SARRC

Southwest
Autism
Research &
Resource
Center

$25,000
Women
ASD
Focus

20 target
#

Proposal to:
Arizona Developmental Disabilities Planning Council (ADDPC)
1740 W. Adams, Suite 410
Phoenix, AZ 85007

RFGA # ADDPC-FFY14-GP-00

Comprehensive Education Projects to Promote Self-Advocacy and Information

ORIGINAL

The Southwest Autism Research & Resource Center
300 N. 18th Street
Phoenix, AZ 85006-4103
(602) 340-8717
www.autismcenter.org

Women in under guardianship. excluded or not?

ARIZONA DEVELOPMENTAL DISABILITIES PLANNING COUNCIL℠

September 25, 2014

Greg Boone
Southwest Autism Research and Resource Center
300 North 18th Street
Phoenix, AZ 85006-4103

Subject: Proposal in response to RFGA ADDPC-FFY14-GP-00
Comprehensive Education Projects to Promote Self-Advocacy and Information

Dear Ms. Boone,

All applications received under RFGA ADDPC-FFY14-GP-00 have been reviewed and your application is considered to be susceptible for an award pending further clarification. Please provide a written response to the following question to me, via email, by 3:00 P.M., Thursday, October 2, 2014.

1. In review of your entire proposal, is the requested dollar amount adequate to complete the tasks and objectives, as set forth in your application? SARRC shall respond in one of two ways:
    a. No changes are necessary and for the ADDPC to accept proposal and requested dollars as Best and Final. Or
    b. SARRC may submit a revised Budget Summary and Budget Narrative, ensuring the required Match dollars are provided as either Cash or In-kind. If this option is exercised by SARRC, provide a brief narrative explaining what would be the program enhancements.
2. Provide clarification if SARRC is able to conduct more than 2 one-on-one sessions with the target group.
3. Ensure that community outings correspond to the classroom trainings/topics.
4. Provide clarification if each group of 10 women can also be mentors to a future group of women that will participate in this training. Also, clarify how SARRC would encourage these 'graduates' to remain in contact with each other for future support and friendship.
5. Provide clarification if family involvement/support can or should be involved.
6. Clarify if SARRC has any data that has been collected on this program since it's been in place since 2013. Is long term follow up being considered or implemented by SARRC on this project to receive better data and outcomes?
7. Clarify what the project's ultimate outcomes are.

The Evaluation Committee will review your responses and further consider your application. If you have any questions, don't hesitate to contact me at (602) 542-8976 or by email at mcrane@azdes.gov

Sincerely,

Marcella Crane
Contracts Manager

CLARIFICATION TO REVIEW QUESTIONS – SUBMITTED 10/03/2014
APPLICATION NO. ADDPC-FFY14-GP-00

Applicant Name: Southwest Autism Research & Resource Center

Project Title: Women's Empowerment Series

1. After consideration, we have decided to add two additional one-on-one sessions for each of the participants in the target group. This resulted in a 2% increase in costs (salary and fringe benefits) associated with the program's Clinical Interventionist – 2 & Clinical Interventionist – 1. This increased the total cost of the program by $750, of which we included as additional cash match. A revised budget summary and budget narrative is included.

The additional one-on-one sessions (now a total of 4 for each participant) will provide more opportunity to discuss goal setting and steps needed to achieve independence.

2. Yes, we have added two additional one-on-one sessions for each participant into the program implementation.

3. The community outings are thoroughly discussed during classroom instruction. To ensure participant success during these outings, we must introduce them in a safe, friendly environment so questions or concerns may be addressed beforehand. The outings are another opportunity to use the concepts they are learning in the classroom.

4. We currently encourage, but do not require participants to establish connections in and out of group sessions. This allows for peer support and friendships to be formed long after program completion. We also help create a Google+ group for each session to facilitate group discussion and meetings after program completion. We have previously brought former Women's Empowerment participants into sessions to offer insight on how they transitioned into independent living.

5. We do not require participants to involve their family in the program because we are trying to encourage independence and increase empowerment. We see participant families as a resource and support system, and encourage participants to be more empowered in their own care.

6. Since 2013, 26 women have completed the Women's Empowerment program. We have an additional 9 currently enrolled in our fall session with an estimated completion date of December 2014. For each session, several measures are taken pre and post participation to assess outcomes. We are just starting our follow-up for the 2013 sessions and look towards measuring more comprehensive, long-term outcomes.

7. Through this proposal, SARRC will recruit, support and educate a minimum of 20 women with ASD in a bi-annual Women's Empowerment Series with the ultimate program goal of increasing their independence and empowering them to become productive members of their community.

