

Ohio Interagency Work Group on Autism
State Fiscal Year 2021 Report • July 2021

SUPPORTING OHIOANS WITH AUTISM

ACROSS AGENCIES, ACROSS THE STATE, ACROSS THE LIFESPAN



Ohio

Interagency Work
Group on Autism

Supporting Ohioans with



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MESSAGE FROM LEADERSHIP



While State Fiscal Year 2021 presented some tremendous challenges for us all, it also showed our strength as a system and how we serve Ohioans with disabilities, their families, and the people that support them. The work Ohio has done to collaborate and coordinate efforts through the Interagency Work Group on Autism (IWGA) is a testament of that strength. All of our partners

came together to share resources and learn from one another, and continued to find new and innovative ways to support autistic Ohioans. I am proud of the way our system, including IWGA, was able to shift this past year and I am humbled to continue to lead these efforts.

JEFF DAVIS

Director, Ohio Department of Developmental Disabilities

Please note: The terms “person with autism,” “person with ASD,” “autistic person,” “autistic,” and “person on the autism spectrum” are used interchangeably throughout this document. Some members of the autism community prefer one term, while others prefer another. The IWGA respects the different opinions within the community on the use of this language and does not intend to endorse any particular preference. In addition, the terms “autism” and “autism spectrum disorder (ASD)” are used interchangeably throughout this document unless otherwise noted.



It is my humble honor and privilege to serve as Chair of the OCALI Advisory Board. My Board colleagues and I bring an empathetic spirit and forward-reaching vision in our quest to assist the staff at OCALI in achieving their mission of inspiring change and promoting access to opportunities for people living with disabilities. And, because of a global pandemic, in no time period has achieving this mission been more difficult to achieve.

Our Board was undeterred in doing its part by seeking ways to improve our efforts and ideas in support of the OCALI staff. The Board joined staff in completing implicit bias training so that our ideas for tomorrow are more inclusive and impactful for all people. We met with state and locally elected leaders to advocate for additional resources that improve the quality of life for Ohio's special needs residents. And we strengthened our relationship with Ohio's Interagency Work Group on Autism to bolster programs related to employment, housing, transportation, education, and healthcare for people living with disabilities and their caregivers.

I could not be more grateful for the dedication and commitment our Board displayed in support of OCALI. And I could not be prouder of the OCALI staff who, despite daunting challenges, met and exceeded its mission for the good of our great state and its wonderful people.

REGINALD FIELDS

Chair, OCALI Advisory Board



As a person with autism, the IWGA matters to me because educating others about autism and providing opportunities for them to learn positively benefits and impacts those who have autism like me.

Participating in an IWGA webinar was a great honor as I was able to be a part of teaching others using my own experiences. It is important

to have autistic voices involved in work like the IWGA because we live and experience it, so including us makes sense. What better opportunity than to get to talk to someone who actually has autism.

If the IWGA could work on only one thing over the next year, I think supports for adulthood and access to needed services during adult years is very important. There is so much education, support, and resource growth that needs to happen in this area. We have come far in many areas, but still have a long way- to go in many areas. Together we can do it!

CHLOE ROTHSCHILD

Autistic speaker, writer, and advocate
OCALI Advisory Board Member



BACKGROUND

Ohio's Interagency Work Group on Autism (IWGA) was created in state law "to improve the coordination of the state's efforts to address the service needs of individuals with autism spectrum disorders and the families of those individuals." (ORC 5123.0419)

The IWGA meets monthly and utilizes a collective impact framework to accomplish its work. Members include:

- Ohio Department of Developmental Disabilities (Lead Agency) (DODD)
- OCALI (Convener)
- Ohio Department of Education (ODE)
- Ohio Department of Health (ODH)
- Ohio Department of Job and Family Services (ODJFS)
- Ohio Department of Medicaid (ODM)
- Ohio Department of Mental Health and Addiction Services (OMHAS)
- Opportunities for Ohioans with Disabilities (OOD)

Foundational to this work is the voice of individuals and families. The IWGA seeks input from people with autism and their families through annual surveys, stakeholder engagement at meetings, and most notably OCALI's advisory board.

In June 2020, the IWGA released Pursuing Quality Lives 2020 (PQL2020). PQL2020 built on previous work (Quality Lives; Pursuing Quality Lives) and serves as the IWGA's common agenda for State Fiscal Years 2021 (July 2020-June 2021) and 2022 (July 2021-June 2022).

The following report summarizes Ohio's efforts during State Fiscal Year 2021 and lays the groundwork for updating the priorities over the next year.

OCALI

By statute, OCALI is Ohio's "clearinghouse for autism resources and professional development." In addition to convening and facilitating the IWGA, state agencies partner with OCALI to execute projects and initiatives, serve on workgroups, and provide subject matter expertise related to autism.

