



UPSTATE
CARING PARTNERS

Empowering People

**PROGRAMS AND SERVICES FOR
PEOPLE WITH INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES**





UPSTATE CARING PARTNERS

Empowering People

UCP's programs and services for people with intellectual and developmental disabilities all stand on the foundational principle of achieving a higher quality of life through the pursuit of lifelong learning and the essential skills that support meaningful participation in one's own interests as well as authentic connections to their community. From one end of the lifespan, with services like Early Intervention and preschool, through school age education to our programs for adults, UCP strongly believes that learning and growth should be supported and nurtured throughout someone's life.

UCP programs and services for people with intellectual and developmental disabilities include:

- ✦ Early Childhood
- ✦ Educational Settings
- ✦ Residential Programs
- ✦ Family & Community Programs
- ✦ Employment/Vocational Services
- ✦ Assistive Technology & Equipment
- ✦ Research & Evidence-Based Practices

ABOUT UPSTATE CARING PARTNERS



The Mission of Upstate Caring Partners (UCP) is to provide innovative programs and services that support, teach, and create meaningful opportunities for individuals of all abilities, with the ultimate vision to empower people through values of excellence, integrity and respect. Founded in 1950 by family members who recognized the need for an organization originally dedicated to children with cerebral palsy in the greater Mohawk Valley region, UCP has built on that tradition to embrace services for those with a wide array of intellectual and developmental disabilities across their lifespan, as well as provide services for behavioral health and substance use disorders.





EARLY CHILDHOOD

Early Intervention (Birth to 3 Years Old)

UCP's Early Intervention services are for infants and young children who have exhibited a delay in one or more areas that are essential for a child's future development. Our professional team, including service coordinators, special education teachers, physical and occupational therapists, speech pathologists and medical personnel, work with families to develop a unique program to meet their child's specific needs.

👉 ***"The team at UCP were so knowledgeable but also so caring and loving. They always came to Luca with clear goals, ideas and innovative tools and resources that they provided to Luca, but also for us as parents to utilize."*** - Audrey, Luca's mother

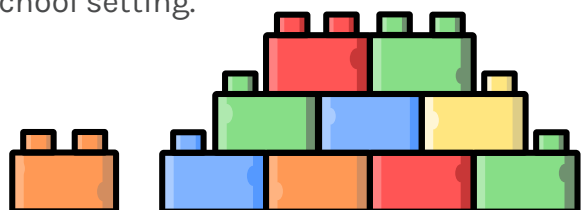
THRIVING IN A TRADITIONAL SETTING

As an only child who was born during COVID, Luca's opportunities to socialize with other children were limited. His mother Audrey was concerned with his communication development, which led her to seek a multidisciplinary evaluation and ultimately to [UCP's Early Intervention Program](#).

Luca participated in one-on-one therapy sessions with a speech pathologist, an occupational therapist, and a physical therapist, during which he demonstrated characteristics of hyperlexia - advanced reading ability at an early age, but without age appropriate language and speech skills. He began attending Developmental Group

at UCP, where he joined a small group of his peers. They participated in free play, circle time, music, art, snacks, and group activities, led by special education professionals.

Luca is now a 3-year-old who has transformed from being a nervous and introverted little boy, unfamiliar and uncomfortable interacting with others, to one who eagerly looks forward to going to school. Luca continues to make strong gains and is now thriving in a traditional preschool setting.



Pre-school (Ages 3-5 Years Old)

UCP's New Discoveries Learning Center works with families to provide exceptional preschool education services in Utica and Rome, as well other locations in the region. Children follow a structured routine that guides their daily activities and helps to prepare them for kindergarten. Classrooms focus on giving children an understanding of the world through hands-on experiences with people, materials, and ideas, encouraging them to think, imagine and problem-solve. Classrooms are both integrated and non-integrated. In integrated classrooms, preschoolers with identified disabilities learn side-by-side in an inclusive environment with their typically developing peers, whereas non-integrated classrooms structure resources to more specifically focus on children with disabilities. In both classroom types, the children learn foundational skills such as communication, participating in a group and nurturing friendships.

