

Autism and Transition Pathways Webinar

August 26, 2025



HOUSEKEEPING



ASL interpreters have been “Spotlighted” and live closed captioning is active



This meeting is being recorded

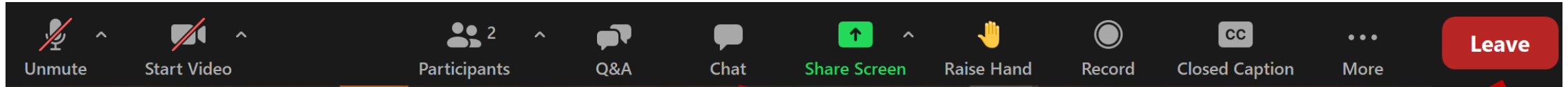


Materials will be shared with you after the webinar



Questions can be sent to WorkServices@dds.ca.gov

Zoom Tips



If you would like a response to your question, please use Q&A

Chat is available for everyone, but questions for the presenters need to be entered in the Q&A to be addressed

Leave the webinar at the end of the meeting



- For attendees, your video and microphone will not be available
- You will only see/hear DDS staff and presenters on screen



- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants



Overview

- Welcome and Introductions
- Presentation Autism Services Branch
- Q&A
- Closing Comments

DDS TEAM

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**Employment Services Branch
Community Assistance and
Development**

OVERVIEW



**BACKGROUND
& AUTISM DATA**



**TRANSITION
PATHWAYS**



**SUPPORTING
TRANSITIONS**



RESOURCES

BACKGROUND & AUTISM DATA

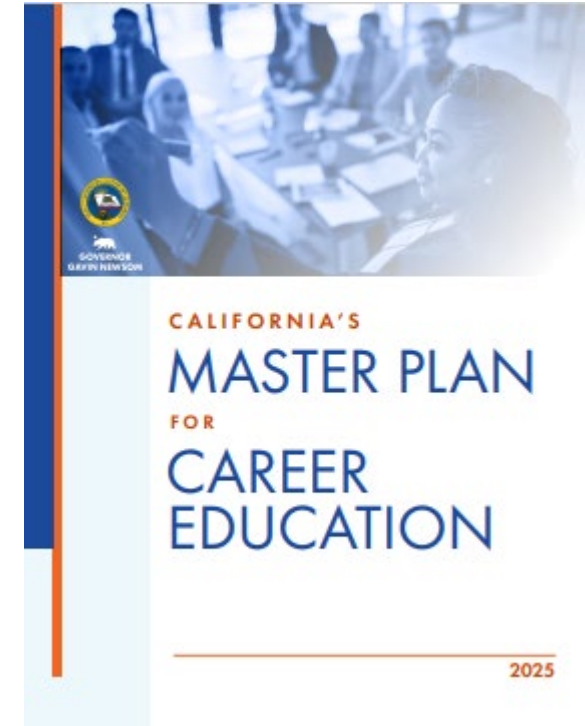
BACKGROUND

Prioritize Coordination

- Develop career pathways in strategic sectors, whether reshaping program content or creating new offerings and strategies.

Universal Design Principles

- Education and workforce training systems need to be redesigned so they can be accessed by many different types of learners, in recognition that people from a variety of circumstances will need to build their skills on multiple occasions over their lifetimes.



[See: 2025-CA-Master-Plan-for-Career-Education.pdf](#)

BACKGROUND

Support Highschool Transitions

- Starting at age 14
- Identify a “navigator”
- Alternatives to conservatorship
- Develop post-secondary pathways
- Collaborative, ongoing planning



