EXECUTIVE SUMMARY
APPLICATION NO. ADDPC-FFY-12EM-00

Executive Summary

The Southwest Autism Research & Resource Center (SARRC®) is proposing to offer training and support to individuals with autism spectrum disorders (ASDs) to assist them in increasing their earning potential and eventually becoming self supporting members of the community. SARRC will accomplish this by assisting program participants in establishing a home baked goods business that would potentially expand into a profitable self employment enterprise.

Through this proposal, SARRC will recruit, train, support and retain a minimum of 30 individuals with ASDs, and their support team (family members, caregivers and others who support them in these efforts).The program will be held over the funded year and will be broken into quarters, with the intent to train approximately eight individuals per quarter to meet or surpass 30 trained individuals for the funded year.

SARRC will utilize existing policies, procedures and training curricula already in place through its Beneficial Beans Café, and CulinaryWorks and Employment Services programs. The Home Baked Goods enterprise will be enhanced by also using guidelines established by the Home Baked and Confectionary Goods Program through the Arizona Department of Health Services.

Key staff for this project are Cece Russell, Social Enterprise Manager and Christina Whalen, PhD, BCBA-D; with support from Erin Onacki, Employment Program Coordinator; Erin Dunham, Employment Services Program Coordinator; Brad Herron, Employment and Life Skills Interventionist; Jennifer Soley, Life Skills Vocational Educator; and Mary DeCarlo, Job Coach and Facilitator.

SARRC is requesting funds from ADPPC in the amount of $68,225.

Budget Request Form

Contractor Name: Southwest Autism Research & Resource Center (SARRC)

Contractor Address: 300 N. 18th Street | Phoenix | AZ | 85006
Street Address | City | State | Zip

Project Name: Home Baked and Confectionary Education and Training for Adults with Autism Spectrum Disorders (ASDs)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	44,601	14,867		59,468
Fringe Benefits	11,155	3,718		14,873
Supplies / Operating Expenses	15,375	5,125		20,500
Travel	2,250	750		3,000
Rent or Cost of Space	4,462	1,487		5,949
Contracted Services / Professional Services	5,625	1,875		7,500
Administrative / Indirect Costs	8,100	2,700		10,800
Total Costs	91,568	30,522	-	122,090

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Sean Husmoe
Name of Certifying Official

Finance Director
Title of Certifying Official

480-603-3295 | shusmoe@autismcenter.org
Phone | Email

D2. BUDGET NARRATIVE
APPLICATION NO. ADDPC-FFY-12EM-00

Applicant Name: Southwest Autism Research & Resource Center

Project Title: Home Baked and Confectionary Education and Training for Adults with Autism Spectrum Disorders (ASDs)

Personnel/Salaries:

- **Christina Whalen, Ph.D.**, BCBA-D–Vice President, Director of the Vocational and Life Skills
  Time spent on this project - 6 percent =$3,568
- **CeCe Russell**–Social Enterprise Manager
  Time spent on this project – 38 percent=$22,598
- **Erin Onacki**–Employment Program Coordinator
  Time spent on this project –14 percent =$8,325
- **Erin Dunham**–Employment Services Program Coordinator
  Time spent on this project – 6 percent =$3,568
- **Brad Herron**–Employment and Life Skills Interventionist
  Time spent on this project 13 percent =$7,730
- **Mary DeCarlo**–Job Coach, CommunityWorks Facilitator
  Time spent on this project – 20 percent =$11,894
- **Christopher J. Smith, Ph.D.**-Vice President, Research Director
  Time spent on this project – 2 percent=$1,190
- **Wade Newhouse**, IT Director
  Time spent on this project – 1 percent =$595

Total = $59,468
Request to ADDPC=$44,601

Fringe Benefits:
Total = $14,873
Request to ADDPC=$11,155

Supplies/Operating Expenses: Participant grant funds, video cameras, program materials, handouts, training manuals, t-shirts, computer programs and laptop computers for home visits, assessments, etc
Total = $20,500
Request to ADDPC = $15,375

Travel: Travel expenses to and from client's home (including remote and tribal areas) for home visits to determine home baking environment at $0.45

per mile, two visits per client, minimum of 30 clients over the course of the funded year.
Total = $3,000
Request to ADDPC = $2,250

Rent or Cost of Space: Trainings will be held on site at SARRC's Vocational & Life Skills Academy, which is owned by SARRC.
Total = $5,949
Request to ADDPC = $4,462

Contracted Services/Professional Services:
Contracted services of Heather Netzloff, professional pastry chef and small business owner
Total = $7,500
Request to ADDPC = $5,625

Administrative/Indirect Costs:
Indirect costs at 10%
Total = $10,800
Request to ADDPC = $8,100

Total Program Cost = $122,090
Request to ADDPC = $91,568

Match: SARRC will provide a match in the amount of **$30,522**, which equates to 25 percent of the total budget and will come from unrestricted funds and fundraising efforts.

APPENDIX – MEASURES

The following assessments will be administered to assess the progress of the SELF program. See the following pages for samples of repeated measurements (Dependent Measures) and the satisfaction surveys (Social Validity). Standardized measurements that are Pre-Session only are being used to help us evaluate characteristics of participants who are most likely to be successful with this program.

Measurement Tool	Administration	Administered By	Description
Autism Diagnostic Observation Scale (ADOS)	Pre-Session Only	Research Team (C.Smith)	Standardized assessment used in most SARRC research studies.
		Research Team (C.Smith)	Standardized assessment used in most SARRC research studies.
		Research Team (C.Smith)	Standardized assessment used in most SARRC research studies.
Assessment of Functional Life Skills (AFLS)	Pre and Post Session (Repeated)	Clinical Team (C.Whalen)	Standardized measurement tool for tracking progress with functional life skills (e.g. hygiene, cooking, social awareness, chores, etc.)
SARRC SELF Ability Check List	Pre and Post Session and after sessions if needed for sustainability (Repeated)	Clinical Team (C.Whalen)	Self-checklist of perceived abilities, interests, and needs (to be developed)
SARRC SELF Video Observation Tool	Pre, 2x during session, and Post and after sessions if needed for sustainability (Repeated)	Clinical Team (C.Whalen)	Clients and/or parents will create videos in their homes using instructions from SARRC – SARRC team will code videotapes to assess progress throughout session (to be developed)
SARRC SELF Participant Program Tracking Tool	On-going during and after session as needed for sustainability (Repeated)	Business Manager (Cece Russell)	Checklist of steps of the program and a method for tracking milestones for each participant and the fidelity of implementation of the instruction team. (to be developed)
SARRC SELF Orientation Satisfaction Survey	Pre-Session (Social Validity)	Business Manager (Cece Russell)	Survey to assess client and parent satisfaction with the orientation (to be developed)
SARRC SELF Program Satisfaction Survey	Post-Session (Social Validity)	Business Manager (Cece Russell)	Survey to assess client and parent satisfaction with the program (to be developed)

C. METHODOLOGY – SCOPE OF WORK
APPLICATION NO. ADDPC-FFY-12EM-00

Program Goal - ***In partnership with individuals with autism spectrum disorders (ASDs), their families and targeted state agencies, SARRC will advocate and expand capacity for unique employment opportunities made possible through entrepreneurship.***

Objective 1. SARRC will provide education and training to a minimum of 30 individuals with ASDs and their families on self-employment options, benefits and opportunities available through Self-Employment Leads to Freedom (SELF) and the ADHS Home Baked and Confectionary Goods program.