UCP's model is built around the **Preschool Life Skills (PLS) program**: a small group and class-wide approach to teaching critical social skills to preschoolers to prevent problem behavior from developing or re-emerging. The skills progress from responding when their name is called and following simple instructions, through to multi-step instructions and functional communication skills such as requesting help and adult or peer attention, tolerating delays, and friendship skills such as saying "thank you", sharing and comforting others. These particular social skills are selected because they are critical to early school success.



PARTNERSHIP FROM CLASSROOM TO HOME

Peyson is a non-verbal communicator, expressing happiness through smiles and laughter and displeasure through crying and stomping. When she started preschool, she had a high degree of dependency that demanded an exceptionally intensive degree of attention from her parents, teachers and therapists. Expressing her wants was done physically by bringing an adult to her desired item. She was often only comforted by being held, and sought that solace consistently throughout the day.

Planned activities were focused on Peyson exercising her communication skills with a **Picture Exchange Communication System (PECS)** based request, initially requiring adult assistance to give a single picture to express her want. By the end of the school year, Peyson was able to independently exchange a single picture to request a highly desired item/activity.

Over the course of a year, Peyson was empowered with the tools, confidence and ability to be her own advocate, communicating her preferences, tolerating delays, following simple instructions and ultimately gaining increased independence. Her parents, Kaila and Todd, were an active part of her team. Providing watermelon candy in the classroom as a means for motivation, they also began using PECS at their home. The partnership between team members in the classroom and her parents provided consistency and stability for Peyson to blossom at school and at home. Peyson is a graduate of UCP's preschool program and has since moved on to kindergarten, transforming into a more patient and active participant in the classroom and a child who can play independently at home.

»»» *UCP's Occupational Therapist noted "Peyson is very sensory driven, with the frequent need to jump, swing or rock before she can focus. We incorporated sensory activities, like a scooter or swing, into sessions to engage her and provide motivation for her to communicate a preferred activity."*



EDUCATIONAL SETTINGS

Education (Ages 5-21)

UCP's Tradewinds Education Center provides high quality education to students between the ages of 5 and 21 with Intellectual and/or Developmental Disabilities (IDD). Tradewinds offers services for students who attend our school and return home at the end of the day, as well as for students who attend school and live in residences on our campuses. The program provides a safe, dignified and compassionate learning environment that focuses on an evidence-based, behavior analytic approach to instruction.

»» The Tradewinds team is committed to teaching essential and functional skills to improve students' independence in the areas of communication, academics, adaptive behaviors and vocational skills.

EDUCATION PROGRAM OVERVIEW

» Special Education Services

Special education teachers provide daily opportunities for students to work on functional goals. They work closely with Clinical and Related Services to assess current skills, identify deficits, and design an individualized education plan.

Utilizing the principles of **Applied Behavior Analysis (ABA)**, Tradewinds has established an **Essential Skills Teaching Model (ESTM)** as a foundation for creating an environment where both staff and students are **Happy, Relaxed, and Engaged (HRE)** in meaningful learning opportunities.

» Clinical Services

Masters and doctoral level **Board Certified Behavior Analysts (BCBA)** assist classroom teachers and related service providers with ongoing assessments, goal development, progress monitoring and help guide data-based decisions for all students.

» Related Services

Related service providers assess and treat skill deficits in the areas of communication, activities of daily living, and motor skills. Tradewinds employs the following related services professionals:

- »» **Speech-Language Pathologists (SLP)**
- Occupational Therapists (OT)**
- Physical Therapists (PT)**
- Counselors (Masters Level Social Workers)**



SEEING THE WORLD IN NEW WAYS

Dante came to Tradewinds as a 14-year-old with a loving and supportive family that was in search of ways to allow him to thrive despite severely challenging behaviors and disabilities. Gluten and lactose intolerance were complicated by narrow food tastes and an unwillingness to try new things. Poor vision was further deteriorated by a refusal to wear glasses, leaving Dante increasingly limited in seeing faces or even obstacles in his path. Non-verbal capacity was exacerbated by a reluctance to communicate with signs, pictures or even gestures: he would have an accident rather than indicate he needed to use the bathroom. His primary interest in toys was to destroy them.