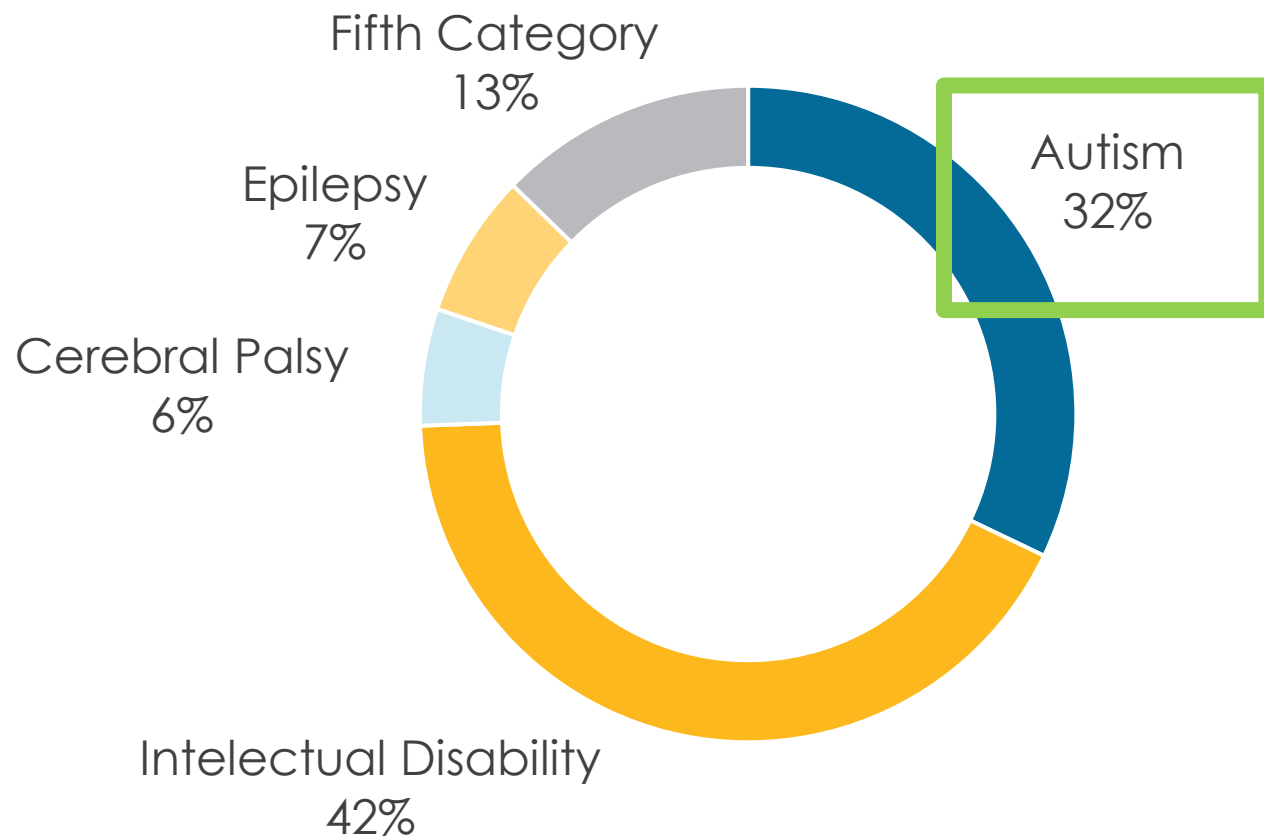
[See: Master Plan for Developmental Services](#)

California Code, Welfare and Institutions Code - WIC § 4869

(c) Regional centers shall provide consumers 16 years of age or older, and, when appropriate, their parents, legal guardians, conservators, or authorized representative with information, in an understandable form, about the Employment First Policy, options for integrated competitive employment, and services and supports, including postsecondary education, that are available to enable the consumer to transition from school to work, and to achieve the outcomes of obtaining and maintaining integrated competitive employment.

