



**Collaborative policies  
and practices**

**Access to work  
experiences**

**Family engagement**

**Self determination**

**We believe that it is the right of each person with an intellectual and/or developmental disability to pursue competitive integrated employment.  
We believe that employment is a path to full participation in our communities.**

**The Massachusetts Partnership for Transition to Employment (MPTE)**

is a five-year project to improve labor market participation for youth and young adults served by the Massachusetts Department of Developmental Services (DDS). The project is funded by the Administration on Intellectual and Developmental Disabilities.

DDS and its MPTE partners are putting evidence-based predictors of post-school success for youth and young adults with intellectual and developmental disabilities (ID/DD) into practice in Massachusetts. The project's steering committee includes representatives from DDS, the MA Rehabilitation Commission, the MA Department of Elementary and Secondary Education, the MA Executive Office of Labor and Workforce Development, the Institute for Community Inclusion, Mass Advocates Standing Strong, The Arc of MA, and the MA Developmental Disabilities Council. The MPTE also has an active stakeholder consortium that includes teachers, service providers, self-advocates and family members.

**The ongoing work of the MPTE focuses on four key predictors of post-school employment:**

1. Collaborative policies and practices
2. Accessing work experiences that reflect those typical of youth and young adults without disabilities
3. Supporting parental involvement and expectations for competitive integrated employment
4. Building self-determination and independent living skills

To ensure a sustainable impact, the MPTE focuses on improving existing service systems. The project is developing guidance, policy recommendations, tools for collaboration, quality indicators and guidelines for practice, and tools and resources to address the predictors. Anticipated outcomes include increases in the following:

- The number of individuals with ID/DD who leave school and enter competitive integrated employment.
- The number of youth and young adults with ID/DD using the public vocational rehabilitation and workforce development systems.
- The ability of youth and young adults with ID/DD and their families to easily access quality employment services and supports.
- Advocacy and support for competitive integrated employment by youth and young adults with ID/DD and their families.

**For more information:**

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