The UCP team focused on helping Dante build essential skills that support participation in activities as well as meaningful connections with those around him. His team—including his teacher and teacher's aide, therapists and

clinicians—meets weekly, sharing ideas about Dante's goals and strategies and discussing his health and medical status, his response to different staff members, how he tends to do at different times of day, as well as why those and other factors may impact him. This “whole person” consideration of

“One of the main things as a parent is knowing my child is in the care of these loving, nurturing and supportive professionals that help me get through everyday knowing that he is watched over, guided and cared for as I would for him.”

- Dante's Mother, Alicia

Dante translated to developing practical skills such as toileting and hand washing and grocery shopping, in each case breaking tasks down into granular steps and then progressively building up his skills. Cumulatively, skills and communication abilities

in a range of areas have led to Dante's more fulfilling immersion in a world of sights, sounds, tastes and a broad range of developing interests. He wears his glasses now, and particularly enjoys going outdoors and he recognizes faces, greeting favorites with physical expressions of excitement. Musical toys are a particular passion and he has expanded his tastes in food to include items on Mom's dream list of nutritious favorites: fish, vegetables, fruit...even quinoa!

Dante became a student at Tradewinds when he walked through the door that first time four years ago. However, it is the doors that he opened since that time, together with his team of teachers, aides and clinicians that have enabled him to become an active and engaged student of the world around him.



RESIDENTIAL PROGRAMS

Children's Residential

UCP's Children's Residential Program offers a nurturing environment for children between the ages of 5 and 21 years of age who need additional care and support beyond what can be provided in their family's home. Working in conjunction with the education staff and a child's family, the residential staff—including counselors, recreation specialists, nurses, and behavior specialists—provide a nurturing and loving home-like environment for children, where they can grow and thrive.

Children living in our residences enjoy leisure time activities typical of any other child. From bike riding to eating popcorn and playing video games, these children enjoy evenings in their homes that provide relaxation in a structured setting. Staff provide activities appropriate to individual skill levels, while meal times provide opportunities for sharing among their “family” members. Within this environment, children learn self-care, social, communication and leisure skills.

HAPPY TO BE HOME

Brian and his family relocated to Upstate New York, and came to UCP in 2019 when he was 13 years old after previous placements had not met their expectations. For his parents, seeking options outside of their family home was a difficult and conflicting decision. Brian is mostly non-verbal but affectionate. A hugger and a cuddler, Brian enjoys one-on-one interactions, traditional movies, has a beautiful smile and his parents love him dearly.

However, his personal care needs were intensive, he was prone to wandering and even running away, and his behavioral challenges required constant monitoring and sometimes visits to the emergency room. They wanted to find a residential option for Brian where he could be safe and cared for, as well as get the kind of professional therapy and education that would help him lead a more fulfilling life.

Brian struggled in his initial placements where the institutions often took a strict disciplinarian approach to behavior challenges. When his parents turned to UCP, what appealed to them was the quality and atmosphere of the house, the co-location with the school, the consistency provided by the teams in the residence, the teachers, clinicians, therapists,

nurses, dieticians and habilitation coordinators, who all share an appreciation of who Brian is as a person and how they can provide him with a stable, nurturing environment. His parents were passionate about being a part of that team, as active and informed participants in shaping his treatment plan and making a home for Brian.

On their frequent visits with Brian, his parents have found that their expectations have been met and Brian has found a true home and community where he is a valued contributor. His hugs have found a receptive audience that shapes the welcoming atmosphere in the house and in the school. His increasing role in self-care in areas like toileting and toothbrushing have improved his independence. But perhaps most emblematic of all is the sight of Brian walking his parents to the door and—their mostly non-verbal son—then saying “goodbye” with affection as they depart, a gracious host who is happy and at home.