EMPLOYMENT DEVELOPMENT DEPARTMENT DATA

Disability Type

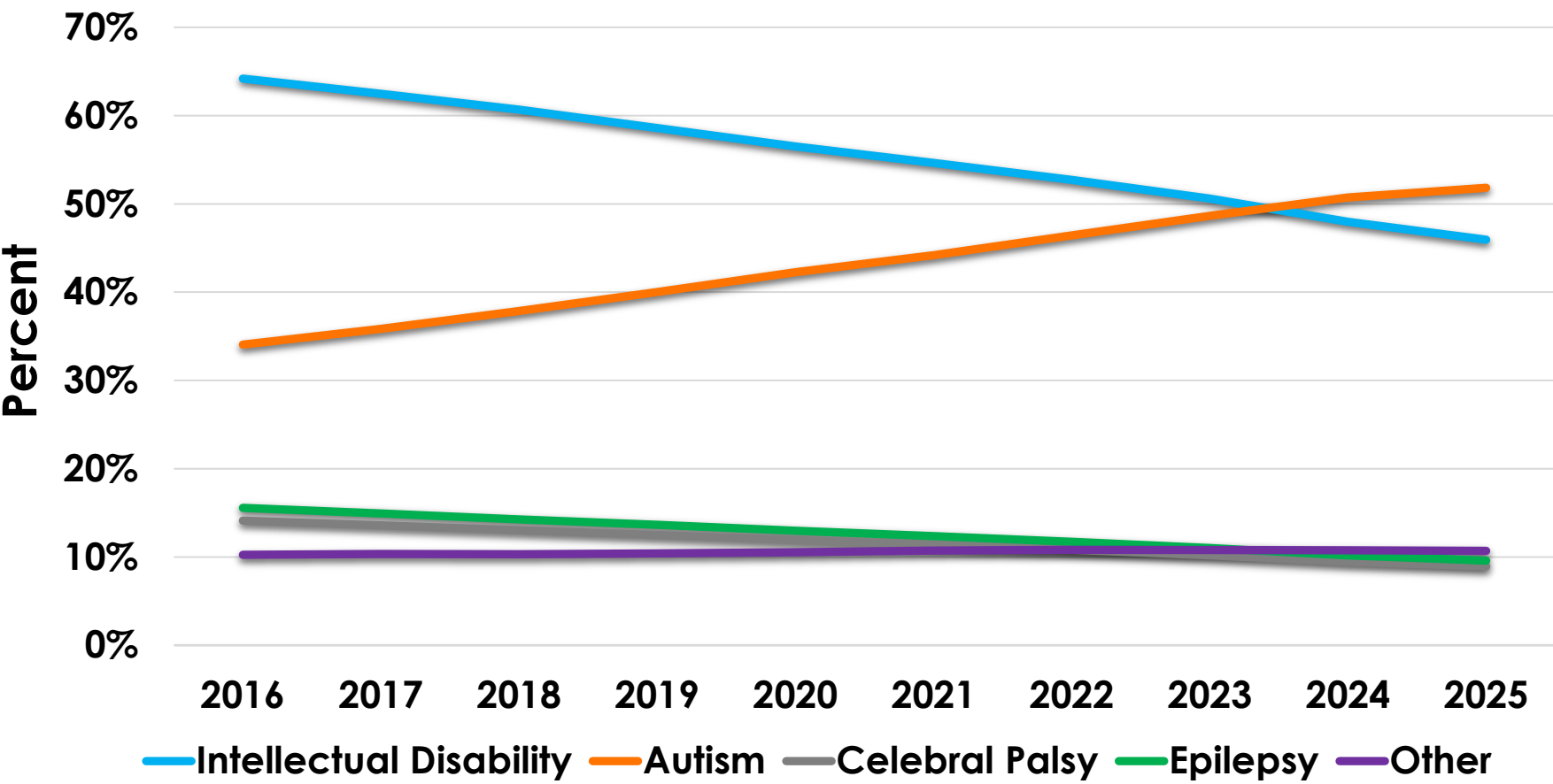


Only 17% of the working age ASD group was employed during 2023/2024.

In the chat...

What percent of the developmental services caseload has a diagnosis of autism?