Objective 2. Using tools, procedures and training curricula developed through SARRC's CulinaryWorks program, SARRC will educate, train and assist a minimum of 30 individuals with ASDs and their families to establish and begin a home baked goods business that may expand into a profitable enterprise.

Objective 3. SARRC will develop procedures to assist SELF program participants in sustaining (and growing) their Home Baked and Confectionary Goods business to produce products that will generate a reasonable income and help individuals with ASDs become more self-sufficient.

Objective #1
SARRC will provide education and training to a minimum of 30 individuals with ASDs and their families on self-employment options, benefits and opportunities available through Self-Employment Leads to Freedom (SELF) and the ADHS Home Baked and Confectionary Goods program.

Task #1 – Recruitment/Retention
SARRC will recruit 30+ individuals with ASDs that are unemployed or underemployed and have an interest in being self-employed.

Tactics	Person Responsible	Location and Resources Required
a. Develop program criteria for participants in SELF program to include: • Family Support (live with or in close proximity to a family member who will support participant) • Time commitment • Ability to commit to program parameters and concept of home business.	Erin Onacki	Location: SARRC VLSA Resources: Computer
b. Develop participant/family members assessment tools (to be repeated to assess outcome and to determine if appropriate for the program) (See Attached – Measures)	Chris Whalen	Location: SARRC VLSA Resources: Computer
c. Begin recruitment though the following avenues: • Existing SARRC database of more than 780 individuals eligible for this program		Location: SARRC VLSA

• Other local and statewide autism agencies (e.g. Autism Speaks, Hope Group, AZA United) • Existing tribal relationships (Gila River Indian) • Families in rural communities able to participate via remote technology **Note: Recruitment will occur throughout the funding year.**	Erin Onacki/Erin Dunham	Resources: Computer, database, phone, email access
d. Provide two - 1-day orientations/session to introduce and explain the SELF program to prospective participants and their families. Implement self-assessment tool for participants to conduct a self-evaluation to determine continued participation in the program. Participants will complete an Evaluation of Orientation (See Attached – Measures) at the end of each session.	Cece Russell/Erin Onacki/Erin Dunham	Location: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, computer projector & screen
e. Develop Online Resource Manual with components that may be customized to the needs of the participants in the SELF program.		Location: SARRC VLSA
f. Determine SELF Participant need for $250 grant funding • Determine criteria/application process to evaluate need	Cece Russell	Resources: Computer Location: SARRC VLSA
• Establish policy and procedures for funding; including monitoring and accounting for funds used.	Cece Russell	Resources: Computer, phone, e-mail access
Task #2 - Technical Assistance Partnership SARRC will organize and collaborate with statewide agencies to provide required resources and support for this program.		
Tactics	**Person Responsible**	**Location and Resources Required**
Organize, and secure resources and state agencies to assist/support this program. Resources may include adaptive technology, supports required in home or classroom, financial assistance, micro-loans and small business technical assistance. Agencies will include but not be limited to: • Arizona Vocational Rehabilitation Services/Rehabilitation Services Administration (RSA) • AZ Department of Health Services • AZ Loans for Assistive Technology (AZLAT) ▪ Self Employment for Entrepreneurs with Disabilities (S.E.E.D.) ▪ AZ Small Business Association (SBA) ▪ Social Security Administration	Erin Onacki/Erin Dunham	Location: SARRC VLSA Resources: Computer, phone, e-mail access
Task #3 - Training, Education, and Support SARRC will develop and provide the training curriculum to educate and train SELF program participants about 1) the Home Baked and Confectionary Goods Program and 2) the skill and knowledge to produce acceptable baked goods that have value and can be sold at a profit.		

Tactics	Person Responsible	Location and Resources Required

SARRC will develop the Curriculum as a three-part series. Elements of the curriculum will include guest instructors (as required), field trips, teaching materials, hands-on activities, worksheets, homework, videos and other tasks related to course requirements (curriculum will be documented into a draft of a manual for future replication).
Part I - The Basics
• Review of ADHS Home Baked & Confectionary Goods program
• Earned income - how this affects SSI, SSDI , medical and other benefits and work incentives
• Potential Barriers to starting a business in your home - zoning restrictions with local city or county officials.
• Review your insurance needs (home, auto, small business insurance for inventory and equipment)
• Training for food handler's card
• Sanitation and Hygiene Requirements
• Safe food handling, production, storage and shelf life
• Hazardous foods
• Healthy foods
• HOME VISIT
  ○ Evaluate skill level and home baking environment of all participants. Create strategies to assist participants to find recipes acceptable to the Home Baked and Confectionary Goods Program and how to shop for ingredients.
  ○ Determine what's needed to outfit the home business with equipment, supplies, goods, services, kitchen/home modifications, computer equipment and software.
• Labeling Requirements
• Product packaging, shipping, distribution and delivery
• Financial Planning I
  ○ Start-up Capital
  ○ Financial Assistance
  ○ Micro-loans
• Success stories - guest speakers/successful entrepreneurs
At the conclusion of Part I - The Basics, the participant will have sufficient knowledge to acquire their food handler's card.
	Cece Russell, Chris Whalen, Erin Onacki, Erin Dunham	Locations: SARRC VLSA; homes of participants; visits to government offices; community outings (shopping, etc.)
		
		Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home business manuals, etc.)

All Participants will be evaluated at this time to determine readiness to move on to Part II.

Part II - Creating Your Business

- Product development
- Establish approved recipes
- Distribution and pricing
- Brand development (naming, logo, trademarks and copyrights)
- Developing a viable business plan
    - Utilize a standard template that may be easily completed by participants in the program.
- Developing a marketing plan
    - Value proposition
    - Competitive Advantage
    - Marketing materials and approach
- Technology and equipment for managing a small business
- Business management (ordering supplies, bookkeeping, marketing your product, customer satisfaction)
- HOME VISIT
    - Home evaluation - What needs to be done to prepare your home for this business? Identify accommodations for inventory, equipment, adequate power?
- Forms of business organizations
- Identifying business start up costs
- Communication skills/ Customer service
    - making phone calls
    - answering emails
    - customer essentials
- Success stories - guest speakers/successful entrepreneurs

At the conclusion of ***Part II - Creating Your Business***, the participant will be ready to register their business with the AZ Department of Health Services Home Baked and Confectionary Program.
All Participants will be evaluated at this time to determine readiness to move on to Part III.