»»» “The UCP team is so kind and patient with Brian. As an educator myself, I really appreciate their approach and their ability to make things fun for Brian. They have been an answer to our prayers.” - Sarah, Brian's Mother



Adult Residential

UCP offers several adult residential options in a caring and supportive environment for adults age 21 years and older. These options include locations across Oneida, Madison, Herkimer and Lewis Counties, and provide an atmosphere that celebrates each individual's unique style and personality and supports them in obtaining life goals, hopes and dreams. Individuals have opportunities for social interaction with peers while being guided and mentored by direct

support professionals. Assistance is given to help and support people to live as independently as possible and to enhance the skills necessary to perform daily activities. This includes personal care, grooming, household chores, cooking, communication skills, social skills and involvement in the community. If a person has significant medical conditions or behavioral challenges, we have staff with specialized training who can support those needs.

A LIFE FULL OF MEANING

Diane is a mother of four children, two of whom have autism. Her older son, Connor, graduated from **Tradewinds Education Center** and has been in **UCP's adult residential program** for several years.

»»» "It's been incredibly successful. Prior to Tradewinds, his behaviors had been so severe; biting, hitting, pulling hair of parents, siblings, it was really out of control...broken windows in my home. It was not a safe situation. But within a year or two at Tradewinds and the residential program—having that consistency, that 24/7 care and support where everything was predictable in the way it really can't be in a family home—huge improvements in his behavior. And it continued. He's been able to build on that. His communication has gotten better. With his continuation into his adult placement, every year I am amazed at where we are right now. It's not just his skills. It's his quality of life. Connor is able to go out into the community. He has a great life. I get text messages from him...he's at Carmella's getting appetizers, he's going to the movies, he's out in the community. He has a better social life than I do! He has great relationships with his housemates and with the staff. He has a life that is full of meaning. It is all I could have hoped for him. I am eternally grateful for this program." - **Diane, Connor's Mother**



FAMILY & COMMUNITY PROGRAMS

Self-Direction

Self-Direction offers greater independence by creating a unique and individualized service plan, affording the opportunity for flexibility in choosing goals, schedules, activities and staff based on an individual's preferences. The program empowers individuals to choose the mix of supports and services that work best, how and when they are provided, and by whom.

MAKING NEW FRIENDS

Ryan has been partnering with his Self-Direction Coach, Jimmy, for seven years that have evolved into a robust friendship despite Ryan being a Red Sox fan and Jimmy following the Yankees.

While the self-direction program often brings in coaches from within an existing network of family and friends, Jimmy became a part of the self-direction program after working as part of UCP's residential program. After enjoying time as a coach for one of the residents of that house, Jimmy transitioned to working with other individuals full-time, and Ryan was one of the first additional people he began working with.

Initially, Ryan was very shy, wanting to only talk about the weather. However, Ryan has autism and his interest in talking about the weather was much more detailed than the casual observation of whether it was rainy or sunny. Ryan's intense and highly focused interest provided a structure, order and predictability that served to reduce his anxiety over an otherwise uncertain direction of a social conversation. But that focus also inhibited social interactions in a broader range of topics and situations.

Over the course of two and a half years, Ryan and Jimmy established a rapport that gradually led to Ryan opening up with Jimmy, and subsequently gaining confidence in that broader range of interests and settings.

Flash forward to current days, and the self-direction program that brought Ryan and Jimmy together has been a contributing factor to Ryan enjoying new experiences like fishing, hiking, camping and going to sporting events. Trips to a restaurant or the grocery store, where Jimmy would originally have to coax Ryan into interacting with the staff to place an order or check out, have evolved into places where Ryan is on a first name basis with the staff and errands have become joyful excursions to meet old friends and make new ones.





UCP's day habilitation programs are site-based and also in the community. The day habilitation sites located in Boonville, Sauquoit, Barneveld and Utica offer in-depth services by behavioral specialists, physical and occupational therapists and speech language pathologists. These sites host individuals with a variety of abilities, each on specific schedules to improve their skills and quality of life. Examples of activities include such things as planting flowers in a greenhouse, stretching and working out with therapists, or expressing their creativity during art class.

