondary education program is associated with increased likelihood of paid competitive employment upon exit. While career development and campus membership experiences were not found to be significantly related to employment upon program exit, these practices are considered vital parts of the college experience and merit further investigation to identify their overall value for students. Additionally, it is necessary to examine the impact of student-specific factors, such as experiences (e.g., employment, other postsecondary education) and skills (e.g., communication, social, technology, self-advocacy) prior to enrolling in inclusive postsecondary education alongside student outcomes upon program completion. This can lead to a better understanding of the experiences and skills that influence the effectiveness of specific college experiences for students with ID. This may also inform program admission requirements and application procedures, although it should be cautioned that programs primarily focus on the provision of instruction and experiences to build desired skills, not use them as a barrier to college access.

The findings from this study reinforce that inclusive course enrollment, which is arguably analogous to inclusion in general education at the secondary level, is correlated



to post-school employment outcomes. Further, other secondary level predictors identified by Mazzotti and colleagues (2016) may be addressed when students take college level inclusive courses, such as self-advocacy/self-determination, career awareness, social skills, youth autonomy/decision making, and goal setting. For example, if students identified and selected the inclusive courses in which they were enrolled, then those decisions would involve youth autonomy/decision making. Furthermore, the decision could potentially be based on a student's career goal, which would also encompass career awareness and goal setting. Moreover, social skills and self-advocacy/self-determination are necessary to interact with instructors and peers within inclusive courses.

The findings from this study should also be considered in light of the identified predictors of competitive employment for students with IDD (Southward & Kyzar, 2017). Inclusive course enrollment fits with their predictor of participation in postsecondary education, which includes both two- and four-year colleges or any "type of education any year after high school" (p. 29). The present study adds to a small but growing body of evidence indicating a positive relationship between postsecondary education and competitive employment for persons with ID (Grigal et al., 2019; Grigal et al., 2011; Shandra & Hogan, 2008). The Southward and Kyzar predictor set, like Mazzotti et al., also includes self-determination as a predictor. While self-determination was not examined in the present study, it might reasonably be inferred that those students engaging in inclusive coursework in postsecondary education exhibit self-determination when selecting college courses and engaging with professors and peers in courses (e.g., asking for clarification on an assignment, choosing a topic for a paper or presentation).

### **Implications for Policy**

As noted, the current study along with other recent studies (e.g., Grigal et al., 2019) demonstrate that inclusive postsecondary education programs result in positive post-school outcomes, such as employment. The study reinforces the HEOA provisions related to access to postsecondary education for students with ID and is an initial step in investigating the focal elements included in such programs. Additionally, it is also appropriate to conclude that the emphasis on inclusion of students with ID in general education within the Individuals with Disabilities Education Act (IDEA) and the expectation of postsecondary education and subsequent integrated competitive employment should remain. The results of the study indicate that inclusive coursework should be a key program component, as it was clearly correlated with paid post-program employment. As such, policies at the federal, state, and local levels should support inclusive coursework as a major tenet of the inclusive postsecondary program experience.

### **Implications for Practice**

The practical implications of the study are far-reaching, given the numerous stakeholders involved in planning and implementing inclusive postsecondary programs. For example, program administration can collaborate within their IHE to remove barriers and increase access to courses and work to garner broad support from academic departments and faculty for student participation in preferred coursework. K-12 schools as well as colleges and universities might also provide training in the use of learning

strategies and self-determination skills as they have been shown to facilitate the success of all students, including students with disabilities (Dukes et al., 2017). Further, instructors could receive training on the use of evidence-based instructional practices to help promote college completion within their courses including the use of Universal Design for Learning (UDL) methods.

Interagency collaboration is an important bridge between K-12, higher education, and adult service providers, including vocational rehabilitation, centers for independent living, and transportation services, among others. Vocational rehabilitation counselors and other agencies that support students through funding and other means in inclusive postsecondary education programs should emphasize inclusive coursework. Further, the results do not discern what kinds of courses the students in this study took, which may mean that regardless of the inclusive course content, any inclusive course enrollment results in greater likelihood of employment. Certainly, these results can be viewed as a starting point, and further research could address the type and content of the coursework. As such, the notion that students should only complete courses related to their employment goals may not hold true.

Inclusion and postsecondary education opportunities for all students should be promoted in teacher preparation and in-service teacher programming with the goal of increasing awareness and belief that all students be held to high expectations (Southward & Kyzar, 2017) and can benefit from inclusive education. Moreover, the notion of lifelong learning should be encouraged among people with ID just as for others (Moore & Schelling, 2015). Certainly, the opportunity to learn and participate in postsecondary coursework should not end after high school or even a college program.

When students are in secondary education, teachers and families should ensure that students are included in general education to the greatest extent possible, as the more experience students have in inclusive settings during their K-12 education, the more prepared they are to complete inclusive courses at college. Southward and Kyzar (2017), for example, suggest that school systems can help students meet their post-school goals by promoting skills and opportunities necessary to get paid employment, which include teaching self-determination and providing paid employment experiences where possible. Sharing with students and families that college is an option is also vitally important for students completing K-12 education. They should be made aware of best practices in postsecondary education that facilitate positive outcomes, such as employment, so they can make informed choices regarding their postsecondary educational options.