Part III - Running Your Business
• Checklist for a successful business
• Marketing
  ○ Utilizing social media to help your business grow
  ▪ Strategies for using Facebook, Pinterest, LinkedIn and other social media sites to market participant's business.
  ○ creating promotional materials
• Gauging your success - Customer Service
  • Are your customers satisfied?
  • What products are selling well? What products aren't selling?
  • Review/evaluate cost of goods sold
  • How can you serve your customers more effectively and efficiently
  • Growing your business		

Rural and Tribal Communities (2 remote clients/session) • Two clients will be actively recruited for each session for a total of 8 remote or tribal community participants. No more than 2 each session will be enrolled to allow for the use of remote technology during sessions and to make home visits feasible for staff. • Remote clients will participate in most session activities via webinar, SKYPE, or Facetime (depending on what technology they have available). For those who do not have mobile access, they can participate via webinar at their local library. If a library is not near them or other Wi-Fi opportunities, teaching materials will be mailed to them and 1-hour phone sessions will be scheduled with an instructor 2 times/each week and additional video-taping may be required for the staff to fully support the remote individual. • Home visits will be scheduled for remote and tribal participants in the same manner as other participants. • Remote participants will be required to visit SARRC VLSA for 2 consecutive days at the start of their session (Day One: Assessments) (Day Two: Orientation).	Cece Russell/Erin Onacki/Erin Dunham	Locations: SARRC VLSA; homes of participants; visits to government offices; community outings (shopping, etc.) Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home business manuals, etc.)
Objective 2. Using tools, procedures and training curricula developed through SARRC's CulinaryWorks program, SARRC will educate, train and assist a minimum of 30 individuals with ASDs and their families to help them establish and begin a home baked goods business that may expand into a profitable enterprise.		

C. METHODOLOGY – SCOPE OF WORK
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Task #1 - Technical Assistance Partnership
Through an online Resource Manual and outreach center located at SARRC's Vocational & Life Skills Academy, SARRC will organize statewide resources specific to individuals with autism interested in creating a sustainable small home-baking business.

Task #2 - Training, Education and Support
SARRC will provide training and support to a minimum of 30 individuals in a program (held within the funded year) that will be offered over four 10-week sessions with the intent to train approximately eight individuals with autism per session.

Tactics	Person Responsible	Location and Resources Required
a. SARRC will include 2 weekly 3- hour instructional classes for the 10-week session; one class will include all 8 participants and will instruct on a specific topic and the second class will be a small group 1:2 hands-on session to ensure understanding, retention and mastery of skill is achieved. b. Two home visits (one at PRE-session and one during the session) will be incorporated per SELF participant/session to ensure understanding and compliance with state requirements. Participants will also be required to submit videotapes of their home-work environments on a regular basis for classes for feedback from instructors. c. SARRC will evaluate retention of material, skills and knowledge learned during each training phase/session. Based on meeting criteria established, participant will move on to next phase or will receive 1:1 training on area(s) identified as a concern.	Cece Russell/Erin Onacki/Erin Dunham	Locations: SARRC VLSA; homes of participants; visits to government offices; community outings (shopping, etc.) Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home business manuals, etc.)

Task #3 - SELF Program Monitoring and Sustainability Plan
Major milestones will be established throughout the funding year to track progress and successful completion of critical path elements (See the Participant and Program Tracking Tool in the Appendix – Measures)

Tactics	Person Responsible	Location and Resources Required
Schedule of major milestones will include: ▪ *SELF Participant Goals/Quarterly Session* • Orientation	Cece Russell	Location: SARRC VLSA Resources: Computer, phone, e-mail access

• Obtain food handler's card • Establish acceptable recipe that is aligned with ADHS Home Baked and Confectionary Goods program • Business registration with ADHS Home Baked and Confectionary Goods program ▪ *SELF Participant Home Visits/Two per Quarterly Session* ▪ *Participant Assessment* • Following orientation • Following Part 1/Session • Following Part 2/Session • Following Part 3/Session • One month following completion of session ▪ *Program Evaluation (SELF Participant and Family/Support Members)* • Following Orientation • Following completion of each session • One Month following Completion of each session Evaluation will include feedback and comments of all areas of SELF Program (See Objective #3 –Task #2)		
Objective 3. SARRC will develop procedures to assist SELF program participants in sustaining (and growing) their Home Baked and Confectionary Goods business to produce products that will generate a reasonable income and help individuals with ASDs become more self-sufficient.		
Task #1 – Monitoring and Sustainability Plan		
Tactic	**Person Responsible**	**Location and Resources Required**
Develop checklist and training guidelines for sustaining a business to include: • Marketing • Financing • Customer Service • Building relationships • Pricing Structures	Cece Russell	Locations: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home

		business manuals, etc.)
Establish schedule for "tune ups" for participants once they have completed the three-part session. Determine barriers to success and potential solutions to employ for future success.	Cece Russell	Location: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper
Determine state agencies that may provide individualized support (funding, equipment, etc.) beyond what is available through the online resource manual and outreach center.	Erin Onacki/Erin Dunham	Locations: SARRC VLSA; government offices Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home business manuals, etc.)
On-going consultation and support for business sustainability and growing a business after participants have completed the three-part training session.	Cece Russell	Location: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools (e.g. AFLS, home business manuals, etc.)
Task #2- Evaluation		
Tactic	**Person Responsible**	**Location and Resources Required**
Establish a process to track the outcomes of participants and the overall program (See Appendix -	Chris	Location: SARRC VLSA

Measures). In addition, SARRC will be assessing characteristics of participants that might predict successful self-employment as part of a research project to help identify characteristics that might predict successful employment. Outcomes to be evaluated include: • Research Battery of Assessments (Only done once to gather additional information on clients that could help identify characteristics of successful self-employment). - **Autism Diagnostic Observation Scale (ADOS)** (autism symptoms and severity) - **Autism Diagnostic Interview – Revised (ADI-R)** (autism symptoms and severity) - **Kaufman Brief Intelligence Test II (K-BIT II)** (cognitive ability) - **Behavior Rating Inventory of Executive Function (BRIEF)** (planning, organization, and other high level cognitive skills) - **Social Responsiveness Scale II (SRS-II)** (social skills) - **Vineland Adaptive Behavior Scale II** (adaptive life skills) • Outcome Measures (See Appendix – Measures for SAMPLES and more information) - **Assessment of Functional Life Skills (AFLS)** (Purpose is to assess specific life skills such as cooking, shopping, social awareness, transportation, etc.) (done as an interview with the client and family members) (will be done at the beginning and end of the session to measure the client's progress in these areas after their training is completed) - **SARRC SELF-Ability Checklist *(to be developed)*** (Purpose is to assess the client and the parents' perceptions of the target skills of the program, home environment, family support, and commitment to the business) (done as an online survey with the parents and client filling out separately) (note: if a client is unable to complete the survey on their own, only the parents will complete it) (will be done at the beginning and the end of the session to measure progress) (client vs. parent perceptions will be assessed to determine if that is a potential variable in the success of the client's business). - **SARRC SELF Video Observation Tool *(to be developed)*** (Purpose is to have a behavioral observation tool for instructors to assess home environment (e.g. kitchen) and target skills (e.g. washing hands, food storage, etc.) (clients will be asked to videotape or have a family member videotape various things in the home environment and then to submit their tapes to their instructors) (tapes will be used to measure progress over time and as a way for instructors to give regular feedback either in 1:1; small group; or larger group instruction) (clients will submit 6 videos, 1 before starting the training, 4 during training, and 1 at the end	Smith/Chris Whalen	Resources: Standardized assessment tools (SARRC currently owns), computer, printer, e-mail access, online survey tools (SARRC has existing account)

