Abstract

Postsecondary education programs for individuals with intellectual disabilities have emerged exponentially in the United States over the last decade. Research regarding these programs has largely been descriptive, and thus there exists a need for qualitative, outcome-based research. In this comparative case study, graduates from two types of postsecondary education programs for individuals with intellectual disability are surveyed regarding employment outcomes and other personal developments. The results from each program are compared with one another and also with a comparison group of individuals with intellectual disabilities who did not attend a postsecondary program (utilizing the 2009 National Longitudinal Transition Study-2). This case demonstrates significant positive employment-related outcomes for individuals with intellectual disabilities who attend postsecondary programs compared to those who do not attend such programs and highlights similarities and differences regarding outcomes of the two program types under consideration.