When the world went "virtual" in March 2020, so did the IWGA. We began meeting online and saw this as an opportunity to engage partners in our efforts to collaborate and coordinate. In addition to state agency partners, the following stakeholders joined this year's IWGA efforts:

- ABS Transitions
- American Academy of Pediatrics, Ohio Chapter
- Arc of Ohio
- Autism Society of Greater Akron
- Center for Disability Empowerment
- Center for Innovative Practices at Case Western Reserve University
- Down Syndrome Association of Central Ohio
- Groundwork Ohio
- Kent State University
- Kirwan Institute at The Ohio State University
- Linking Employment, Abilities and Potential (LEAP)
- Milestones
- Monarch Life Works
- National Alliance on Mental Illness of Ohio (NAMI)
- Nationwide Children's Hospital
- Ohio Association for the Education of Young Children
- Ohio Children's Hospital Association
- Ohio Coalition for the Education of Children with Disabilities
- Ohio Commission on Minority Health
- Ohio Developmental Disabilities Council
- Ohio Head Start Association, Inc.
- Ohio Housing Finance Agency
- Ohio School Psychologists Association
- Ohio State University Nisonger Center
- Ohio Statewide Family Engagement Center
- Ohio Statewide Independent Living Council
- Regional Autism Advisory Council of Southwest Ohio
- Starfire
- Triple Jeopardy
- University of Cincinnati Center for Excellence in Developmental Disabilities
- Wood County Board of Developmental Disabilities

We also found new ways to share information and resources with stakeholders through a series of webinars. Each webinar focused on a PQL2020 targeted priority and included the perspective of a person with autism or family member. These webinars served as an effective means for raising awareness and sharing resources during the pandemic (see image below).

Race, Ethnicity, and the Early Identification of Autism

- Gwen Harshaw, Parent
- Tiff Huber, ODH

Multi-System Youth with Autism

- Mark Butler, Parent
- Maureen Corcoran, ODM
- LeeAnne Cornyn, Office of the Governor
- Sarah LaTourette, Ohio Family and Children First Council

Autism, Transition, and Employment

- Chole Rothschild, Autistic Advocate, Writer, Speaker, OCALI Advisory Board Member
- Paolo DeMaria, ODE
- Stacy Collins, DODD
- Shannon Komisarek, OOD

Autism and Advocacy in Ohio

- Lori Hogenkamp, Autistic Advocate, LEND Trainee
- Jeremy Morris, Ohio Statewide Independent Living Council

Families as Partners in State Policy

- Kevin Bacon, Parent, former State Senator and State Representative, CEO of Searchpath KRB
- Mike Hartley, Parent, President, Swing State Strategies
- Jay Hottinger, State Senator
- Allison Russo, State Representative

Healthy Living, Community Living

- Meredith Mendoza, Parent, Arc of Ohio, LifeCourse Ambassador
- Bobbie Krabill, ODH
- Jolene Thomas, OMHAS
- Amy Bailey, ABS Transitions
- Jeanette Welsh, DODD

Special Edition: Fact or Fiction? Myths and Misconceptions about the Educational Identification of Autism

- Amy Bixler Coffin, OCALI
- Ashley Lockemer, School Psychologist, Montgomery County Educational Service Center (ESC)
- Sarah Buoni, ODE
- Bernadette Laughlin, ODE
- Amy Wade, Speech Language Pathologist, Montgomery County ESC
- Lynn DeMange, Occupational Therapist, Montgomery County ESC

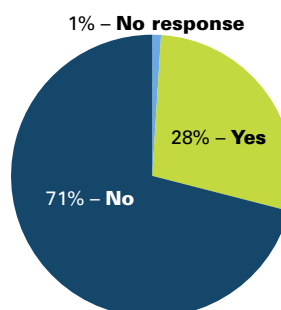
Special Event: DODD Waiver Town Hall*

- Autism Society of Ohio
- OCALI
- DODD

Webinars are recorded and available [here](#).

**Not recorded due to format (small group discussions)*

Were you aware of IWGA prior to your involvement in this meeting?



Across six webinars and 457 survey respondents, 71% of respondents were not aware of the IWGA prior to their involvement in the webinar.

