



Incubating programs of services and training for people with developmental disabilities
A new partnership for UCEDDs, community-based providers, and philanthropists

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OVERVIEW
The Transition Pathways Proposal

Incubating a college transition program

- ❖ 2-year Pathways
 - College: Equal emphasis on courses, work, independence, community engagement
 - Work: Prioritize work experience, and add independence, and community engagement
 - Grows from 16 to 64 students/year over 5 years
- ❖ High school seniors with ASD on cusp of studying, living, or working independently

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CORE COMPONENTS
Activities, tracks, and outcomes

People
Settings
Outcomes

ACTIVITIES I will	TRACKS High School After High School	OUTCOMES When I graduate, I will
Complete courses in self-care, advocacy, executive & social skills	Independence	Be able to live in my own apartment, with a bit of help
Complete structured internships in Year 1, and a selected job in Year 2	Employment	Be working in a regular job, with some support
Audit typical Drexel courses or community-based learning resources	Lifelong Learning	Continue pursuing other learning opportunities
Participate in Drexel events & clubs and volunteer in community;	Community	Continue being involved with others in the community

Each TRACK involves different activities that provide different experiences to teach different skills and reach different outcomes.

Each PATHWAY combines tracks based on the person's strengths and interests.

All activities are directed by a PERSON CENTERED PLAN

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What is an incubator?

Incubating a college transition program

- ❖ An incubator is a program that
 - Identifies an emerging need with partners who provide services
 - Helps to collectively develop a plan
 - Provide support during program launch
 - Focus here is on developing new community-based services

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Why an incubator?

Incubating a college transition program

- ❖ Agencies that deliver services allot resources to support existing services
 - Most lack resources /planning to undertake major program changes
- ❖ An agency might innovate re a specific practice or group, but rarely plants seeds
 - To create site partner sites
 - To reach out to underserved populations,
- ❖ An excellent role for philanthropy!

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Incubating Program Development


Incubating a college transition program

- ❖ What is it? Training, policy, new or expanded services
- ❖ Before you begin, develop a staffing plan
- ❖ Possible strategies and goals
 - Plan on more intense training and coaching during the launch
 - Incubate experts within partner agencies
 - Incubate future program leaders
 - Incubate advocate-partners
 - Incubate emerging training and program initiatives on behalf of partner agencies

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Incubating a college transition program

Incubating a collaborative network




- ❖ Promoting a collective impact approach
- ❖ Why? No one center can or should do it all
- ❖ Key elements of collective impact often fall through the cracks
 - Biggest gap; common backbone supporting collaboration
- ❖ Incubating a multi-agency collaborative

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Incubating a college transition program

Incubating specific services



- ❖ Program of peer mentoring
- ❖ Program for employees with disabilities
- ❖ Demonstrating braided funding

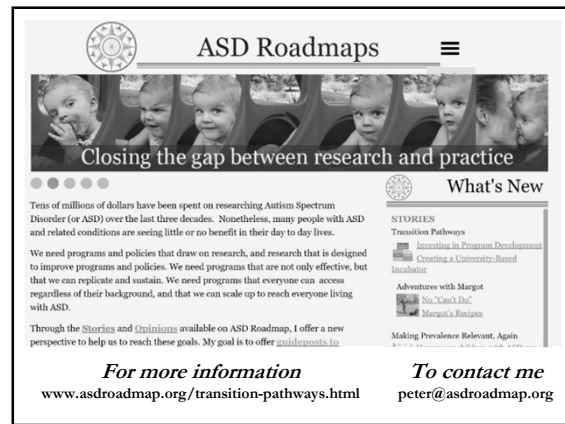
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Incubating a college transition program

Why UCEDDS could be key

- ❖ More likely to be doing some of the work that traditional academic settings shun
 - Good community connections
 - Versed in public policy issues needed to support innovation
 - Embrace a more collaborative approach needed to break through silos
- ❖ Problem: No grants for the resources and long-term commitment needed
 - And so a specific role for philanthropy

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The screenshot shows the ASD Roadmaps website. At the top, it says "ASD Roadmaps" with a hamburger menu icon. Below that is a banner image of children with the text "Closing the gap between research and practice". Underneath the banner are several sections: "What's New" with a list of articles including "Investing in Program Development", "Creating a University-Based Incubator", "Adventures with Margot", "No 'Can't Do'", and "Maraca's Recipes"; "STORIES" with "Transition Pathways"; and a footer with contact information: "For more information www.asdroadmap.org/transition-pathways.html" and "To contact me peter@asdroadmap.org".

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