SHARE OF EACH DIAGNOSIS OVER TIME

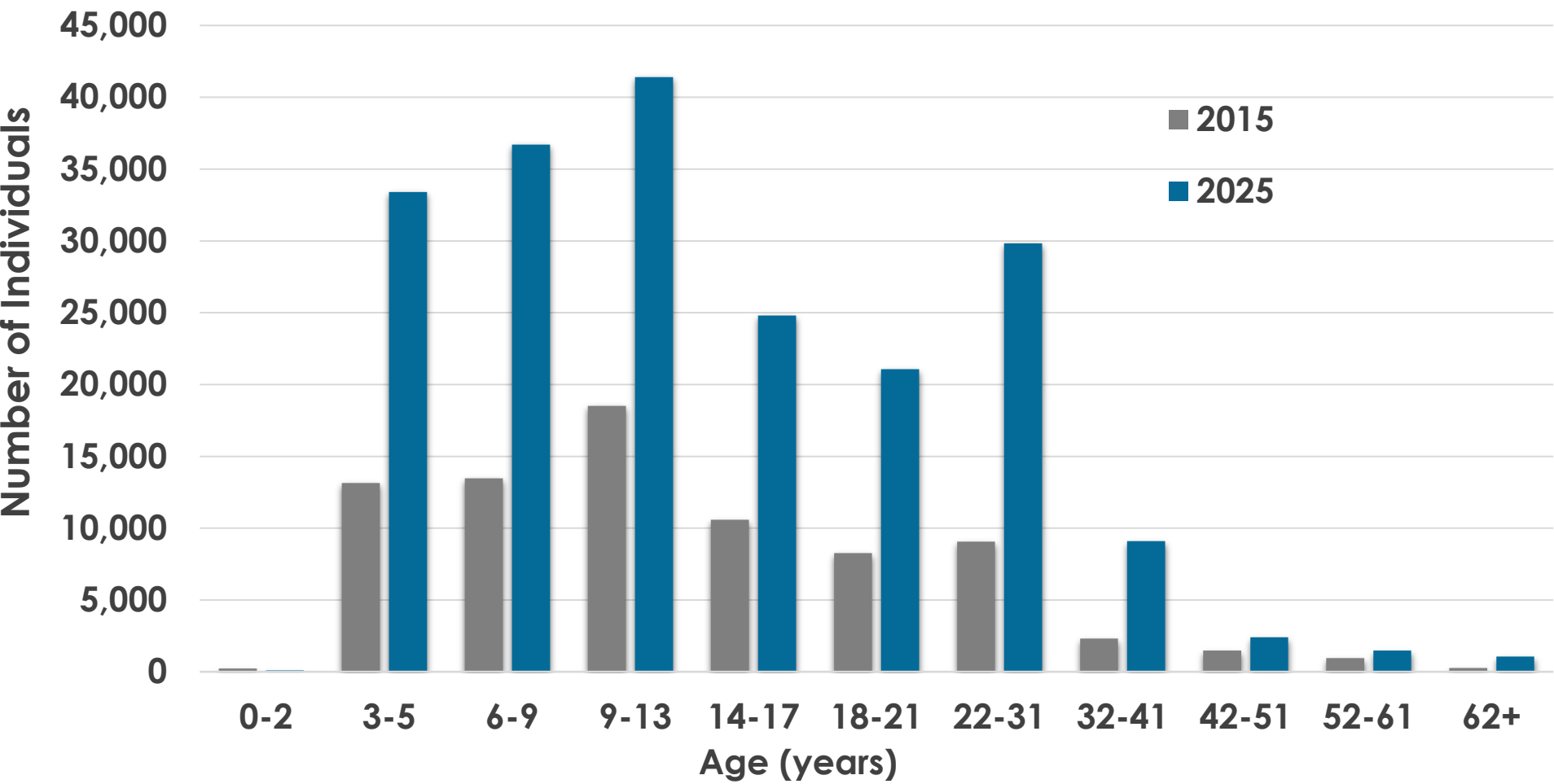


Share by Diagnosis in 2025

Intellectual Disability	45%
Autism	53%
Cerebral Palsy	9%
Epilepsy	9%
Other (5 th Category)	11%

Note: An individual may have more than one diagnosis and may be counted under multiple diagnoses, i.e., duplicated counts