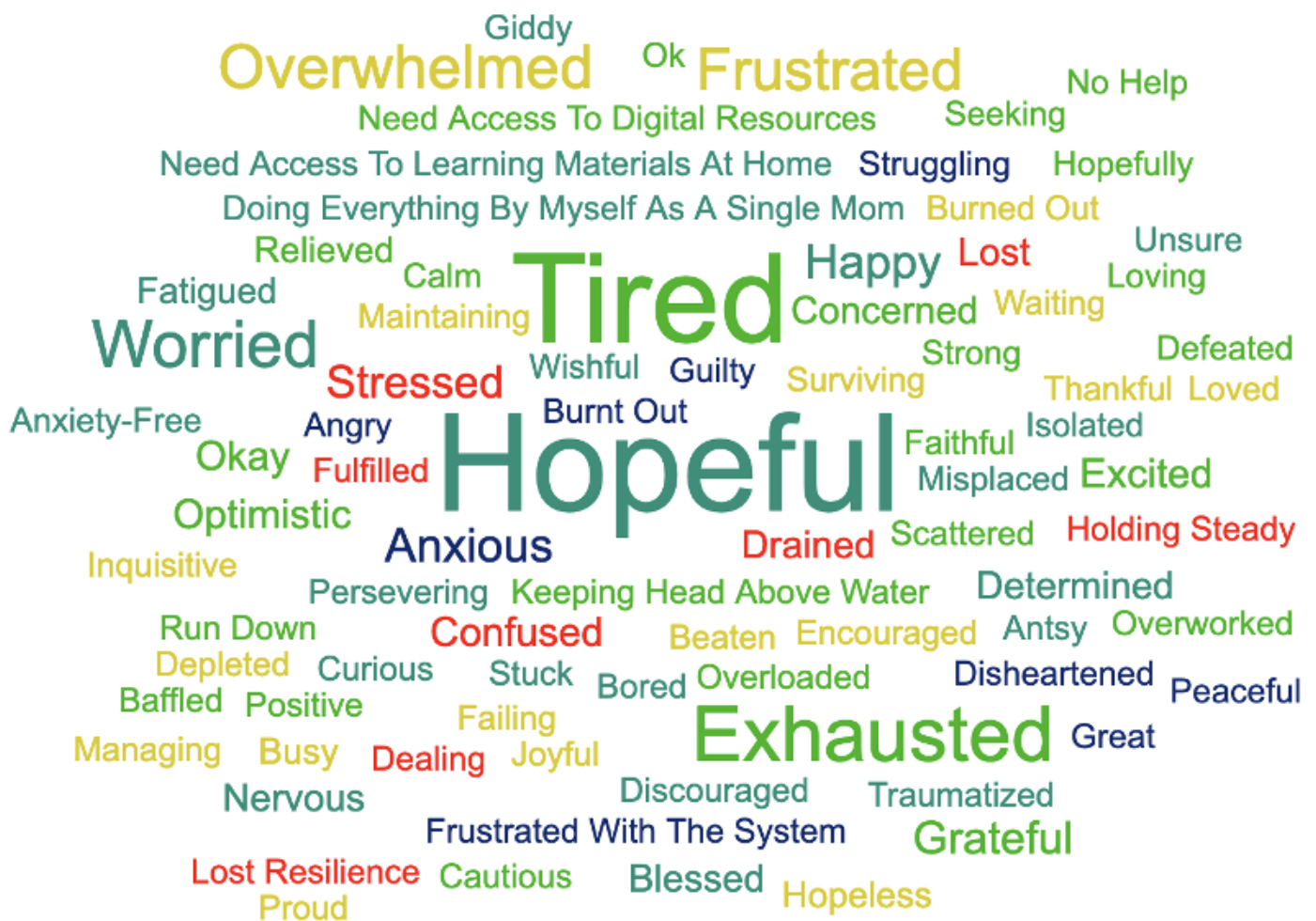


ANNUAL SURVEY

Every year, the IWGA conducts a survey of people with autism and/or their family members. These surveys provide direct feedback and inform the IWGA's work and priorities.

Fourteen months into the pandemic, we surveyed autistic Ohioans and their families, asking one question: "How are you?"

Here is what they told us.



PURSuing QUALITY LIVES

From the beginning, the IWGA has used the collective impact model to drive our work. Our common agenda has evolved over time, first with the Ohio Autism Taskforce recommendations followed by Quality Lives, Pursuing Quality Lives, and most recently Pursuing Quality Lives 2020. The latest update reflects the input of people with autism and their families and IWGA member-agency strategic plans and priorities. What follows is a sampling of Ohio's accomplishments over the past fiscal year.



GET A GOOD START



Identification and diagnosis can happen at any age and should occur at the first suspected signs.

Targeted Priorities & Highlights of Accomplishments

1. Culturally relevant outreach to families

- a. The IWGA hosted a webinar focusing on implicit bias, race/ethnicity, and the early identification of autism. This webinar included information on health disparities and delays in diagnosis for black boys in particular. The webinar has reached more than 200 people.
- b. OCALI added features to its website, which allow translation to over 100 languages and increase the overall accessibility of tools and resources.
- c. During the pandemic, OCALI's Autism Center created "Spanish editions" of nearly 20 social narratives to support families.

2. Capacity-building specific to screening and diagnosis in the medical community

- a. Ohio Early Intervention Physician's Champion group consists of developmental pediatricians, pediatricians, and nurse practitioners from across the state to inform early identification practices and collaboration with EI professionals.
- b. Several IWGA member agencies and OCALI joined the University of Cincinnati's Center of Excellence in expanding Ohio's "Act Early" work. This included a social media campaign, specific outreach to pediatric practices and Latinx communities across Ohio.
- c. DODD's "Intro to EI for Physicians" module was approved for continuing medical education credits and accessed by almost 90 individuals this fiscal year.

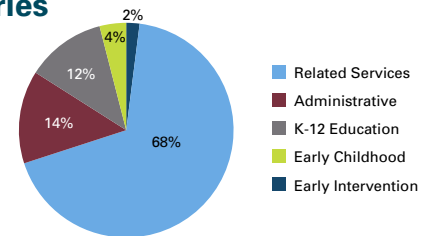
3. Capacity-building specific to screening and identification in the educational community

- a. In partnership with DODD, the CYC launched "This Child, Each Child Will Grow and Learn." This module focuses on understanding and noticing the development of each child, using developmental monitoring and screening tools to learn about each child's strengths and areas of concern, effective ways to share information with families, and how to identify resources to support all children.