Respite

Respite provides relief to primary caregivers for individuals who cannot be left unsupervised for any length of time. UCP staff spend time with supported individuals at home playing games, doing art projects, watching movies, or other activities they enjoy, while caregivers can have free time to go shopping, run errands or have a little “down time”.

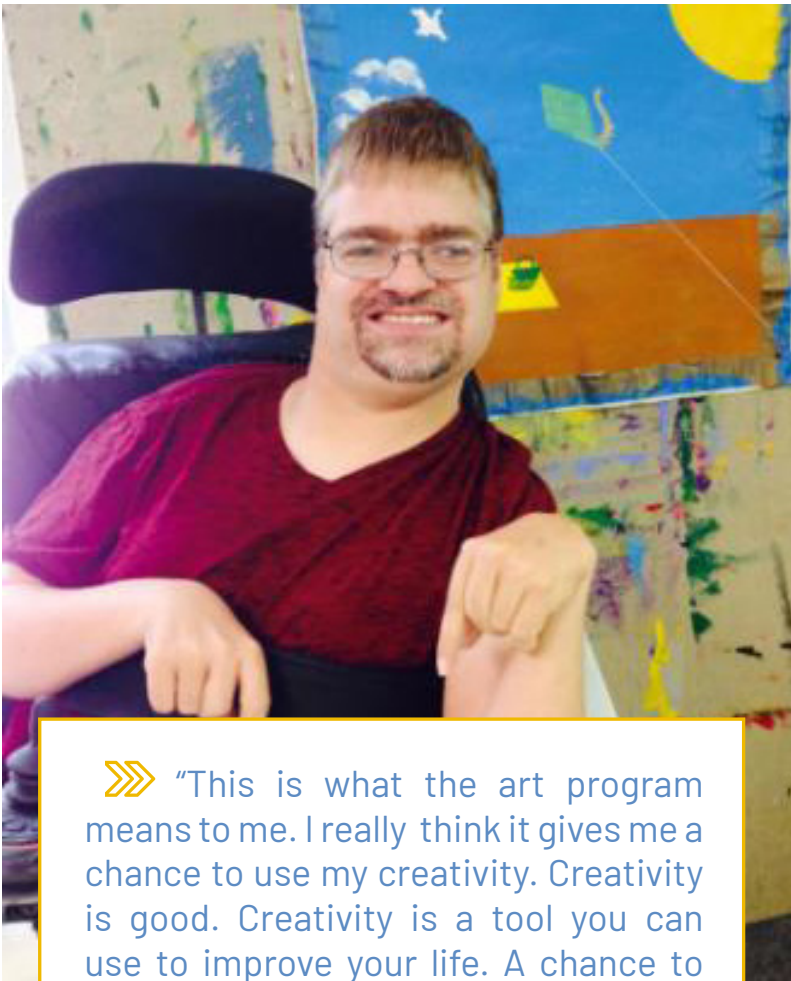
Community Habilitation & Integration services

Community Habilitation & Integration services are designed to assist people with learning life skills to maximize their independence and support their long-term goals and dreams. Provided to people who reside independently, with families, or in a certified residence, the activities and services are developed in partnership with the person and include financial management, meal planning and preparation, personal health care and relationship building.

Day Habilitation

Day Habilitation provides individuals the opportunity to interact in public settings within their neighborhoods, enhancing their social skills and building confidence. The activities are individualized and focus on individuals reaching their fullest potential and independence through a wide variety of skills such as personal health care, household maintenance, relationship building, safety and accessing community resources. Programming is offered in Oneida, Madison, Herkimer and Lewis counties for individuals who are eligible for **Office for People with Developmental Disabilities (OPWDD)** services.