of training – using a repeated measure allows us to track individual progress over time and to evaluate at what points during the session are changes most likely to occur with participants overall) • Fidelity of Implementation and Grant Requirements Documentation - **SARRC SELF Participant and Program Tracking Tool *(to be developed)*** (Purpose is to ensure that all components of the program are being completed by SARRC staff and to measure adherence to the program by the clients and their families – it will also help the SARRC team identify aspects of the program that are the most challenging and to develop strategies for making those tasks more accessible to clients) (checklist will be filled in weekly by Cece Russell and she will follow up with instructors, clients, or families to attempt to complete items that are not done at the scheduled time) • Social Validity Measures - **SARRC SELF Orientation Satisfaction Survey *(to be developed)*** (Purpose is to assess the social validity of the orientation sessions from the potential clients and families and to determine which aspects of the orientation are most valuable and which aspects need improving. In addition, the survey may help to determine up-front characteristics of clients that may weed out people who are not a good fit for this type of program) (will be completed at the end of every orientation session by every participant). - **SARRC SELF Program Satisfaction Survey *(to be developed)*** (Purpose is to assess the social validity of the program including staff, classes, home visits, video feedback, business training, baking training, navigating government services and supports, etc.) (Parents and clients will fill out separately using an online survey)		

C. Time Line
Application No. ADDPC-FFY-12EM-00

		2012			2013									
Activity	**Primary Person Responsible**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Documentation**
Grant award announced		X												
Press release	President	X												List of press release outreach and track media releases
Curriculum Development	Voc. Dir; Soc. Ent. Mgr; Voc. Coor.	X	X	X										Working draft of a manual
Technical Assistance Partnership	Voc. Coor.	X	X											Informal partner-ship agree-ments
Resource Manual	Voc. Dir; Soc. Ent. Mgr	X	X	X										Website to be created
Recruitment	Soc. Ent. Mgr.; Voc. Coor.	X	X	X	X	X	X	X	X	X	X			Contacts tracked vs. enroll-ment
Initial Participant Assessments - Data Collection	Voc. Dir; Soc. Ent. Mgr.; Voc. Coor.			X	X	X	X	X	X	X	X	X		See Appendix-Measures
Determine Participant Financial Need	Soc. Ent. Mgr; Voc. Coor.			X	X	X	X	X	X	X	X	X		Develop application process to evaluate need
Orientation for Session One	Soc. Ent. Mgr.; Voc. Coor.			X										Attendance tracked, satisfaction survey – See Appendix-Measures
Session One					**X**	**X**	**X**							

C. Time Line
Application No. ADDPC-FFY-12EM-00

Part I – The Basics: Complete training curriculum which provides participants with sufficient knowledge to obtain their food handler's card	Soc. Ent. Mgr.; Voc. Coor.; Voc. Dir				X									Tracking tool used to monitor all steps of program – See Appendix-Measures
Part II – Creating Your Business: Complete training curriculum which will prepare the participants to register their business with ADHS	Soc Ent Mgr; Voc Coor; Voc Dir					X								Tracking tool used to monitor all steps of program – See Appendix-Measures
Part III – Running Your Business: Complete training curriculum which will prepare participants with essential communication, customer service, and marketing skills to run a successful business	Soc Ent Mgr; Voc Coor; Voc Dir						X							Tracking tool used to monitor all steps of program – See Appendix-Measures

HOME VISITS	Soc. Ent. Mgr; Voc. Coor.				X	X	X							Notes from visits with video collected & scored using Video Observation tool
Program Evaluations	Soc. Ent. Mgr.; Voc. Coor.; Research				X	X	X							Satisfaction surveys completed by clients and families – See Appendix-Measures
Outcome Assessments	Soc. Ent. Mgr.; Voc. Coor.; Research				X	X	X							Administere d at pre and post sessions – See Appendix-Measures
Session Analysis & Report	Soc. Ent. Mgr.; Voc. Coor.; Research						X							Report for each session including outcome data and data-based refinement notes for next session
Orientation for Session Two	Soc. Ent. Mgr.; Voc. Coor.						X							Attendance tracked, satisfaction survey – See Appendix-Measures
Session Two								**X**	**X**	**X**				

Part I – The Basics: Complete training curriculum which provides participants with sufficient knowledge to obtain their food handler's card	Soc. Ent. Mgr.; Voc. Coor.; Voc. Dir							X						Tracking tool used to monitor all steps of program – See Appendix-Measures
Part II – Creating Your Business: Complete training curriculum which will prepare the participants to register their business with ADHS	Soc Ent Mgr; Voc Coor; Voc Dir								X					Tracking tool used to monitor all steps of program – See Appendix-Measures
Part III – Running Your Business: Complete training curriculum which will prepare participants with essential communication, customer service, and marketing skills to run a successful business	Soc Ent Mgr; Voc Coor; Voc Dir									X				Tracking tool used to monitor all steps of program – See Appendix-Measures

HOME VISITS	Soc. Ent. Mgr; Voc. Coor.							X	X	X				Notes from visits with video collected & scored using Video Observation tool
Program Evaluations	Soc. Ent. Mgr.; Voc. Coor.; Research							X	X	X				Satisfaction surveys completed by clients and families – See Appendix-Measures
Outcome Assessments	Soc. Ent. Mgr.; Voc. Coor.; Research							X	X	X				Administered at pre and post sessions – See Appendix-Measures
Session Analysis & Report	Soc. Ent. Mgr.; Voc. Coor.; Research									X				Report for each session including outcome data and data-based refinement notes for next session
Orientation for Session Three	Soc. Ent. Mgr.; Voc Coor.									X				Attendance tracked, satisfaction survey – See Appendix-Measures
Session Three									**X**	**X**	**X**			

Part I – The Basics: Complete training curriculum which provides participants with sufficient knowledge to obtain their food handler's card	Soc. Ent. Mgr.; Voc. Coor.; Voc Dir								X					Tracking tool used to monitor all steps of program – See Appendix-Measures
Part II – Creating Your Business: Complete training curriculum which will prepare the participants to register their business with ADHS	Soc Ent Mgr; Voc Coor; Voc Dir									X				Tracking tool used to monitor all steps of program – See Appendix-Measures
Part III – Running Your Business: Complete training curriculum which will prepare participants with essential communicati on, customer service, and marketing skills to run a successful business	Soc Ent Mgr; Voc Coor; Voc Dir										X			Tracking tool used to monitor all steps of program – See Appendix-Measures

HOME VISITS	Soc. Ent. Mgr; Voc. Coor.								X	X	X			Notes from visits with video collected & scored using Video Observation tool
Program Evaluations	Soc. Ent. Mgr.; Voc. Coor.; Research								X	X	X			Satisfaction surveys completed by clients and families – See Appendix-Measures
Outcome Assessments	Soc. Ent. Mgr.; Voc. Coor.; Research								X	X	X			Administered at pre and post sessions – See Appendix-Measures
Session Analysis & Report	Soc. Ent. Mgr.; Voc. Coor.; Research										X			Report for each session including outcome data and data-based refinement notes for next session
Orientation for Session Four	Soc. Ent. Mgr.; Voc. Coor.										X			Attendance tracked, satisfaction survey – See Appendix-Measures
Session Four											**X**	**X**	**X**	