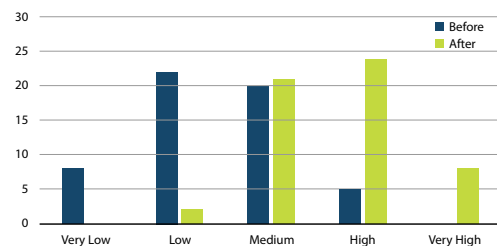
- b. The IWGA, OCALI, ODE and partners hosted a "Fact or Fiction?" webinar on the educational identification of autism. It was attended by more than 400 people from across the state, providing accurate information and correcting "myths" related to educational identification.
- c. Almost 130 members of the educational community participated in OCALI's Educational Identification of Autism virtual training series. Attendees represented a variety of disciplines from across the state. Topics covered in this series range from legal foundations to differences between a clinical diagnosis and educational identification, and the importance of an evaluation team (see image below).

Educational Identification of Autism Training Series

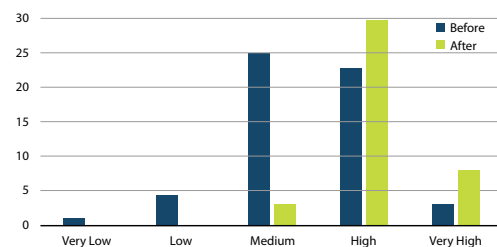
Registrant by Position Category



Able to adapt assessment strategies and decision-making based on the knowledge of girls on the spectrum (n=55)



Able to list skills and knowledge necessary for each member of the evaluation team (n=56)



OBTAIN NEEDED SERVICES



Individuals with ASD should have access to high-quality services.

Targeted Priorities & Highlights of Accomplishments

1. Access to quality early care and education

- a. The CYC continues to work with IWGA agencies and stakeholders to develop tools and resources for early childhood professionals and families/caregivers. During the past year, over 1,200 Ohioans working in early care have accessed [Tidbits for Toddlers](#), the [Suite of Resources for Early Childhood Professionals](#), or [Early Care and Education Seminars](#).
- b. In partnership with ODE and DODD, the CYC hosted a series of webinars and facilitated interagency team meetings to improve the transition from early intervention to special education. One-third of the state (24 counties) has been trained to date. Attendees include representatives from local education agencies, early intervention, Head Start, and community agencies.
- c. Ohio was awarded nearly \$1M from the US Department of Education through the Leadership Development Programs: Increasing the Capacity of Leaders to Improve Systems Serving Children with Disabilities. Under the leadership of ODE, this cross-system effort will enhance the skills, knowledge, and leadership capacity of early childhood professionals so they can impact the development and education of young children with disabilities and their families in meaningful, positive ways.

2. Areas of disparity/disproportionality, including rural areas of the state and “service deserts”

- a. The CYC conducted a statewide needs assessment with early intervention teams to better understand practices related to early identification and interventions for young children with autism or suspected autism.

- b. The Autism Diagnosis Education Project (ADEP) is led and funded by DODD and specifically targets rural areas of the state. As project manager, OCALI’s CYC offered “ADEP Diagnostic Partner Webinars.” Topics included: assessment during COVID; American Academy of Pediatrics updated guidance and early screening tools; delayed diagnosis; and parent experiences.
- c. As part of OMHAS’ Systems of Care work, the [Project ECHO for Multi-System Youth](#) offers participants from across the state opportunities to present complex cases and receive written recommendations from multidisciplinary experts while developing knowledge and skills to manage complex needs in their own communities. OCALI’s Autism Center and Lifespan Transition Center serve as “subject matter experts” on this project.

3. Co-occurring conditions, specifically mental health and autism

- a. ODM announced the development of [OhioRISE](#) (Resilience through Integrated Systems and Excellence), a specialized managed care program for youth with complex behavioral health and multi-system needs, including autism. OCALI and other stakeholders participate on the Advisory Committee and all workgroups.
- b. Ohio’s [Parent Peer Support](#) training was updated to include a unit on autism. NAMI Ohio partnered with OCALI’s Family & Community Outreach Center and Autism Center to develop the training, which will be used by family peer supporters throughout Ohio.
- c. Ohio has invested in prevention programs, such as [Early Childhood Mental Health](#) Consultants and Ohio’s Preschool Expulsion Prevention Program. In SFY20 (most recent data available), over 18,000 students were served through this program. Over 82% were maintained in their classroom.



DEVELOP SKILLS TO SUCCEED

Life skills develop and change as an individual grows. Skill development is a continuous need throughout an individual's life.

Targeted Priorities & Highlights of Accomplishments

1. People with autism increasing self-advocacy, self-determination, and "soft" skills

- a. OCALI's Lifespan Transitions Center (LTC) developed a three-part "Take 5" series on self-advocacy. The series features people with disabilities sharing tips, resources, and support to others with disabilities.
- b. In partnership with the Statewide Independent Living Council and Centers for Independent Living, OOD expanded their annual Youth Leadership Forum - a five day training program for Ohio juniors and seniors with disabilities. Nearly 70 youth participated, developing a Personal Leadership Plan and learning to advocate for themselves.
- c. The Ohio Developmental Disabilities Council established a Task Force for Advocacy through the Statewide Independent Living Council (SILC). The SILC released its final report and shared the findings during an IWGA webinar on advocacy.

