

My Transition My Career Position Statement On Competitive, Integrated Employment

This position statement was generated based on the experiences and preferences of stakeholders who attend the My Transition My Career All Stakeholder Quarterly meetings.

Our Position:

Everyone can work.

Everyone who sets a goal to work should have access to supports and services to achieve competitive, integrated employment. Competitive, integrated employment is a job that is:

- In the community
- Alongside people with and without disabilities
- For a wage that is the same as workers without disabilities

Our Reasons:

Laws like the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) are clear that people with disabilities have a right to economic opportunities equal to that of people without disabilities.¹

People with disabilities who work are healthier, have a higher quality of life, and have lower Medicaid and Medicare costs than people who do not work.²

But, people with disabilities do not work as much or get paid as much as people without disabilities.^{3,4} For example, only 46% of Kansans with disabilities were employed in 2017.⁵ Nationally, fewer than 15% of people with intellectual and developmental disabilities work in competitive, integrated employment.⁶

Many people with disabilities do not work because they believe that they will lose their Social Security, Medicaid, and other public benefits.⁷

Kansas currently lags behind the rest of the country in their investment to support people with disabilities to work in competitive, integrated employment.⁸ Current data shows that Kansans with an intellectual developmental disability is four times more likely to work in a sheltered workshop than to receive supported employment services.^{9,10}

Evidence Based Recommendations That Increase Competitive, Integrated Employment:

- People with disabilities can work and people with disabilities that work are healthier and more integrated into their community.¹¹ For example...
 - The Employment 1st law states that Kansas state agencies and organizations should work together to increase the opportunities and supports needed for Kansans with disabilities to achieve competitive, integrated employment.¹²
 - People with disabilities have better employment outcomes when they have access to the right supports and services to develop employment-focused goals and service plans leading to competitive, integrated employment. This includes services in schools as well as the community.¹³
 - Transition-aged students with disabilities have better employment outcomes when they receive Supported Employment services and supports. This includes career exploration, work experiences, financial and benefits management skills, as well as self-advocacy and independent living skills.¹⁴
 - Employers are more likely to hire people with disabilities when they have experience hiring people with disabilities and feel supported by external organizations.¹⁵ States that prioritize funding towards Supported Employment services have a higher percentage of people with disabilities engaged in competitive, integrated employment.¹⁶
 - People with disabilities who access financial programs such as benefits planning and ABLE accounts earn and save money without the risk of losing their public benefits.¹⁷

References

- ¹ 42 U.S.C. § 12101(a)(7)
- ² Hall, J. P., Kurth, N. K., & Hunt, S. L. (2013). Employment as a health determinant for working-age, dually-eligible people with disabilities. *Disability and Health Journal*, 6(2), 100-106.
- ³ U.S. Bureau of Labor Statistics. (2023). Persons with a disability: Labor force characteristics. Available at: <https://www.bls.gov/news.release/pdf/disabl.pdf>
- ⁴ Golden, R. (2020). Why do pay gaps persist for US workers with disabilities? *HR Dive*. Available at: <https://www.hrdiver.com/news/why-do-pay-gaps-persist-for-us-workers-with-disabilities/581533/#:~:text=A%202019%20report%20by%20the,earned%20by%20those%20without%20disabilities>; Southward, Julie D., and Kathleen Kyzar. 2017. Predictors of competitive employment for students with intellectual and/or developmental disabilities. *Education and Training in Autism and Developmental Disabilities* 52, (1) (03): 26-37, <https://libezproxy.syr.edu/login?url=https://www.proquest.com/scholarly-journals/predictors-competitive-employment-students-with/docview/1868189213/se-2>.
- ⁵ Erickson, W., Lee, C., & von Schrader, S. (2019). 2017 Disability Status Report: Kansas. Ithaca, NY: Cornell University Yang-Tan Institute on Employment and Disability(YTI). Available at: https://www.disabilitystatistics.org/StatusReports/2017-PDF/2017-StatusReport_KS.pdf
- ⁶ Golden, R. (2020). Why do pay gaps persist for US workers with disabilities? *HR Dive*. Available at: <https://www.hrdiver.com/news/why-do-pay-gaps-persist-for-us-workers-with-disabilities/581533/#:~:text=A%202019%20report%20by%20the,earned%20by%20those%20without%20disabilities>; Southward, Julie D., and Kathleen Kyzar. 2017. Predictors of competitive employment for students with intellectual and/or developmental disabilities. *Education and Training in Autism and Developmental Disabilities* 52, (1) (03): 26-37, <https://libezproxy.syr.edu/login?url=https://www.proquest.com/scholarly-journals/predictors-competitive-employment-students-with/docview/1868189213/se-2>.
- ⁷ Morris, Rodriguez, & Blanck. (2016). ABLE accounts: A down payment on freedom. *Inclusion* 4(1), 21-29.
- ⁸ Tanis, E.S., et al. (2023). The State of the States in Intellectual and Developmental Disabilities, Kansas University Center on Developmental Disabilities, The University of Kansas. stateofthestates.ku.edu. Available at: [KS-6pg \(ku.edu\)](http://KS-6pg(ku.edu))
- ⁹ U.S. Department of Labor, Wage and Hour Division, 14(c) Certificate Holders. (2023). Available at: [14\(c\) Certificate Holders | U.S. Department of Labor \(dol.gov\)](https://www.dol.gov/eis/whd/14c-certificate-holders)
- ¹⁰ Tanis, E.S., et al. (2023). The State of the States in Intellectual and Developmental Disabilities, Kansas University Center on Developmental Disabilities, The University of Kansas. stateofthestates.ku.edu. Available at: [KS-6pg \(ku.edu\)](http://KS-6pg(ku.edu))
- ¹¹ Hall, J. P., Kurth, N. K., & Hunt, S. L., supra, at 100-106.
- ¹² K.S.A. 44-1136-38 Available at: https://www.kslegislature.org/li/2022/b2021_22/statute/044_000_0000_chapter/044_011_0000_article/044_011_0036_section/044_011_0036_k/
- ¹³ Office of Special Education and Rehabilitation Services. A Framework for Community Engagement-A Pathway to Competitive Integrated Employment. (2022). Available at: [A Framework for Community Engagement – A Pathway to Competitive Integrated Employment](https://www.ks.gov/education/office-of-special-education-and-rehabilitation-services/a-framework-for-community-engagement-a-pathway-to-competitive-integrated-employment)
- ¹⁴ See, 34 C.F.R. § 361.48
- ¹⁵ Erickson, William A., Schrader, Sarah von, Bruyère, Susanne M., VanLooy, Sara A., Matteson, David S. (2014). Disability-Inclusive Employer Practices and Hiring of Individuals With Disabilities. *Rehabilitation Research, Policy, and Education*, 28 (4): 208-224.
- ¹⁶ Tanis, E.S., et al., supra. Available at: [State Profiles | State of the States in Intellectual and Developmental Disabilities \(ku.edu\)](https://www.ks.gov/education/office-of-special-education-and-rehabilitation-services/state-profiles-state-of-the-states-in-intellectual-and-developmental-disabilities)
- ¹⁷ Morris, Rodriguez, & Blanck, supra, at 21-29.