A CREATIVE COMMUNITY



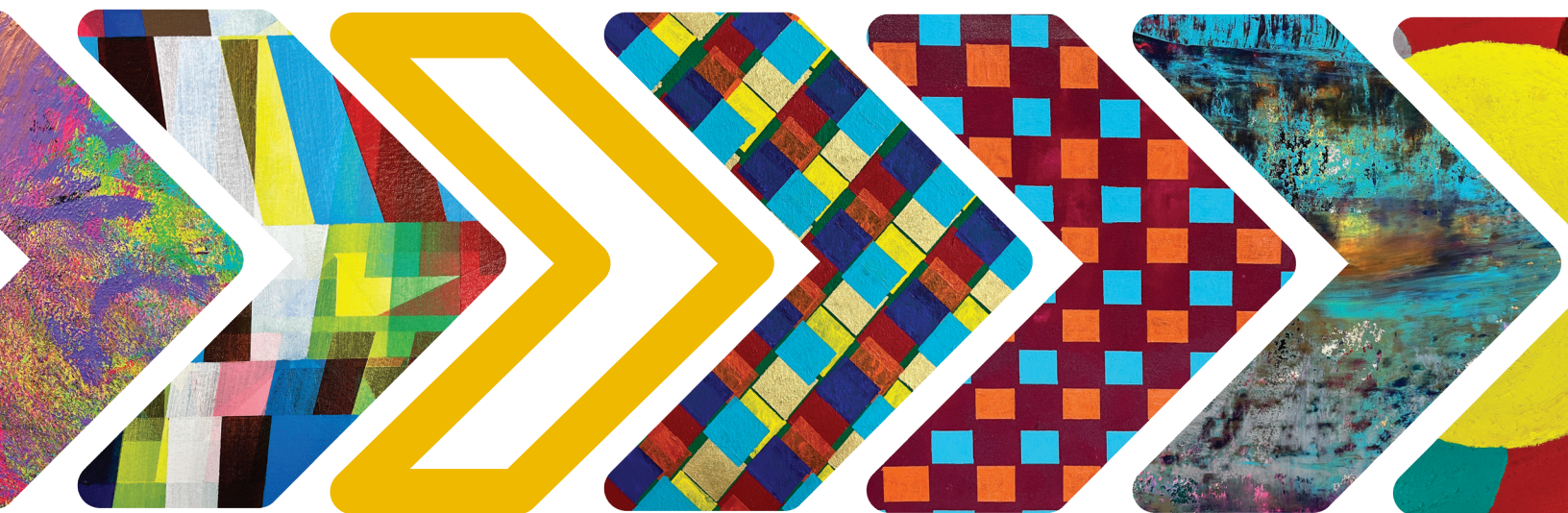
»» "This is what the art program means to me. I really think it gives me a chance to use my creativity. Creativity is good. Creativity is a tool you can use to improve your life. A chance to share my creativity with people, and to explore opportunities that I wouldn't have otherwise." - Ed

Ed is an adult artist and Community Habilitation participant, creating work through **UCP's Pieces of heART program**. He loves to paint and write - often creating work inspired by science fiction, philosophy and religion. He has been in the art program for 10 years.

The Pieces of heART program at UCP works with each artist to create tools and techniques that allow them to reach their full creative potential. Ed is no exception. He has worked with adaptive paintbrushes, lasers, tripod clamps and art assistants to paint, write, photograph and sculpt.

Ed has had his artwork on display throughout the community at coffee shops and shopping malls. People regularly reach out to compliment his work and to purchase pieces.

Ed's commitment to creativity through the Pieces of heART program has allowed him to develop life-long friendships, improve his mental health, master his craft and grow into a working artist within his community.





EMPLOYMENT & VOCATIONAL SERVICES

Employment/Vocational Services

UCP's **Upstate Employment Associate program** has been providing employment services for individuals of all abilities in the Mohawk Valley Region for over 20 years. UCP has built strong partnerships with community businesses and organizations, supporting hundreds of active job placements and internships within the Herkimer, Oneida, Lewis and Madison county areas.

We work collaboratively with **ACCES-VR**, the **Office of Mental Health (OMH)**, the **Office of People with Developmental Disabilities (OPWDD)**, and the **Department of Labor** to provide employment services to individuals of all abilities. Students are given tools to explore different work environments through community partnerships and skill development training sessions. For employers, businesses have access to a pool of qualified applicants, and in some circumstances even on-site support of the employee provided at no cost by trained professionals with a commitment to the company's standards and expectations. Employers may also have access to work incentives that include federal and/or state tax credits and 100% reimbursement of employee wages for a defined time.