2. Educators receiving support and training in personalized learning and differentiated instruction that is culturally relevant

- a. After a year of focus groups, surveys, and stakeholder meetings, ODE issued "Each Child Means Each Child," a plan aimed at improving learning experiences and outcomes for students with disabilities. One of the focus areas in this report is "Professional Learning," which includes recommendations and action steps to ensure all educators are equipped to deliver evidence-based practices for instructing students with disabilities.
- b. OCALI's Autism Center developed "Expect Success," an updated training series based on positive behavior interventions and supports (PBIS), functional behavior assessment (FBA), and behavior intervention planning. It also includes team-based strategies to match evidence-based interventions and target behaviors.

- c. In partnership with ODE's Office for Exceptional Children, OCALI launched InspirED to support educators, families/caregivers, and others during this pandemic and in new, remote learning environments (see image to the right).

3. Ohioans building knowledge of and capacity for using technology to increase independence and quality of life

- a. DODD provided funding to the Southern Ohio Council of Governments to launch the "Tech Ambassador Network," a program promoting adaptive technology for people with developmental disabilities. Five Tech Ambassadors were selected statewide to discuss how they use supportive technology at home, at school, at work and in the community. Tech Ambassadors shared their personal experiences through peer-to-peer mentoring sessions.
- b. The Nisonger Center continues to lead DODD's Technology Project. Nisonger has been able to support several "model" Smart Homes throughout Ohio. These model homes increase the awareness and understanding of individuals with developmental disabilities, their family members, as well as providers who support them about Smart Home technologies and other related resources that may be a viable solution for their everyday support needs and might help them to live with greater independence. Since March alone, hundreds of Ohioans have toured these homes.
- c. OCALI's LTC has incorporated information about technology into multiple resources. The "Take 5" series on Technology for Life, Work & Learning includes tips on using "everyday" technology such as mobile devices and calendar apps to increase independence and achieve goals.



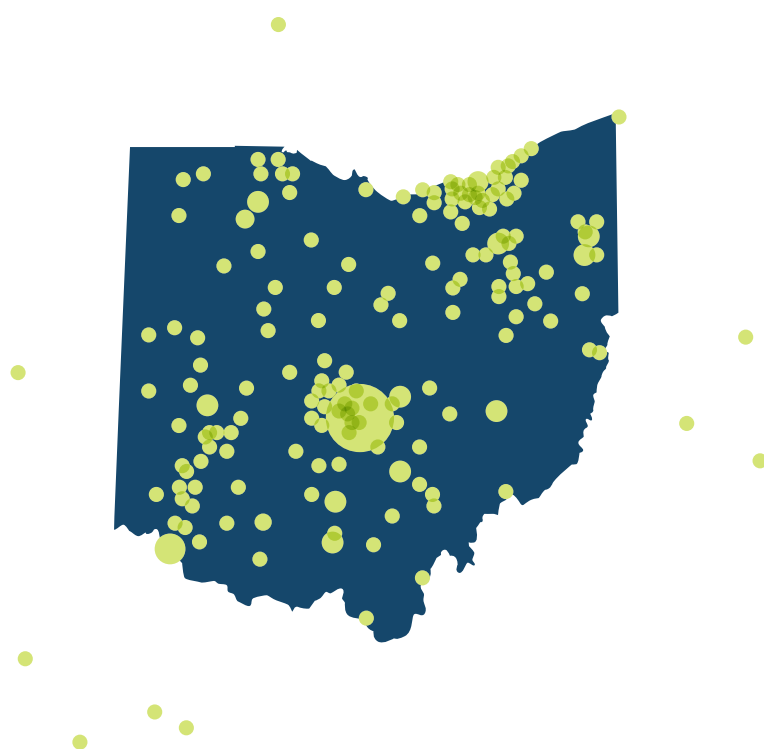
InspirED Data

NUMBER OF INSPIRED SESSIONS	TOTAL NUMBER OF UNIQUE ATTENDEES
25	783

InspirED Topics:

- Accessible Educational Materials
- Creating a Learning Environment at Home
- Supporting Positive Behaviors
- Co-Planning
- Transition Assessment
- Growth Mindset
- Access in a Virtual Environment
- Self Care
- Accessible Instructional Videos
- Multicultural Program for Families of Children and Youth with Disabilities
- Emotional and Sensory Regulation
- Flexible Assessment and Learning Kits
- Transition Planning
- Early Learning and Well-Being
- Online Instruction Based on Communication Mode
- Using Checklists
- Accessibility and Learning with Slide Presentations
- Simple Strategies to Support Learning, Build Connection, Offer Balance
- Surviving the Pandemic with PBIS
- Data Driven District Decisions
- Individualizing and Coordinating Transition Services
- Meaningful Interaction to Build Communication in Young Children
- Universal Design for Learning
- Telepsychology and Online Assessments
- Considerations for Learners who are Blind or Visually Impaired

InspirED Session Attendee Locations



STRENGTHEN SUPPORT ALONG THE WAY



Family is the most important, consistent, and instrumental influence in a child's life. A strong base of support is important.