DEVELOPMENTAL SERVICES AUTISM CASELOAD



209,386
individuals on the
Autism spectrum

78.5%
under the age
of 22

3.5:1
Ratio of Males to
Females

TRANSITION PATHWAYS

POTENTIAL PATHWAYS

College
pathways

Vocational
training and
Trade schools

Apprenticeship
and Internship
opportunities

Supported
Employment
Programs

*DDS
Coordinated
Career Pathway

SELF-REPORTED DATA ON POST-HIGHSCHOOL GOALS

Post-secondary education	
Attend a 2–4-year institution	22.9%
Attend vocational program	18.5%
Employment	
Obtain competitive employment	22.4%
Obtain supportive employment	38.7%
Obtain sheltered employment	38.7%
Other	
Live independently	27.9%
Maximize functional independence	57.8%
Enhance social/interpersonal relationships	57.1%

51%
Autistic
students in CA
graduated
high school
([SCDD](#), 2018-
2019)

Source: <https://ies.ed.gov/ncser/2025/01/20113005-pdf>

POST-SECONDARY EDUCATION

73%

enrolled full time (12
or more credit
hours)

24%

considered self to
have a disability

62%

considered self to
have a disability
and had informed
school of disability

13%

consider self to
have a disability/did
not inform school

36%

received help with
schoolwork

38%

completed post
secondary school

EMPLOYMENT

3.1
Jobs held since
high school

24.7
Average duration
of jobs (months)

73%
Employers aware
of disability

37%
Received
accommodations

Types of Employment (Top 5)

Office and administrative support

Food preparation and serving related

Production (assembly/distribution)