RESTORING CONFIDENCE

Chris came to UCP in 2010 as a shy six-year-old with diagnoses including attention-deficit/hyperactivity disorder and intellectual and developmental disabilities. Chris had challenges with impulse control and aggressive behavior - he was active but quiet, advocating for his preferences physically rather than verbally when he wanted something.

UCP's innovative therapeutic and education model, reinforced with collaboration from his dedicated family, facilitated significant progress for Chris in his mid-teen years, helping him to build functional communication and coping skills using strategies such as associating an emotion with a color and pairing that with a subsequent coping skill.



For example, the emotion of anger is associated with red, which can alert Chris to ask to go for a walk or listen to music.

Chris has overcome social skills deficits and his reluctance

to trust people, leading him to express his interests, understand his individuality, and to build rapport with other kids in his neighborhood.

He is now a student at **Chadwicks Tradewinds Education Center** and has learned to channel his passion for cars into a budding career working with **Mastrovito Auto Group's Service Team**. This opportunity is helping Chris expand his social network while increasing his independence. Through the support of his family, educators, clinicians, employer and community, Chris has built confidence, and now this young working man spends his weekends restoring a 1970 Pontiac Le Mans into a GTO. If you're not sure what that entails, just ask him. He'll enthusiastically let you know!



ASSISTIVE TECHNOLOGY & EQUIPMENT

TRAID

The **Technology Related Assistance for Individuals with Disabilities (TRAID)**, program at UCP provides assistive technology information and referral services, device demonstrations and device loans for people of all abilities to assist them in living independently. With more than 3,000 pieces of equipment available, this program is best described as a technology and equipment lending library where you can sign out devices at no cost to use at home, work, school, or in the community.



Farid is a 4-year-old boy who resettled in Utica from Afghanistan. He has cerebral palsy and faces challenges with crawling, walking, and even sitting comfortably. He and his family found a warm welcome with **UCP's TRAIID program**, where care coordinators introduced his mother, Maryam, to life-altering resources for her and her son.

In the course of an hour at the TRAIID shop, Farid had tested supportive equipment across a full range of daily activities. The day began with an adaptive seating system so he could sit independently and comfortably, then proceeded to an assistive crawler with a seven-point harness that supports his head, arms, legs and trunk allowing him to exercise his muscles and connective tissues, as well as

rails to protect him from falling out of bed.

Farid, Maryam and the TRAIID program manager then moved on to bathing, viewing several pediatric shower chairs and choosing the one with the right fit. A non-skid scoop plate was also available to help with feeding. Lastly, to assist with the family getting around their new community, they acquired a pediatric wheelchair and placed an order for an even more agile, sleek and lightweight adaptive stroller.

Overcoming challenges and adapting has been a way of life for Farid, his mother and their family. TRAIID's unique role in helping people adapt and overcome obstacles is what makes it a key part of UCP.





RESEARCH & EVIDENCE-BASED PRACTICES

Applied Research and Best Practices

UCP has invested in building an applied clinical research program that focuses on evidence-based practices that positively impact individuals with profound autism and other intellectual and developmental disabilities. With a Director of Applied Research, as well as five PhD level clinicians and over 10 Board Certified Behavioral Analysts working in our programs, UCP is among the nationally recognized agencies contributing to, as well as comprehensively applying, best practices for the benefit of this population. This immerses UCP in a progressively evolving and promising field, as well as directly benefits the people we support in our programs.

The marriage of an emerging applied research program along with an historically strong and growing clinical team and culture empowers UCP to work with individuals with the most challenging behaviors. Where traditional centers of research at universities are limited to laboratories and clinics, UCP's schools, residences, staff and family relationships enable us to develop treatments that are effective in the settings that are applicable to and enabling of a more independent lifestyle.



2022 Upstate Caring Partners Contemporary and Compassionate Approaches to Support Individuals with IDD Conference



UCP staff focus on the “whole person” approach to skill building.