Targeted Priorities & Highlights of Accomplishments

1. Families learning strategies to support and advocate for their family, including how to navigate systems and funding sources

- DODD funded the Ohio Family Network (OFN). With a focus on the local level, OFN provides tools and support resources to help grow people's leadership and social skills, as well as offers opportunities for families to make connections with other local families throughout 17 counties (see map below).
- OhioKAN (Kinship and Adoption Navigator), a program of ODJFS, is a flexible and responsive kinship and adoption navigator program designed to support children, youth, and their families. OCALI met with representatives from OhioKAN to share resources specific to autism and disabilities they can share with families.
- ODE and OCALI are partners in Ohio's Statewide Family Engagement Center. This center provides resources and tools for parents, kinship caregivers, grandparents, and others regarding school choices, community supports, transition and more. Resources are provided in multiple formats and multiple languages.

2. Families being included in policy discussions and decisions

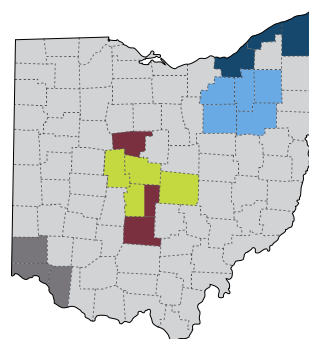
- On behalf of DODD, the IWGA, OCALI, and Autism Society of Ohio hosted one in a series of "Town Halls" to get feedback from families and people with disabilities on proposed changes to DODD waivers.
- The IWGA hosted a webinar with State Senator Jay Hottinger, State Representative Allison Russo, and parents discussing how to most effectively partner in policy making at the state level.
- With support from the National Technical Assistance Center on Transition (NTACT), ODE, DODD, OCALI, OOD, and the Ohio Statewide Family Engagement Center are working to increase the capacity of agency personnel to understand critical

family engagement topics. This work includes the development of training and tools to address critical areas of family engagement such as: universal design, valuing families, evolution of disability, implicit bias, cultural and linguistic diversity, and authentic and necessary conversations.

3. Families having access to in-home supports, respite, and crisis services

- The Multi System Youth Technical Assistance and Funding Program continues to offer technical assistance to local teams and to fund direct services ranging from out-of-home residential care to respite care. As of March 2021, over 500 youth/families from across 78 counties have received funding or technical assistance through this program, totalling over \$16M.
- In collaboration with the Governor's office, ODM, ODJFS, OMHAS and OFCFC, DODD developed the Intensive Behavior Support Rate Add-On rule. This rule enabled Intermediate Care Facilities for Individuals with Intellectual Disabilities to receive additional funds for providing short-term, intensive behavioral support to youth ages 10 through 17 with dual diagnosis of mental illness and intellectual disability, behaviors that harm themselves or others, and a history of significant trauma.
- In addition to increasing the capacity of providers and funding direct services, DODD also launched a training series in English and Spanish: "Growing Family Resilience." Topics include trauma, healing, self-care, mindfulness, and movement.

Family Network Grants



- Autism Society of Greater Akron
- The Center for Disability Empowerment
- Down Syndrome Association of Central Ohio
- The Family Leadership Network
- Milestones Autism Resources





HELP OTHERS UNDERSTAND



It is imperative that professionals and community members recognize and understand the characteristics of ASD to serve, support, and empower individuals and their families.

Targeted Priorities & Highlights of Accomplishments

1. Outreach to community partners

- a. OCALI's Advisory Board hosted a "Legislative Day" as well as meetings with individual legislators to raise awareness and share tools, resources and information for their constituents.
- b. Based on input from advocates and families, Governor DeWine declared April "Autism Acceptance Month." OCALI and IWGA agencies shared tools and resources through social media in support of the shift from "awareness" to "acceptance."
- c. OMHAS conducted 20 training sessions for supportive housing providers. Topics included crisis and de-escalation; trauma-informed care; personal safety, communication, and conscious listening.

2. Outreach to employers

- a. Fulfilling their role as a "model employer", the Governor's Office and the Department of Administrative Services created a diversity and inclusion competency for state employees, hosted a disability inclusion conference, and created the Office of Diversity and Inclusion.
- b. OOD developed and launched the Inclusive Employer Toolkit. The toolkit helps employers recruit, hire, and retain employees with disabilities and foster an inclusive workplace.
- c. ODE's Office for Exceptional Children offered another round of "Innovative Strategies for Developing College and Career Readiness for Students with Disabilities" funding. These grants require the use of evidence-based strategies. Many of this years' grantees focused on self-determination/self-advocacy, family engagement, and employer and community outreach.

3. Outreach to the medical community

- a. OCALI's Office of Policy partnered with the Ohio Association of Health Plans to share information regarding health outcomes and expenditures of people with disabilities, and discuss opportunities for improvement with payors and other stakeholders across the medical community.
- b. The Statewide Health Improvement Plan, lead by ODH, was developed based on input from across Ohio. OCALI and other IWGA agencies served on the Advisory Committee, and saw disability added as a "priority population" to eight outcomes (up from two in the previous version).
- c. ODH's Children with Medical Handicaps program assembled a broad stakeholder group to inform their next grant cycle. The group specifically targeted transition as a priority, and plans to work with adult, pediatric, clinical and nonclinical members of the medical community to increase knowledge and raise awareness of transition.