Transportation and material moving

Building and grounds cleaning and maintenance

COMMON CHALLENGES



Executive
Functioning



Social
Communication
Differences



Sensory
Sensitivities



Mental
Health
Vulnerabilities



Self-
Advocacy &
Disclosure



Lack of
Tailored
Support

SUPPORTING TRANSITIONS

SUPPORTING THE TRANSITION PROCESS



Transition Plans in
IEPs



Life Skills &
Vocational Training

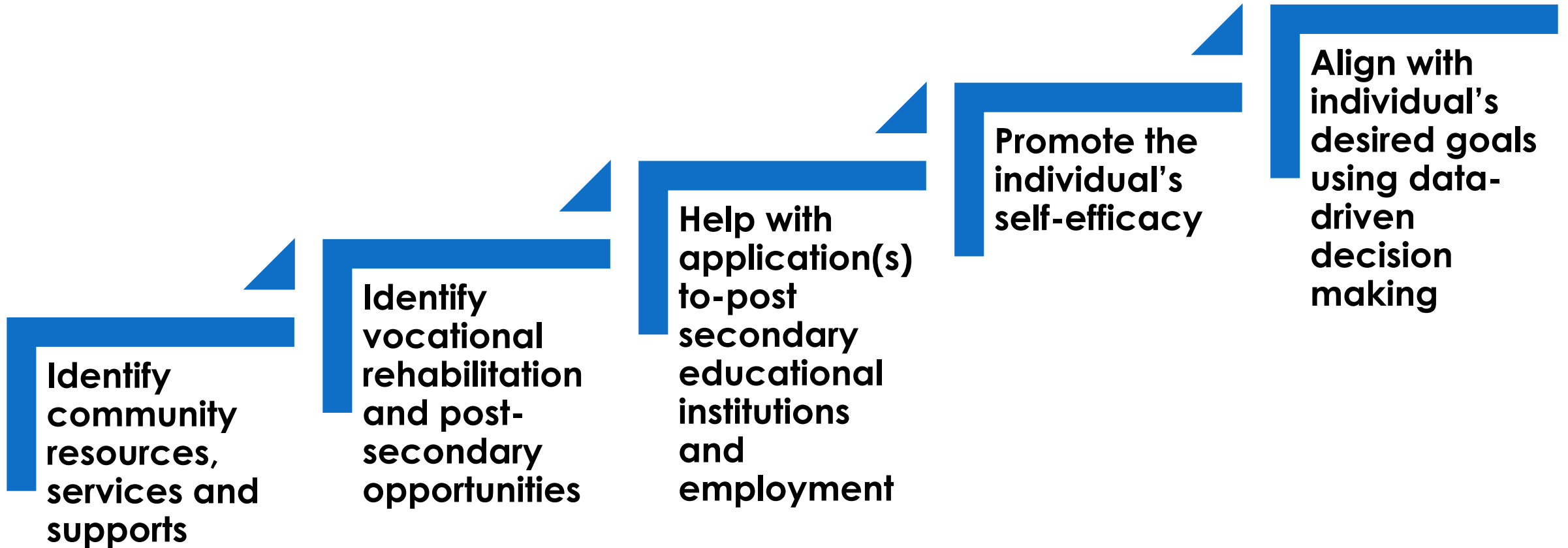


Mentorship & Peer
Support



Service Team
Collaboration

SUPPORTING THE TRANSITION PROCESS



COLLABORATION WITH SCHOOLS



The IEP should include:

- 1) Assessment of strengths, interests and support needs.
- 2) Measurable goals aligned with employment, education and independent living
- 3) Services (e.g., job coaching, college prep, life skills).
- 4) Participation of the student, adult service providers and caregivers.

COLLABORATION WITH EMPLOYERS



This should include:

- 1) Employer education
 - [DOR Windmills Training](#)
- 2) On-site support
- 3) Targeted skill development

COORDINATED CAREER PATHWAYS

For individuals in:

- Work Activity Programs
- Earning subminimum wages, or
- Within two years of exiting high school.

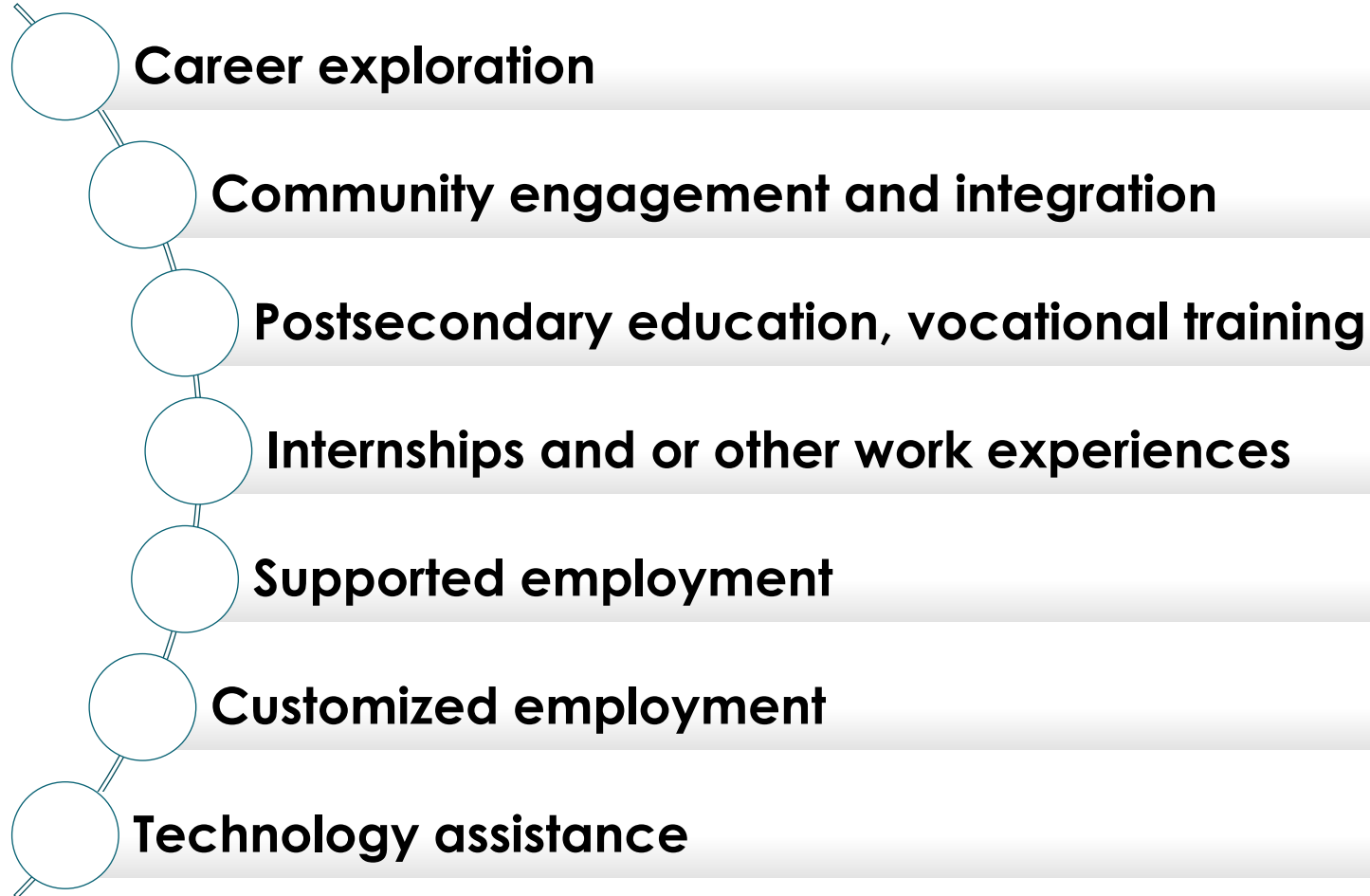
Includes two services:

- Career Pathway Navigator
- Customized Employment Specialist

Website: Coordinated Career Pathways (CCP) [Services](#) CA
Department of Developmental Services



CAREER PATHWAY NAVIGATOR



See: Coordinated Career Pathways (CCP) Services : CA Department of Developmental Services

WORKFORCE INITIATIVES

Direct Service Professional (DSP) Internship Program

Interns must be:


- 18 years-of-age or older
- Have HS diploma, GED equivalent, or certificate of completion
- Valid ID and pass background check

Links:

[DSP Intern - Provider Flyer](#)

[DSP Intern - Intern Flyer](#)

[DSP Internship Program : CA Department of Developmental Services](#)



The flyer for the Direct Service Professional (DSP) Internship Program features a header with the program name and a collage of four photos showing diverse groups of people interacting. Below the header, it asks 'Do you have a passion for working with people?' and 'Do you like to see people live their best lives and feel empowered?'. A paragraph describes the program as an opportunity for on-the-job training with individuals with intellectual and developmental disabilities. It highlights 'GET PAID while you LEARN' with details on duration and hours. A QR code is provided with the instruction 'SCAN HERE to get started!'. A list of 'PROGRAM PERKS' includes weekly pay, retention payments, free training, flexible schedules, and a potential long-term career path. 'QUALIFICATIONS' listed include being 18 or older, having a diploma or GED, a valid ID, and passing background and health screenings. Contact information for dspinterns@allswell.com and the department's website is at the bottom, along with the DDS logo.

Direct Service Professional (DSP) Internship Program

Do you have a passion for working with people?

Do you like to see people live their best lives and feel empowered?

The Department of Developmental Services (DDS) is pleased to offer the DSP Internship Program where interns will receive on-the-job training for a rewarding career to work with individuals with intellectual and developmental disabilities.

GET PAID while you LEARN

...for up to 3 months and up to 30 hours per week

Secure permanent employment at any time!

SCAN HERE to get started!