### **Implications for Research**

While career development and campus membership experiences were not found to be significantly related to post-school employment in this study, the practices merit further investigation to identify how these experiences occur in other programs and whether they do or can facilitate employment success in other academic settings. As such, a more in-depth look at how other programs address employment is warranted, given the importance placed upon employment following the completion of inclusive postsecondary programs. While initial research about the employment supports provided in inclusive

postsecondary programs for students with ID exists, further investigation is required to address the types of activities or components, above and beyond those examined herein, of postsecondary education programs for students with ID that lead to an increased likelihood of post-school employment. Grigal and colleagues (2011) have called for a more in-depth look at the factors (e.g., academic access, career development, campus membership, and self-determination) associated with the college experience and the quality of post-school outcomes of the experiences. The current authors echo this call.

While the term “inclusive” is a key part of the inclusive postsecondary movement for students with ID, additional research is required to unpack what this means and looks like in practice and to elucidate fidelity measures to promote effective inclusion. This is consistent with earlier findings and recommendations in the broader secondary transition field (Cobb et al., 2013). Butler and colleagues (2016) expressed concern regarding the degree of inclusion and suggested that “while students are included in integrated and inclusive higher education settings, true inclusion may not be taking place” (p. 297). The content of inclusive coursework as well as the degree of inclusivity should be explored within postsecondary programs for students with ID across domains (e.g., academic access, campus membership).

This study reinforces the work of McEarthron and colleagues (2013), and identified the need to explore the extent to which program components are effective, including missing components from inclusive postsecondary programs. A mechanism to make comparisons across programs should be established beyond McEathron and colleagues’ (2013) taxonomy to look at both programmatic features and employment as well as other post-school outcomes such as continuing education, independent living, and quality of life (Siperstein et al., 2013). For example, within the pedagogical domain of McEathron and colleagues’ (2013) taxonomy, the four essential elements provide a clearer understanding of how inclusive postsecondary education programs differ with regard to academics: level of course integration, type of credits awarded, extent of course selection, and type of credential awarded upon completion.

The development of a predictor model for inclusive postsecondary programs that is similar to the existing secondary transition model for all students with disabilities (Mazzotti et al., 2016) and specific to students with IDD related to employment (Southward & Kyzar, 2017) should be considered. Future research should address the need for targeted cross-program studies that seek to incorporate student perspectives to identify those aspects of postsecondary education programs that facilitated their ability to gain employment (Butler et al., 2016; Moore & Schelling, 2015). An approach that incorporates perspectives from current and former students with ID, as well as those people who support students, including mentors, program personnel, and family members, could be utilized.

## Limitations

One key limitation of this study is the small sample size. There were also geographical limitations in that all the data are state specific, which impacts external validity. Though the sample size is relatively small, this analysis provides a look into the

first wave of TPSID programs and the experiences of their students. The results can help identify Florida's TPSID programs' strengths and needs, and likely others, to improve practices and outcomes for future student cohorts. As is common for secondary data analysis, the data was collected for students enrolled in the cohort 1 Florida TPSID programs, which is not necessarily current data (O'Leary, 2014). This analysis of existing data has the limitations often traditionally associated with secondary analyses, given that the data is situational and was not collected with the intent of this study (Johnston, 2014; O'Leary, 2014). Additionally, correlational analyses do not identify causal relationships and can produce unreliable findings that may sometimes identify relationships between variables that may have no interpretable meaning. The study's findings must be interpreted with these limitations in mind.

### **Conclusion**

A review of the research on employment outcomes of students with ID who engaged in inclusive postsecondary education programs was conducted. Further research is warranted on the specific components of programs that contribute to the post-school outcome of paid competitive employment. In the current study, the relationship between the three variables (academic access, career development, and campus membership) and the post-school outcome of paid employment was examined. Subsequently, the academic access variable was the only variable found to be statistically significant with regard to paid, competitive employment upon exit.

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**Table 1***Study Sample Student Characteristics*

Variable	n	%
Gender		
Female	27	42%
Male	37	58%
Race		
American Indian or Alaska Native	0	0%
Asian	2	3%
Black or African American	12	18%
Native Hawaiian or other Pacific Islander	1	1%
Unknown	2	4%
White	47	74%
Ethnicity		
Hispanic or Latino	5	8%
Not Hispanic or Latino	59	92%
Disability Type		
Autism	12	19%
Intellectual Disability	33	51%
Other	19	30%
Inclusive course enrollment in last year of program		
No inclusive course	13	20.3%
1 inclusive course	16	25%
2 inclusive courses	16	25%
3 inclusive courses	2	3.1%
4 inclusive courses	16	25%
5 inclusive courses	1	1.6%
Unpaid career development activity in last year of program		
Participated in some form of unpaid career development	29	45%
Paid job in last year of program		
At least 1 paid job	35	55.3%
Paid job within 90 days of program exit		
Paid Job within 90 days of program exit	40	62.5%