

Often described as a transition cliff, families and students have a tremendous adjustment as school-based services subside and adult services are enacted or navigated. While transition planning and processes are required to begin within the year at which students enter 9th grade or turn 14 whichever occurs first, nearly 85% of families note not receiving any "Transition Planning" services. Among those noting receipt of transition services, only 4.5% report that such services are adequate (HANDS in Autism, 2018). Transition planning spans healthcare transitions, guardianship and supported decision making discussions, education and training, employment, independent living, community participation and much more.

As we look to better support the more than 1-2% of our population with ASD (CDC, 2020) and greater than 15% of our population with disabilities (WHO, 2018) in transition, we would love to hear from you regarding activities, partnerships and efforts you, your organization and your community are doing to support work around **Goal 5: Successful Youth Transition to Adult Services, Work and Independence.**

Goal 5: Successful Youth Transition to Adult Services, Work, and Independence. To ensure families and providers understand what is needed for the planning of successful transitions.

Consider how you, your agency, persons or groups within your organization and/or your community have worked to support **Goal 5: Successful Youth Transition to Adult Services, Work, and Independence** in the last year? The brief survey will provide you with opportunity to share about your work, the work of your organization, and the work of partners and communities.

You may open the survey in your web browser by clicking the link below:

<https://redcap.uits.iu.edu/surveys/?s=M5phUS8axT>

This link is unique to you and should not be forwarded to others.

Thank you for your ongoing commitment to improving opportunities and outcomes among the ASD community!

With much appreciation,

Tiffany and Naomi