PROGRAM PERKS

- ✓ Weekly pay
- ✓ Employment retention payments at six and twelve months
- ✓ FREE Interactive training
- ✓ A variety of schedules available
- ✓ Play an integral role in supporting individuals with intellectual and developmental disabilities in their community
- ✓ May lead to a long-term career path

QUALIFICATIONS

- ✓ Must be 18 years or older
- ✓ Must have a High School Diploma (or equivalent) or a Certificate of Completion
- ✓ Must have a valid Identification Card
- ✓ Must pass a background check and other required health screenings

For additional questions, please contact dspinterns@allswell.com

For additional information on the DSP Internship Program, visit: <https://www.dds.ca.gov/initiatives/workforce-initiatives/>

DDS Department of Developmental Services



For more information, email:
dspinterns@allswell.com

WORKFORCE INITIATIVES

- Alternative pathway for individuals with significant IDD.
- Inclusive workforce initiative designed to provide meaningful access to civil service careers.
- **Key Features:**
 - Paid Internship
 - On-the-Job Certification
 - Job Coaching and Support
 - Career Development

Limited Examination and Appointment Program (LEAP) State Internship Program (SIP)



- The State Internship Program (SIP) is an interdepartmental effort between the California Department of Rehabilitation (DOR), Department of Developmental Services (DDS) and the California Department of Human Resources (CalHR) that offers an alternate pathway for persons with intellectual disabilities and developmental disabilities (ID/DD) to become Limited Examination Appointment Program (LEAP) certified.
- The SIP is a permanent program of DOR.
- Historically, persons with ID/DD have not been represented in California state civil service.
- In coordination with DOR and DDS, a SIP intern can become LEAP certified in a state eligible classification and apply for open state positions upon completion of 512-hours of an internship.
- SIP interns receive wages during their internship through the DDS and on-the-job supports from a Community Rehabilitation Program funded by DOR.
- Coordination of SIP with an interested state agency is facilitated by DOR in collaboration with DDS and CalHR.

To learn more about the SIP and to schedule an introductory meeting, interested state agencies can contact DOR's Workforce Development Section at 916-558-5423 or Workforce.Development@dor.ca.gov



Phone: 916-558-5423

Email: Workforce.Development@dor.ca.gov

RESOURCES



[Post-Secondary \(Ages 19-22 Years\) : CA Department of Developmental Services](#)

Post-Secondary Resources (Ages 19-22 Years)

- Education
- Employment
- Family Support
- Services
- Health and Wellness
- Assistive Technology



[College to Career - CA Department of Rehabilitation](#)

The College-to-Career (C2C) program is a partnership with select community colleges and DOR to serve individuals with intellectual disabilities (I/D) and autism.

The program provides:

- Employment preparation
- Instruction in independent living skills
- Campus inclusion

RESOURCES



[Employment Services for
People with Disabilities](#)



[Home | Choose Work! -
Ticket to Work - Social
Security](#)



[Supported Employment Program -
CA Department of Rehabilitation](#)

OTHER RESOURCES

Click Links to Access:

[CalHope Connect](#)

[CalHope Mental Health](#)

[CalHope Tribal Communities](#)

[CA Autism Professional Training and Information Network – CAPTAIN](#)

[Children and Youth Behavioral Health Initiative](#)

[DDS Autism Resource Hub](#)

[DDS Employment Webpage](#)

[DDS Employment Webpage](#)

[E2E Curriculum | Stanford Neurodiversity Project | Stanford Medicine](#)

[Mental Health and Wellness](#)

[Never A Bother](#)

[The RIASEC Test](#)

[THINK COLLEGE](#)

[TRANSITION ABILITIES](#)

[2025 Annual Report to the Legislature on Autism](#)

[988 Lifeline](#)

REFERENCES AND RESEARCH

- [Autism and the transition to university from the student perspective](#)
- [Community and Social Participation Among Individuals with Autism Spectrum Disorder Transitioning to Adulthood](#)
- [National Autism Indicators Reports - Policy Impact Project](#)
- [Transition to Adulthood: Employment, Education, and Disengagement in Individuals With Autism Spectrum Disorders](#)
- [Supporting More Able Students on the Autism Spectrum: College and Beyond](#)
- [Young Adults on the Autism Spectrum at College: Successes and Stumbling Blocks](#)

Thank You!

**For more information about Autism:
Autism@dds.ca.gov**

**For more information about Employment:
WorkServices@dds.ca.gov**



Q&A



Closing Comments

For questions or additional comments, please contact WorkServices@dds.ca.gov.