Part I – The Basics: Complete training curriculum which provides participants with sufficient knowledge to obtain their food handler's card	Soc. Ent. Mgr.; Voc. Coor.; Voc Dir										X			Tracking tool used to monitor all steps of program – See Appendix-Measures
Part II – Creating Your Business: Complete training curriculum which will prepare the participants to register their business with ADHS	Soc Ent Mgr; Voc Coor; Voc Dir											X		Tracking tool used to monitor all steps of program – See Appendix-Measures
Part III – Running Your Business: Complete training curriculum which will prepare participants with essential communication, customer service, and marketing skills to run a successful business	Soc Ent Mgr; Voc Coor; Voc Dir												X	Tracking tool used to monitor all steps of program – See Appendix-Measures

HOME VISITS	Soc. Ent. Mgr; Voc. Coor.										X	X	X	Notes from visits with video collected & scored using Video Observation tool
Program Evaluations	Soc. Ent. Mgr.; Voc. Coor.; Research										X	X	X	Satisfaction surveys completed by clients and families – See Appendix-Measures
Outcome Assessments	Soc. Ent. Mgr.; Voc. Coor.; Research										X	X	X	Administered at pre and post sessions – See Appendix-Measures
Session Analysis & Report	Soc. Ent. Mgr.; Voc. Coor.; Research												X	Report for each session including outcome data and data-based refinement notes for next session
Final Data Analysis and Report to AZDDPC	Soc. Ent. Mgr.; Voc. Coor.												X	Report on all 4 sessions including data-based refinements made and future directions.

Voc. Dir. = Chris Whalen, Vocational Director
Soc. Ent. Mgr. = Cece Russell, Social Enterprise Mgr.
Voc. Coor. = Erin Onacki, Vocational Coordinator or Erin Dunham, Vocational Coordinator
Research = Chris Smith, Research Director

Assessment of Functional Life Skills (AFLS) (SAMPLE ITEMS)

Shopping

Task	Score	Task Name	Task Objective	Question	Example	Criteria
SH 24	0 1 2 0 1 2 0 1 2 0 1 2	Waits appropriately in checkout line	Learner will wait appropriately in checkout line throughout entire checkout process for at least 5 minutes.	Does learner wait appropriately in a checkout line?	Remains calm and does not engage in disruptive behaviors such as repetitive vocal or motor actions, does not grab at items on checkout displays, does not cut or jump in line, etc.	2=waits appropriately in checkout line and maintains appropriate distance from others throughout entire checkout process for at least 5 minutes, 1 = remains calm in checkout line throughout entire checkout process for at least 2 minutes
SH 25	0 1 2 0 1 2 0 1 2 0 1 2	Places items on counter/belt	Learner will remove items from cart and carefully place them onto checkout counter/belt.	Does learner place items on counter/belt?	Puts canned goods on counter, puts loaf of bread on top of cans, etc.	2=carefully removes items from cart and places them on checkout counter/belt, 1=carefully places all items from cart onto the checkout counter/belt with only verbal prompts
SH 26	0 1 2	Hands cash or assists with debit card				

Participant: Others in Video:
Date of Video: Video Session (please circle): 1 2 3 4 5 6
Coded by: Date Coded:

	1: not at all	2	3: average	4	5: exceeds expectations
Do the food and contact surfaces meet the HBCG program guidelines?					
Is the food preparation area properly cleaned and sanitized?					
Does kitchen provide hot and cold water under pressure in all sinks used for equipment/utensil washing, food preparation, and hand washing?					
Does kitchen provide garbage and refuse containers that are durable, easily cleanable, insect/rodent resistant, leak proof and that do not absorb liquids?					
Does kitchen provide a separate storage area for all items associated with the food processing operation from the residential items?					
Is program participant demonstrating proper hand washing techniques?					
Is program participant properly dressed for food production (cleanliness, hair net, gloves)?					

Video taping instructions: Using the camera provided by SARRC video tape the following sequences in your home food preparation area.

- Provide overall view of kitchen, food preparation area highlighting the following:
  - Provide full view of the food prep counter area
  - Provide full view of all sinks in food prep area, demonstrating that all sinks have hot and cold running water
  - Provide full view of garbage/refuse cans in food prep area
  - Provide full view of area that will be used for storage of all items used in food processing (ingredients, packaging, finished products, etc)
- Provide video of participant washing and sanitizing food preparation areas
- Provide video of participant demonstrating proper hand washing technique
- Provide video of participant dressed and ready to begin food preparation

SARRC SELF Participant Tracking Tool (SAMPLE)

This document will be used to track completion of all activities and to measure participants adherence to the program and fidelity of implementation of SARRC staff.

Participant:
Parent/Guardian/Family Support:
Name/location of business:
Session:
Completed by:

Task	Student	Family	SARRC	Date Completed	Notes
PRE Assessments scheduled					
PRE Assessments completed					
Orientation scheduled					
Orientation completed					
Orientation Satisfaction Survey completed					
Completed Part I training					
Acquired firm understanding of ADHS Home Baked & Confectionary Goods Program					
Zoning and Insurance requirements reviewed and met					
Adherence to all sanitation/hygiene and safe food handling requirements					
Obtained food handlers card					
Acquired understanding of Financial Planning requirements					
Part I Home Visit completed					
Evaluate readiness to move on to Phase II					
Part I Program Satisfaction Survey completed					
Part II Training completed					

APPENDIX – MEASURES
APPLICATION NO. ADDPC-FFY-12EM-00

Business Plan completed					
Brand/Marketing Plan completed					
Technology/equipment needs assessed and met					
Establish approved recipes					
Home kitchen meets the requirements of ADHS Home Baked & Confectionery Goods Program					
Part II Home visit completed					
Registered with AZ Dept. of Health Services					
Evaluate readiness to move on to Part III					
Part II Program Satisfaction Survey completed					
Part III Training completed					
Checklist for a successful business completed					
Social Media training completed					
Customer Service evaluation completed					
Part III Program Satisfaction Survey completed					

SARRC SELF Orientation Satisfaction Survey (SAMPLE)

Please take a few minutes to share your opinions by completing this survey about our proposed SELF Program. We value your feedback and will use it to ensure we are meeting your teen's needs and providing effective programs. Thank you!

	1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4-Agree**	**5- Strongly Agree**
1. The proposed total length of the program	1	2	3	4	5
2. The proposed frequency of the program	1	2	3	4	5
3. The value of the proposed field trips	1	2	3	4	5
4. The value of the proposed guest speakers	1	2	3	4	5
5. The value of the home visits	1	2	3	4	5

6. The length and the presentation was a.) Too short b.) Right length c.) Too long
7. Please rate the following:

	1- Poor	**2- Good**	**3- Very Good**	**4-Excellent**
A. Location	1	2	3	4
B. SARRC Staff	1	2	3	4
D. The program overall	1	2	3	4

8. Would you recommend this program to other young adults with ASDs or parents? Please state the reason(s) for your answer.