Knowing how to network and navigate available community resources is fundamental to developing and sustaining effective supports for a successful future.

Targeted Priorities & Highlights of Accomplishments

1. Information and education specific to employment supports

- a. Opportunities for Ohioans with Disabilities expanded the number of “Pre-Employment Transition Service” (Pre-ETS) providers throughout the state – there are now over 100.
- b. Despite the pandemic, OOD and ODE continued the “Ohio Transition Support Partnership” (OTSP). To date, nearly 9,300 youth have been served/are receiving services, resulting in over 2,300 job placements.
- c. ODE’s Cross-Agency Family Engagement Training Series focuses on building capacity and understanding with cross-agency professionals serving transition-age youth to give them better tools and strategies to educate and empower families during the transition planning process. Nearly 70 professionals from education, health, developmental disabilities, vocational rehabilitation, universities, and others were trained and equipped to provide technical assistance and training to others in their region of the state.

2. Information and education specific to post-secondary options (education, training, etc.)

- a. Several IWGA agencies are members of Ohio’s Statewide Consortium Post-Secondary Advisory Council (PAC). The goal of Ohio’s Statewide Consortium (OSC) is to build, enhance, and sustain comprehensive transition programs for students with intellectual disability and developmental disabilities (ID/DD) across Ohio.
- b. Ohio’s Employment First Task Force updates their Transition Vision Work Plan yearly. This year’s plan includes outreach to families of young children. The Early Future Planning Pilot targets students in grades 1 and 5, their families and the educators. The goal of this pilot is to facilitate early discussions

with families and help prepare educators of young children with disabilities to have the skills and confidence to facilitate discussions about the future.

- c. OOD offers Ohio College2Careers at 15 public colleges and universities in Ohio. A full-time, dedicated OOD counselor is immersed within the disability services office to assist students with disabilities and ensure they have the support needed to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow’s labor market. To date over 800 college students have been served through College2Careers.

3. Information and education specific to community resources, including housing and transportation

- a. The Ohio 811 Project Rental Assistance program is the first statewide, interdepartmental rental subsidy program targeted for people with disabilities and low incomes. It is now available in 36 counties across Ohio, creating a housing option for people with developmental disabilities to live independently and affordably while still receiving the supports they need.
- b. Mobility Ohio is a multi-agency effort led by the Ohio Department of Transportation (ODOT) in coordination and collaboration with many of Ohio’s IWGA and Employment First Task Force health and human service agencies. The goal of Mobility Ohio is to improve quality, effectiveness and efficiency of transportation services and create expanded transportation opportunities for all Ohioans.
- c. DODD and OOD partnered with OnSeen to launch the Ohio Disabilities Community Transportation Network (ODCTN). The goal of ODCTN is to create a responsive state-wide transportation network that meets the needs of the disability community, and increases the utilization of provider vehicles and resources. OnSeen is beginning with a 7-county pilot in Central Ohio prior to a full State-wide launch.



SUSTAIN THE FUTURE



Thoughtful planning and coordination is necessary to uphold broad, but connected, service systems that are responsive to individuals with ASD and their families.

Targeted Priorities & Highlights of Accomplishments

1. “Adult life” as a focus of transition (i.e., healthcare, housing, transportation, not only education/employment)

- a. The “[Blueprint for Adult Day and Employment Services Work Group](#)” began meeting in 2020. This group of stakeholders from all sectors of the developmental disability field is working to improve adult day support and transportation services, and to strengthen competitive, integrated employment outcomes for individuals with developmental disabilities served in Ohio. They concluded their work in May 2021, and will be moving forward with recommended changes.
- b. As part of Ohio’s “Employment First” efforts, DODD and OCALI developed “[The Journey](#).” These brief webinars are designed for teams assisting youth with complex support needs and their families as they navigate the journey to adulthood. This year alone, “The Journey” has been visited over 3,200 times.
- c. In addition to “The Journey”, Employment First offered a “[Transformation Series](#)” featuring talks, regional webinars, and “roundtables”. The series provided an opportunity for stakeholders to gather and share ideas, strategies, and practices that help improve person-centered planning, community membership, and employment opportunities for individuals across Ohio

2. Coordination of assessments, plans, and services—across settings, service sectors, and the lifespan

- a. Employment First continues to support [Multi-Agency Planning \(MAP\) teams](#). This intensive professional development experience has been provided throughout Ohio, with 10 county teams currently participating. The teams learn tools and processes for improving outcomes by working and planning together.

- b. For the past two years, DODD has convened stakeholders to develop the “[Ohio Individual Service Plan](#)” (OhioISP). OhioISP creates one consistent plan for all Ohioans with developmental disabilities no matter where they live or what services they receive. Currently, most counties have their own plan – making it difficult for providers who provide services in more than one county, or people with disabilities who moved from one county to another. With the launch of OhioISP, there will be one form everyone will use, and it goes with you where you go.
- c. The LTC’s “Take 5” on [Multi-Agency Collaboration to Support Positive Outcomes for Transition-Age Youth](#) was developed to share tools, evidence-based practices, and new strategies for collaborating across agencies.

