

**Innovative approaches to developing a multi-agency, college-based ASD transition program**

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 ASD Roadmap  
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**OVERVIEW**  
**The Transition Pathways Proposal**

- ❖ 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**



- ❖ Populations: High school seniors/recent graduates on the cusp of independence
- ❖ Outcomes: Specific skills and experiences supporting competitive employment and lifelong learning
- ❖ Settings: Community-based, public school classroom




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## CORE COMPONENTS

### Activities, tracks, and 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	<b>Independence</b>	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	<b>Employment</b>	Be working in a regular job, with some support
Audit typical Drexel courses or community-based learning resources	<b>Lifelong Learning</b>	Continue pursuing other learning opportunities
Participate in Drexel events & clubs and volunteer in community;	<b>Community</b>	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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## MODELS & PARTNERS

- ❖ The benefits of building on existing efforts
- ❖ Possible models
  - ThinkCollege
  - Project Search
  - FirstPlace AZ
- ❖ Partner agencies
  - University: Drexel
  - Employer: Drexel and co-op network
  - VR: Established agency
  - School: School District of Philadelphia

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## COLLECTIVE IMPACT

- ❖ Why? No one center can or should do it all
- ❖ Key elements
  - Common agenda
  - Continuous communication
  - Mutually reinforcing plan of action
  - Shared measurement
  - A common backbone

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## PROGRAM DEVELOPMENT



- ❖ What is it? Training, policy, new or expanded services
- ❖ Before you begin
  - Assure a critical threshold of direct service
  - Develop a staffing plan
- ❖ Strategies
  - Plan on more intense training and coaching during the launch
  - Actively foster the growth of expertise
  - Anticipate the leadership gap
  - Create a pivotal role for advocates

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## PHASED APPROACH



- ❖ Why?
  - Helps to shift focus staff and other resources on critical elements as program evolves
  - Sets interim goals
- ❖ Feasibility Study
- ❖ Launch
- ❖ Expansion
- ❖ Replication/Consolidation

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## PHASED APPROACH

With each new phase, documenting anticipated

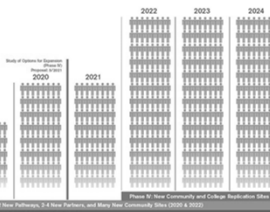
- Growth in students
- New sites
- New programs
- Re-submissions

Transition Pathways will help many people and help create many new programs

**Direct Drexel Outputs**

**Over 9 years, Transition Pathways will**

- Directly help almost 350 young adults on the autism spectrum.
  - Create many new opportunities for young adults on the autism spectrum.
  - Create over 100 new competitive positions for adults on the autism spectrum.
  - Provide guidance and coaching to more than 350 parents and/or teachers.
- Partner with 6 to 8 major agencies and employers.
  - Create another Pathways program in a local community college.



2015: 10 students; 2016: 15 students; 2017: 20 students; 2018: 25 students; 2019: 30 students; 2020: 35 students; 2021: 40 students; 2022: 100 students; 2023: 100 students; 2024: 100 students.

Phase 1: Feasibility Study, Start-up; Phase 2: Launch, Growth, Scale-up; Phase 3: Expansion, Consolidation, Replication; Phase 4: New Community and College Replication Sites.

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## BRAIDED FUNDING Considering all sources



Creating sustainability by braiding public, private, and philanthropic sources  
Capitalizing on emerging regulations and funding formulas.

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## BRAIDED FUNDING For Direct Services

- ❖ Grants/Gifts: Not for direct services
- ❖ Strategies
  - Make better use of natural supports
  - Create community-based sites to increase access
  - Streamline existing services
  - Identify new funding sources
  - Consider a specific role for philanthropy
    - Pilot new services
    - Short-term, gift-funded tuition remission program

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## BRAIDED FUNDING For Program Development

- ❖ Grants/Gifts: Great for program development
- ❖ Strategies
  - Exhaust existing grant programs for specific program development needs
  - Extend existing supports
  - Identify a time-limited role for philanthropy

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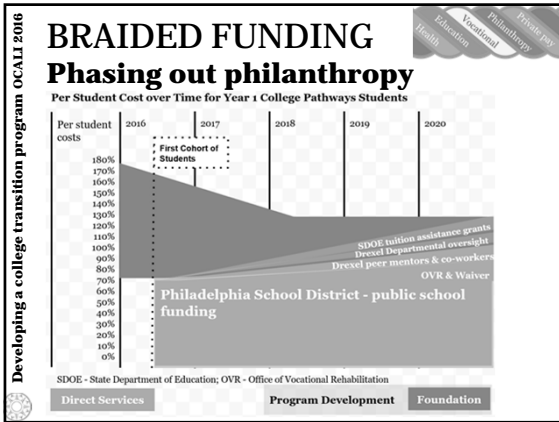
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**PROGRAM INCUBATOR**

- ❖ Why?
  - Many agencies lack resources /planning to undertake major program changes
  - An excellent role for philanthropy
- ❖ What we could incubate
  - A multi-agency collaborative
  - Experts within partner agencies
  - At Drexel: Program of peer mentoring, program for employees with disabilities
  - Other professional / program development

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**IT IS ABOUT PEOPLE**

- ❖ Basing program design on real stories, and with guidance from those living with ASD
- ❖ Why? This helps
  - Understand the impact on day-to-day life
  - Anticipate real barriers, especially for underserved groups
  - Researchers and leaders begin to own change
  - Bring program home to immediate community

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**College Pathway**  
Students split their day between work, college courses, and community involvement



**IT IS ABOUT PEOPLE**



Dante stocked shelves in his uncle's store, and took a bus to the Academy of Natural Sciences (ANS) to feed his passion for fossils. He started the College Pathway as a high school senior from North Philly.

Dante learned how to build a resume, interview for jobs, and "groom for success". He worked with other students on a presentation on Dreadnaughtus for the Paleontology course he audited. He completed a placement in Drexel's Office of Procurement, where he helped them to review and identify files to be shredded.

In his second year, Dante continued his courses and landed an entry level position at ANS using these same skills. With the help of a scholarship, he lived in the new Transition Pathways Dormitory, where he finally learned how to do his laundry and create a budget.

- ❖ Real neighborhoods
- ❖ Real courses
- ❖ Real jobs
- ❖ Real interests

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**Other considerations**

- ❖ Implementation is more than just good management
- ❖ Does this work advance an academic career in a research setting?
- ❖ Anticipating the leadership gap
- ❖ Building on existing expertise in partner agencies

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