This data dashboard provides a current snapshot of youth with intellectual and developmental disabilities transitioning to work in Massachusetts. It draws from multiple state and national data sources as well as specific initiatives of the Massachusetts Partnership for Transition to Employment (MPTE).

As of December 2020, the Massachusetts Transition to Adulthood Facebook group had grown to over 1,700 members.

In 2019 - 2020, 186 students with IDD attended 12 colleges and universities as part of the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI). 85% of MAICEI students continued to attend college remotely during the spring COVID-19 shutdowns.

Areas of Need

- Finding funding sources / resources supporting necessary work-based learning initiatives and competitive employment: 90%
- Developing a Memorandum of Understanding (MOU) when creating school-employer-community partnerships: 85%
- Training school staff in effective strategies for supporting students when onsite in competitive employment settings: 84%

In late 2019, the MPTE surveyed educators regarding their experiences in supporting work-based learning for students with IDD. Based on responses from 150 educators the highest-rated areas of need for further guidance were:

- 90% Finding funding sources / resources supporting necessary work-based learning initiatives and competitive employment.
- 85% Developing a Memorandum of Understanding (MOU) when creating school-employer-community partnerships.
- 84% Training school staff in effective strategies for supporting students when onsite in competitive employment settings.

As of March 2020, 2,708 people with IDD receiving employment supports through the Department of Developmental Services were employed. Despite the impact of COVID-19, 55% of those people were still employed as of October 2020.

In the summer and fall of 2020 110 transition aged youth in 9 groups participated in an online Employment Exploration and Skills Training Series facilitated by the MA Developmental Disabilities Council and led by a self-advocate trainer.

In 2019 - 2020, 301 high school students in Roxbury, Lawrence, and Springfield participated in Transition Pathway Services, a demonstration project led by the Massachusetts Rehabilitation Commission. 57% of enrolled students engaged in work-based learning experiences.

Three members of the MPTE Self-Advocacy & Self-Determination Workgroup shared their own transition experiences in video interviews.

The Dashboard is a product of the Massachusetts Partnership for Transition to Employment (MPTE), a federal system change grant designed to improve transition outcomes that lead directly to paid employment and/or post-secondary options for individuals with ID/DD. The MPTE is led by the Massachusetts Department of Developmental Services with partners that include the: Department of Elementary and Secondary Education, Massachusetts Rehabilitation Commission, Executive office of Labor and Workforce Development, the MA Developmental Disability Council, Massachusetts Advocates Standing Strong, The Arc of Massachusetts, and the Institute for Community Inclusion/UMass Boston.