3. Long-term planning for families

- a. The past year saw tremendous growth in Ohio’s Community of Practice for Supporting and Empowering Families. With funding contributions from the Ohio Developmental Disabilities Council, Ohio hosted a Charting the LifeCourse (CtLC) Ambassador Series which trained 15 new CtLC Ambassadors throughout the state increasing the total in the state to 20. Through a new virtual meeting option, the Ohio Community of Practice meetings saw increased attendance in each quarter as well.
- b. In addition to Ambassadors, Ohio incorporates CtLC in all aspects of supporting families. Through a partnership with the Ohio University Nisonger Center and the Family Resource Network of Ohio, 86 of 88 counties received CtLC training opportunities and the inaugural Ohio CtLC Showcase provided information to over 500 attendees.
- c. In partnership with the Autism Society of Central Ohio and the Down Syndrome Association of Central Ohio, OCALI’s Family & Community Outreach Center hosted a workshop on [STABLE Accounts and Special Needs Trusts](#). Speakers shared information on how to save and plan for the long term.

Team MAP Organizations Represented

- Allen County MAP
- Auglaize County MAP
- Columbiana PACT
- Geauga MATT
- Lucas County MAP
- Mahoning County MAP
- Medina CAPS
- Pickaway County MAP
- Scioto County MAP
- Southwest MAP (Warren County)

Transition Innovation Teams Represented

- Belmont-Harrison-Noble Counties
- Brown County
- Crawford County
- Defiance County
- Lake County
- Preble County
- Shelby County
- Wyandot County

LOOKING AHEAD

Based on data from the Ohio Department of Medicaid and the Ohio Department of Developmental Disabilities, there are an estimated 57,000 Ohioans who are Medicaid-eligible and diagnosed with an autism spectrum disorder. As indicated by the chart below:

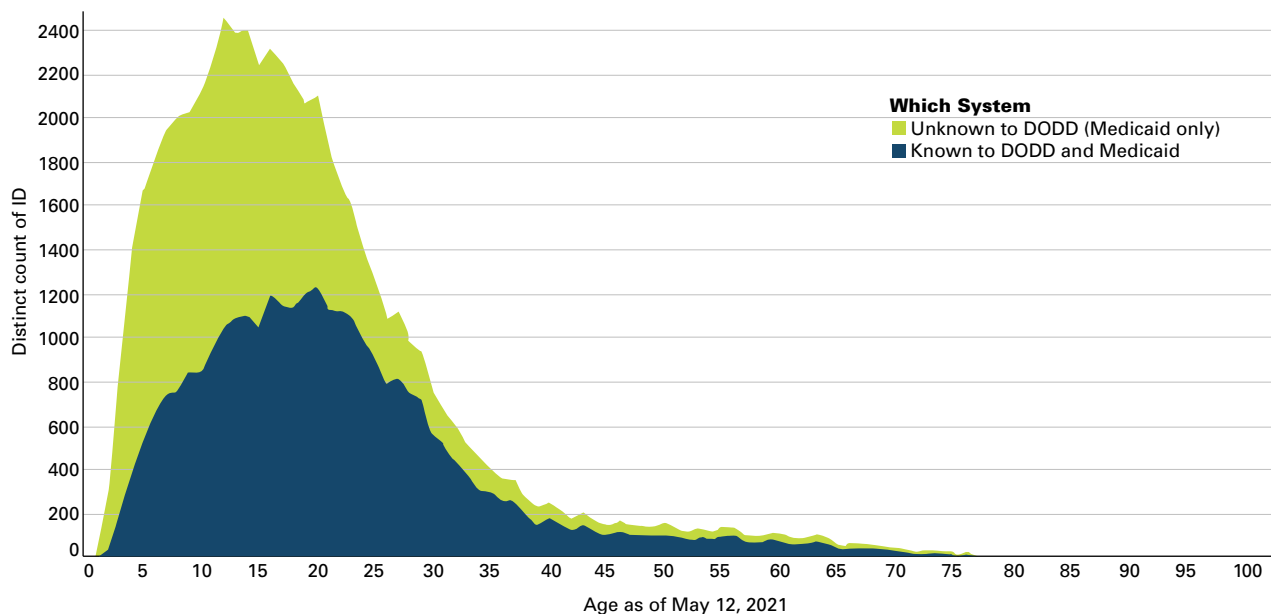
- The majority are under the age of 25
- Only half of Medicaid-eligible Ohioans with autism are in the DD system

These numbers do not include the thousands of Ohioans with an autism spectrum disorder who have private insurance or no insurance.

The work of the IWGA remains critical, and the need for partnership, collaboration, and coordination has never been greater. Over the next year, the IWGA will invite people with autism, families, and stakeholders to a series of conversations about autism. These conversations will help the IWGA “center” the voices of people with autism and families in our work, identify and address barriers across systems, share resources, and establish priorities so Ohioans with autism and their families have the opportunity to live their best lives for their whole lives.



Age Distribution of Individuals with ASD by Whether Known to DODD



Supporting Ohioans with Autism Across Agencies, Across the State, Across the Lifespan

www.iwg-autism.org