9. What did you like most about this program? Please be specific.

10. What could we do to improve this program? Please be specific

SARRC SELF Program Satisfaction Survey (SAMPLE)

Please take a few minutes to share your opinions by completing this survey about our your experiences with the SELF Program. We value your feedback and will use it to ensure we are meeting your teen's needs and providing effective programs. Thank you!

1-Strongly Disagree	**2-Disagree**	**3- Neutral**	**4-Agree**	**5- Strongly Agree**
1. The total length of the program	1	2	3	4	5
2. The frequency of the program	1	2	3	4	5
3. The value of the field trips	1	2	3	4	5
4. The value of the guest speakers	1	2	3	4	5
5. The value of the home visits	1	2	3	4	5

6. Please rate the following:

	1- Poor	**2- Good**	**3- Very Good**	**4-Excellent**
Location – SARRC VLSA	1	2	3	4
SARRC Staff: _____	1	2	3	4
SARRC Staff: _____	1	2	3	4
SARRC Staff: _____	1	2	3	4
SARRC Staff: _____	1	2	3	4
Remote Accomodations (if applicable)	1	2	3	4
The program overall	1	2	3	4

7. Would you recommend this program to other young adults with ASDs or parents? Please state the reason(s) for your answer.

8. What did you like most about this program? Please be specific.

9. What could we do to improve this program? Please be specific

G. APPLICANTS QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

1. Briefly provide an overview of the company or entity that includes organizational structure, number and location of offices, and number of employees at each location. Also indicate the extent and type of contractual involvement in this project each location listed will have. Include an Organization Chart to show the lines of responsibility. If your firm is a division or subsidiary of another company or entity, indicate the name and address of the parent entity. Also include a description of the working relationship between the Applicant and the parent entity. Specify what impact, if any, this relationship would have on the Applicant's ability to meet the requirements for services described herein. (Limited to two pages, single sided with one inch margins and number 12 fonts, not including the organizational chart).

Established in 1997 by two mothers of children with autism and the pediatrician who diagnosed them, SARRC follows a family-centered approach, which is an integral part of SARRC's goal to assist families on their journey once a child has been diagnosed with an autism spectrum disorder (ASD) and on into adulthood. This approach allows SARRC to significantly advance its vision of creating long-term opportunities to ensure that individuals with ASDs continue to progress and become productive, contributing members of the community.

SARRC is run by its President, Jeri Kendle with the assistance of three vice presidents: Christopher J. Smith, PhD., Research Director; Daniel Openden, PhD, BCBA-D, Clinical Services Director; and Christina Whalen, PhD, BCBA-D, Vocational and Life Skills Director. SARRC's Medical Director is also one of its founders, Raun Melmed, M.D. Sean Husmoe, SARRC's Finance Director and Wade Newhouse, IT Director round out the lead team.

SARRC has two locations. The Harrington Center for Exceptional Children (CEC) is located at 300 N. 18th Street, Phoenix on the grounds of St. Luke's Hospital. CEC houses programs for children from birth to age 12. SARRC's Vocational & Life Skills Academy (VLSA) is located less than a mile away at 2225 N. 16th Street, Phoenix. VLSA is for teens (ages 13-18) and adults (ages 18 and over) with ASDs. In early 2012, SARRC opened the Colonel Harland Sanders Center for Autism Studies within the VLSA building to accommodate growth being experienced in research and clinical programs.

Activities related to this proposal will be supported out of the Vocational and Life Skills Academy location.

The CEC site has a staff of 54 employees, and includes in-home staff since this is their base location; VLSA and the Sanders Center site have 24 employees.

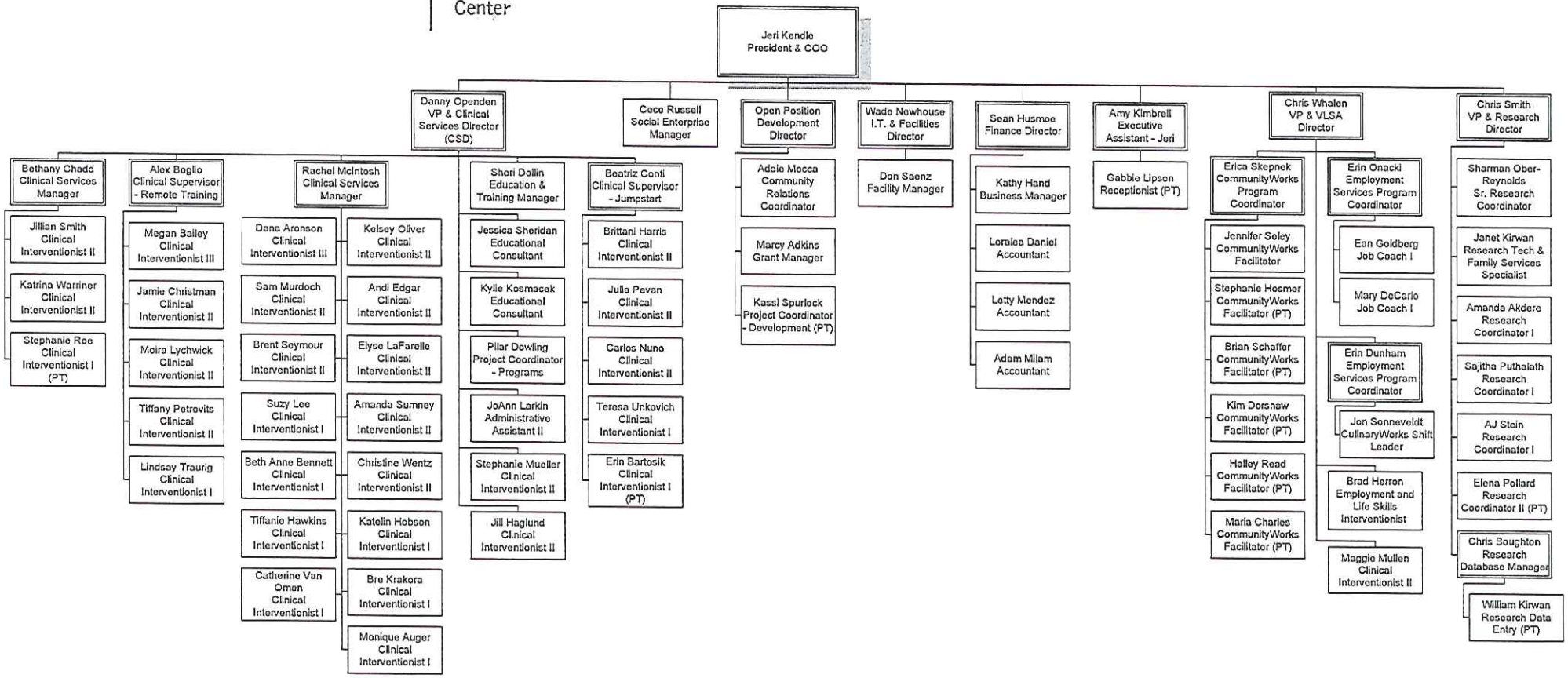
G. APPLICANTS QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

SARRC's Board of Directors consists of 32 business and community leaders who are actively engaged in fundraising and/or serving on board committees that help fulfill SARRC's mission and goals. Denise Resnik, one of SARRC's co-founders, serves on the board; many of the board members are parents of children with autism or have been personally impacted by autism in some way.