Since the inception of the applied research program in early 2022, UCP has hosted an international conference with over 200 attendees, regularly presents at multiple conferences throughout the US and abroad, and has over six published research articles and chapters, with numerous others in progress. Areas of research that are ongoing include:

»» Addressing food selectivity and food selection by developing and substantiating effective ways for caregivers to ensure that those vulnerable to severe reluctance or refusal can access and accept a nutritional diet.

»» Developing skills that are fundamental to personal hygiene, health and safety such as brushing teeth.

»» Assessment and treatment of instances where individuals with autism or other developmental disabilities “elope” by running or wandering away from caregivers or secure locations, which can be a dangerous and traumatizing situation for the individuals and their caregivers.

»» “The integration of applied research and best practices into our programs has made a tremendous impact on the people we support as well as the staff that work in our programs. For our learners—both children and adults—we are seeing more autonomy and agency in their behavior. New preferences are developing because we are focused on creating a context in which they feel happy, relaxed, and engaged. They feel heard - both in expressing joy and frustration. Staff have been increasingly responsive to subtle shifts in the student’s mood and are better able to problem solve issues to create a more relaxed learning environment. In turn, staff are able to share their own hobbies and interests with the students to enrich the learning environment, thereby fostering a more reciprocal and meaningful relationship beyond just teacher and student. For everyone, we are seeing more shared experiences instead of supervised ones.”
- Mara Vanderzell, PhD, BCBA-D, LBA and Sr. VP of Behavior Analysis



FAMILY PARTNERSHIP

Communication and positive interactions between the schools, residences, programs and family are essential. Opportunities to engage families are regularly planned and families are encouraged to stay connected and are always welcome in the schools and in their loved one's home.

QUALITY OF LIFE

Children and adults have the opportunity to engage in art, music, and adaptive fitness/recreation classes. Within this environment, the people we support learn self-care, social communication, and leisure skills; all necessary on the path to success.

APPLIED BEHAVIOR ANALYSIS

Masters and doctoral level Board-Certified Behavioral Analysts (BCBA) provide expertise on Applied Behavioral Analysis (ABA) to ensure high-quality instruction and programming. BCBAs are trained in a safe, humane, dignified, and innovative assessment and treatment practices to address common behavior challenges such as aggression, self-injurious behavior, elopement, and refusal.

SKILL-BASED TRAINING

Through Applied Behavioral Analysis (ABA) we conduct skill-based assessments to identify and define appropriate skills to teach. Staff employ behavioral strategies to teach those skills and conduct on-going progress monitoring to ensure goal attainment. Student and individual preferences and interests are assessed frequently to ensure that instruction and programming continues to be motivating and engaging.

UPSTATE CARING PARTNERS CLINICAL ADVISORY BOARD



OUR STORY



 **Geno DeCondo**
Executive Director

In almost 75 years of existence, our agency has grown from an initial focus on meeting the needs of an underserved group of children with a single primary developmental disabilities diagnosis to become the leader in Special Education, Residential and Community services as well as Behavioral Health for people in Central New York and beyond.

In the beginning of 2023, we transitioned to now be known as “Upstate Caring Partners” to better reflect the diversity of the programs that we currently offer and the individuals whose lives are impacted by our services and their supportive family members, as well as to reflect the collective contributions of our dedicated staff across the agency, our board members and our community partners who each have a vital role in providing quality outcomes for the people we serve. It is truly through the collaboration and partnership of all involved that

we are able to offer tremendous opportunities for individuals to fulfill their life choices, dreams, and aspirations which are core to our mission.

Upstate Caring Partners will continue our tradition of innovation in delivering services through evidence-based program models and remains committed to seeking ways to develop services that meet emerging needs in our community. Although the human services industry as a whole is facing unprecedented challenges, Upstate Caring Partners is uniquely positioned to respond to systems transformation as we affirm our agency as the premier human services organization in Central New York.





UPSTATE
CARING PARTNERS

Empowering People

CONTACT US

125 Business Park Drive
Utica, NY 13502

P: 315 724 6907
W: upstatecp.org