

Transition, Employment & Community Life

Ohio's [Interagency Work Group on Autism](#) (IWGA) and [Employment First Task Force](#) (EFTF) meet semi-annually to discuss common goals and build an understanding of the unique needs of individuals with ASD.

These meetings take place in April (Autism Awareness & Acceptance Month) and October (National Disability Employment Awareness Month), with ongoing communication and collaboration in between.

The IWGA and EFTF are committed to monitoring the data, developing and deploying resources to improve outcomes, services, coordination, and professional development. All information is taken from [Drexel University Life Course Outcomes Research Program's National Autism Indicators reports](#).

Transition

- By their 20s:
- Nearly **40% of young adults with autism have never had a job or continued their education.**
 - Almost 90% lived with their parents at some point - a far higher percentage than in the general population of young adults.
 - Nearly one in three had no community participation in the past year – no volunteer or community service, no lessons or classes, no other community activities outside of school.

Employment

- **Paid, community-based employment was the least common outcome for adults with autism spectrum disorder (ASD).**
- 14% held a job for pay in the community.
- Only 25% had community employment as a goal in their service plan.
- Of those who had a paid job in the community, over 60% received publicly funded services to facilitate their employment.

Community Life

- Nearly 75% of adults with ASD never participated in self-advocacy (group, meeting, event).
- Of those adults who primarily use spoken language, **over 40% reported feeling lonely.**
- About 14% said they had no friends who were not staff and no one they were really close to.
- **Less than half (43%) decided their own schedule**, 37% had some help in deciding, and 20% had no choice.

Resources

[ASD Strategies in Action](#): Online video-based series teaching evidence-based strategies to support individuals who are transition-aged and young adults through video examples at home, school, work, and in the community.

[Employment First](#): Ohio's official site for Employment First. Includes training, information, tools, and other resources related to career planning, customized employment, assistive technology, benefits planning, community life engagement, and more.

[OCALI Family & Community Outreach Center](#): Equips and empowers families with knowledge, information, and resources to support the whole family.

[OCALI Lifespan Transitions Center](#): Clearinghouse of resources, training, and evidence-based practices to support the successful and unique transition of individuals with disabilities.

[Ohio Department of Developmental Disabilities Supporting Families](#): Tools and resources that support families.

[Ohio Department of Education](#): Resources specific to secondary transition and workforce development for students with disabilities.

[Opportunities for Ohioans with Disabilities](#): Ohio's Vocational Rehabilitation agency, provides transition-specific services to help students with disabilities successfully transition from school to work.

Charting the LifeCourse

Ohio is part of the [National Community of Practice \(COP\) for Supporting Families](#). The COP focuses on the LifeCourse Framework and LifeCourse tools.

The framework and tools were created by families to help individuals and families develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

Specific materials focusing on transition, employment, and community life, include:

- [Charting the LifeCourse: Experiences and Questions Booklet](#)
- [Charting the LifeCourse: Focus on Transition](#)
- [Charting the LifeCourse: Focus on Adulthood](#)
- [Charting the LifeCourse: Daily Life & Employment Guide](#)