Please refer to the attached SARRC Organization Chart following this response.

SARRC

Southwest Autism Research & Resource Center



8/17/2012

2. Briefly describe the company's experience, expertise or qualifications that demonstrate the Applicant's ability to successfully deliver the project proposed. (Limited to three pages, single sided, one-inch margins and number 12 fonts.)

SARRC's Experience, Expertise and Qualifications
Established nearly 15 years ago, SARRC today is a nationally emulated model that blends scientific research and family and community resources into one dynamic nonprofit organization.

Little public information and support was available anywhere for families facing a diagnosis of autism in 1997, and researchers were only beginning to transfer evidence-based interventions from the laboratory into community venues. SARRC stepped into the breach and has since enhanced the quality of life for countless individuals with ASDs and their families.

Programs were initially developed to offer individually designed early intervention therapies for children newly diagnosed with an autism disorder. Today, SARRC's services continue to expand to provide programs and resources to individuals as they grow, reach their teens and begin their journey into adulthood.

Accomplishments
SARRC has always been at the forefront of autism research and services, and continues to develop initiatives as the need arises. Some of SARRC's historical highlights are as follows:

- In 2003, when little was known about the disorder, and to find out more, SARRC joined with the Translational Genomics Research Institute (TGen) to launch one of the largest and most comprehensive genetic and molecular studies ever conducted on children with autism. That partnership continues to this day.

- In 2005, after years of providing early intervention services for families of children newly diagnosed with autism, SARRC expanded services by opening the Campus for Exceptional Children. Not only did it expand early intervention services, but a three-classroom preschool was added for children 18 months to 5 years of age; elementary school programs were developed that promote understanding and acceptance of those who are different; and education and consulting was introduced in K-12 schools to provide professionals with the latest information and therapies for their students with ASDs.

- In 2009, as the children who had been with SARRC from the beginning began maturing into teens and young adults, and after working out of a cramped office at SARRC's main campus, the Vocational & Life Skills Academy (VLSA) was opened. VLSA represented the next evolution of education and employment programs for individuals with ASDs. VLSA programs provide more than 400 teens and adults with ASDs instruction and opportunities related to vocational skills, life and leadership development, and employment services.

- In 2010, SARRC expanded some of its vocational programs into entrepreneurial ventures: CulinaryWorks, which offer hands-on job training through the preparation, packaging, distribution and sale of classic soups, granola and complementary items; and Beneficial Beans, which creates job opportunities through the production and sale of coffee. SARRC's Beneficial Beans Café opened for business in July, 2012 at the Scottsdale Civic Center Library. SARRC is hiring and training teens and adults in the cafe and supports an adult who is providing baked goods through his own entrepreneurial venture, the Stuttering King Bakery. Both ventures are intended to facilitate sustainability.

- In early 2012, SARRC's research department opened the Colonel Harland Sanders Center for Autism Studies within the VLSA building. This opportunity for expansion enables SARRC to engage in more pharmaceutical, therapeutic and diagnostic research, while facilitating studies on the ever-increasing number of teens and adults living with ASDs.

- In July, 2012, **and directly related to this proposal**, SARRC opened the Beneficial Beans Café located in the Scottsdale Civic Center Library. The mission of the Cafe is to create job opportunities and change lives for adults living with ASDs through the production and sale of coffee and related products. SARRC has had the opportunity to employ an adult with autism who recently received his Home Baked and Confectionary Goods license to provide baked goods that are being sold in the newly opened Café.

  This experience has revealed the challenges that an adult with autism faces in attempting to start a small business without proper training and education. SARRC noted some of the challenges and learned how to improve upon processes that will benefit this proposal.

  Some of the issues that arose were:

- How to develop wholesale prices
- How to create a menu of products available for sale, creating a variety for the retailer to choose from
- How to ensure consistent quality control standards
- How to create the primary tools required for marketing a small business, i.e., business cards, product signage including ingredients, invoicing, etc.

SARRC has experienced first-hand the need for a program that will provide education and training to help individuals with disabilities to successfully create and maintain a small business.

Staff Expertise

SARRC's leadership is demonstrated through its profession staff, comprised of highly trained clinical and medical professionals. SARRC's staff includes a medical doctor (M.D.), four post-doctoral staff members (Ph.D.), a registered nurse (RN), a certified family nurse practitioner (C-FNP); 20 master's level staff; six board certified behavior analysts with two at the doctoral level. Most facilitators and intervention specialists hold a minimum of a bachelor's degree. To our knowledge, this level of expertise merits SARRC as having one of the most experienced and highly credentialed staff of any autism service provider in Arizona.

3. Provide a list of no more than three (3) clients served within the past two (2) years for whom your firm has provided similar services. Include a brief description of services provided. These clients will serve as references; governmental or in-state references are preferred. Be sure to include business name and the name and phone number of a contact person. If clients cannot be provided, provide the name, address, and telephone number of three (3) individuals that can provide a reference check. (Limited to one page, single sided, one-inch margins and number 12 fonts.)

Matt McMahon
AZ Joint Venture Partner,
Arizona Outback Steakhouse Group
480-595-0873

Services Provided: Matt McMahon is a parent of a teen with autism and has served on SARRC's board in the past. Matt provides support for SARRC's CulinaryWorks program by offering his expertise and the use of the Outback Restaurant kitchen for trainings and food preparation.

AZ Department of Vocational Rehabilitation (VR)
Michael Scione
mscione@az.des.gov
602-542-3332

Services Provided: Michael offers guidance for the VR counselors to provide authorizations to SARRC, as well as answer questions on services as it pertains to specific cases.

Arizona Department of Developmental Disabilities (DDD)
Lisa Monreal
lmonreal@az.des.gov
602-870-1721

Services Provided: Lisa provided information and resources to SARRC as it related to DDD; she helps facilitate information, authorizations, and questions between SARRC and DDD support staff as it pertains to employment services.

H. APPLICANTS PERSONNEL QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

Instructions: Complete a separate **Personnel Qualifications Questionnaire** **for each person** in an administrative/management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work_in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Christina Whalen, PhD, BCBA-D

2. Position currently held with Applicant: Vice President, Director of the Vocational & Life Skills Academy

3. Proposed position for contract service and percentage of time devoted to the contract service: 5%

4. Number of years with Applicant: <1 year

5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Dr. Whalen will provide clinical oversight of the program and will assist with developing the business and marketing plans; developing strategies for using social media as a marketing tool; and developing an evaluation tool to determine the effectiveness of the program.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Dr. Whalen is a licensed psychologist and board certified behavior analyst specializing in autism and related disorders. She received her PhD at University of California, San Diego and did her post-doctoral fellowship at University of California, Los Angeles. Dr. Whalen assisted in building the early intervention program for Autism Spectrum Therapies in Los Angeles, CA and acted as its Early Intervention Program Coordinator. She went on to the University of Washington Autism Center where she became Director of the Early STAART Treatment and Training Program. Dr. Whalen was one of the original founders of TeachTown, and Chief Science Officer and Principal Investigator on five federal grants to date. She has developed and supervised home programs, educated and trained parents and teachers, consulted with school districts, taught college and graduate courses in psychology and education, presented at numerous professional conferences and published in professional scientific journals. Dr. Whalen is also the editor and author of the book *Real Life, Real Progress*.

H. APPLICANTS PERSONNEL QUALIFICATIONS QUESTIONNAIRE
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1. Name of person: Cecilia (Cece) Russell

2. Position currently held with Applicant: Social Enterprise Manager

3. Proposed position for contract service and percentage of time devoted to the contract service: 50%

4. Number of years with Applicant: 1 year

5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Cece Russell will provide the overall management of the program, with duties including developing a business and marketing plan; financial planning and career development strategies; developing class curriculum and materials; assisting with and managing participant training and evaluations; conducting in-home visits; and developing a strategy to monitor the success of the program and strategizing a plan for sustainability.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Cece Russell brings to SARRC more than seven years of experience with JP Morgan Chase, where she gained extensive knowledge in operational management, strategic sales and marketing planning, financial and information management and project management. As SARRC's Social Enterprise Manager, Ms. Russell is responsible for developing, facilitating and implementing strategies for business planning and marketing of SARRC's social enterprise ventures (Beneficial Beans, Humana GardenWorks and Autism CommunityWorks). Additionally, Ms. Russell provides community outreach to local businesses and autism organizations, develops and maintains a customer and prospect database, and conducts market research, customer surveys, and viability and feasibility studies on growth opportunities for the program.

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APPLICATION NO. ADDPC-FFY-12EM-00

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1. Name of person: Erin Onacki

2. Position currently held with Applicant: Employment Program Coordinator

3. Proposed position for contract service and percentage of time devoted to the contract service: 15%

4. Number of years with Applicant: 4 years

5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Erin Onacki will be responsible for the recruitment and retention of program participants through needs assessments, program orientation and development of a process for participant's self assessment. Ms Onacki will also assist with training in the areas of safe food handling and production and obtaining a food handler's care.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Erin Onacki completed her Bachelor's degree in Science Communications at the University of Phoenix where she is currently completing her master's degree in Mental Health and Clinical Counseling. Ms. Onacki has more than ten years of experience working with individuals with developmental disabilities and has experience in providing habilitation services, employment services, teaching life skills, and coordinating recreational events. Ms. Onacki is a highly talented teacher, developing curriculum and facilitating instruction in topics ranging from communication and socialization to budgeting, household chores, and computer skills.

During her tenure at SARRC, Ms. Onacki developed an academy of life skills classes and trained other instructors on the curriculum. She assisted in the launch of the J.P. Morgan Chase sponsored "Ready Aim Get Hired" program, a series of workshops preparing individuals for employment while facilitating goal exploration and building confidence. She is currently in the process of launching a second series of classes to assist clients who are employed or are in the process of seeking employment. Not only is Ms. Onacki a skilled teacher in special education, she also facilitates trainings and workshops for employers, community members and volunteers to increase autism awareness while providing concrete skills and interventions for natural supports when helping individuals with ASDs reach their goals.

H. APPLICANTS PERSONNEL QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

Instructions: Complete a separate **Personnel Qualifications Questionnaire** **for each person** in an administrative/management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Erin Dunham

2. Position currently held with Applicant: Employment Services Program Coordinator

3. Proposed position for contract service and percentage of time devoted to the contract service: 15%

4. Number of years with Applicant: 4 years

5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Erin Dunham will evaluate the skill level and home environment of all program participants. Ms. Dunham will create strategies to assist participants in finding recipes utilizing the guidelines of the Home Baked and Confectionary Goods Program. She will also provide training on baking techniques and shopping strategies and conducting in-home visits.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Erin Dunham received her Bachelor's Degree in Social Work from Illinois State University and is trained in Client Interventions, Pivotal Response Treatment (PRT), and Article 9; she is also certified in CPR and First Aid. Ms. Dunham gained extensive experience in case management and coordination while working at Aspire of Illinois and eventually became their Community Employment Services Administrator where she monitored two vocational training programs for developmentally disabled individuals. Ms. Dunham moved to Arizona and worked for the Arizona Department of Economic Security as a Vocational Rehabilitation Counselor. Ms. Dunham is SARRC's Employment Services Program Coordinator and is responsible for program development, and coordination and management of SARRC's Employment Services program where she provides intake and assessment, job placement, coordination of state and federal service, and works as a liaison between SARRC and the employers that hire SARRC clients.

H. APPLICANTS PERSONNEL QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

Instructions: Complete a separate **Personnel Qualifications Questionnaire** **for each person** in an administrative/management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Brad Herron, M.Ed.
2. Position currently held with Applicant: Employment and Life Skills Interventionist
3. Proposed position for contract service and percentage of time devoted to the contract service: 5%
4. Number of years with Applicant: 4 years
5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Brad Herron will assist with financial planning and career development strategies for clients enrolled in this program.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Brad Herron received his Bachelor's degree in Cross-Categorical Special Education, and holds a Master Degree in Special Education from Arizona State University. Mr. Herron is a State of Arizona licensed educator and has taught special education in the Aces Center for Exceptional Children in Arizona, at the Lincoln School in Costa Rica through the International Programs Office of Arizona State University and is a clinical team member for the Global Autism Project where he has worked with families and professionals in West Africa and India. As SARRC's Employment and Life Skills Interventionist, Mr. Herron provides direct service to teens and adults with autism spectrum disorders (ASDs) and is currently pursuing board certification as a behavior analyst.

H. APPLICANTS PERSONNEL QUALIFICATIONS QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY-12EM-00

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1. Name of person: Mary DeCarlo

2. Position currently held with Applicant: Job Coach, CommunityWorks Facilitator

3. Proposed position for contract service and percentage of time devoted to the contract service: 5%

4. Number of years with Applicant: 2 months

5. Identify the primary function(s) of this person in terms of providing services of this Contract:

Mary DeCarlo will provide communication skills and customer service training to clients enrolled in the program to assist them in effectively marketing and selling their baked goods.

6. Describe the person's work experience, job training and formal education. Attach a Resume:

Mary DeCarlo has an Associate of Arts degree from Central Arizona College, and is currently enrolled in a Bachelor of Arts program at Arizona State University where her anticipate completion date is Spring, 2013. Ms. DeCarlo is certified as an Adult/Child/Infant Basic CPR and First Aid Instructor. She is also a certified medical assistant. Ms. DeCarlo's past experience includes creating a training department at an agency that assists developmentally disabled adults and children and provided Article 9, First Aid and CPR training to staff. In her capacity as a SARRC Job Coach and Autism CommunityWorks Facilitator, Ms DeCarlo assists clients in searching for and maintaining employment, as well as providing coaching and support at client's worksites and at volunteer events.