Applicant Name: Southwest Autism Research & Resource Center

Project Title: Women's Empowerment Series

Personnel

- **Katrina Warriner** – Clinical Supervisor / Clinical Interventionist – 2
  Time spent on this project = 52%; Salary $15,900
- **Zori Wickander** – VLSA Program Facilitator / Clinical Interventionist – 1
  Time spent on this project = 27%; Salary $3,200
- **Amy Kenzer, PH.D., BCBA-D** – Clinical Services Director
  Time spent on this project = 10%; Salary $5,500
- **Erica Skepnek, Psy.D** – Clinical Psychologist,
  Time spent on this project = 2.5%; Salary $700

Salaries
Total - $25,400
Request to ADDPC - $18,600

Fringe Benefits (25 percent of above salaries)
Total - $6,350
Request to ADDPC - $4,650

Supplies/Operating Expenses (Program materials, training manuals, assessments)
Total - $1,800
Request to ADDPC - $1,350

Travel
Total - $533
Request to ADDPC - $400

Rent or Cost of Space: Trainings will be held on site at SARRC's Vocational & Life Skills Academy (VLSA), which is owned by SARRC.

Total cost of program - $34,083
Total request to ADDPC - $25,000

Match: SARRC will provide a match in the amount of $9,083, which accounts for 26.6% of the total cost of the program. Match will come from unrestricted funds and fundraising efforts.

E. PROJECT BUDGET SUMMARY
APPLICATION NO. ADDPC-FFY14-GP-00

Budget Request Form

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

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

Project Name: Women's Empowerment Series

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	18,600	6,800		25,400
Fringe Benefits	4,650	1,700		6,350
Supplies / Operating Expenses	1,350	450		1,800
Travel	400	133		533
Rent or Cost of Space	-	-		-
Contracted Services / Professional Services	-	-		-
Administrative / Indirect Costs	-	-		-
Total Costs	**25,000**	**9,083**	-	**34,083**

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 (Phone) shusmoe@autismcenter.org (Email)

The Southwest Autism Research and Resource Center (SARRC®) is proposing to offer a program that provides an educational foundation and support system for young women with autism spectrum disorder (ASD) to empower them in relationships, finances, independent living, and employment. The program offers women a safe environment where they learn about the "hidden curriculum" in social situations (i.e., the things we often learn without anyone specifically teaching us), and provides women with the skills needed to self-advocate, handle finances and strive to be more independent.

Through this proposal, SARRC will recruit, support and educate a minimum of 20 women with ASD in a bi-annual Women's Empowerment Series – a program consisting of two, 12-week sessions. Staff will recruit 10 women for each session over the course of the year and use a preventative program model rather than a reactionary model distinguishing itself from other types of psychological services. The program uses scientific principles from psychology, counseling, and applied behavior analysis (ABA) techniques, in an environment where women can openly discuss issues and feel empowered to self-advocate on their own behalf. This program was first developed in March of 2013 and has been able to serve over 25 women since its inception.

Key staff members for this program are Katrina Warriner, Women's Empowerment Series Supervisor & Clinical Supervisor/Interventionist 2; Zori Wickander, Clinical Interventionist 1; Amy Kenzer, PH.D., BCBA-D, SARRC Clinical Services Director and Erica Skepnek, Psy.D, Clinical Psychologist.

Incorporated in 1997, SARRC has proven over the years to have the capacity to run superior, evidence-based programs utilizing the expertise of its staff. SARRC's professional staff is comprised of a medical doctor (M.D.), five post-doctoral staff (Ph.D.), a registered nurse (RN), a certified family nurse practitioner (C-FNP), 24 master's level staff and 15 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.

SARRC is requesting funds from ADDPC in the amount of $25,000.

Scope of Work

Part 1 – Eligibility and Availability of Funds

Incorporated in 1997, SARRC's mission is to advance research and provide a lifetime of support for individuals with autism spectrum disorder (ASD) and their families. The Women's Empowerment Series highlights our ongoing efforts to provide programs serving individuals long after an initial ASD diagnosis. This program focuses on an underserved population within the autism community – women.

Southwest Autism Research and Resource Center (SARRC®) will offer women with ASD support and education in a bi-annual Women's Empowerment Series to increase self-advocacy skills and empower them to become independent and productive members of their community.

Part 2 – Purpose and ADDPC Objectives

In partnership with the Arizona Developmental Disabilities Planning Council (ADDPC), SARRC's Women's Empowerment Series aligns with the following objectives contained in the ADDPC 2012-2016 Five Year Plan:

- Objective 1: Enhance the leadership capacity of self-advocates and increase their involvement in civic and other leadership activities.

- Objective 3: Provide reliable information on a variety of topics that are important to persons with developmental disabilities, their families, and persons who support them

Part 3 – Tasks

SARRC's Women's Empowerment Series will increase self-advocacy skills and empower 20 women to become independent and productive members of their community. The series will be organized, administered and evaluated by two clinicians (one in a supervisory role) and managed by a clinical services director. We also have a clinical psychologist in an advisory role.

In order to accomplish this, a variety of tasks will be accomplished through the following methods:

1. *Women's Empowerment Series uses an evidenced based, best practice model*

The Women's Empowerment Series uses interventions based in applied behavior analysis (ABA) and cognitive behavioral therapy (CBT) to teach women with ASD important skills to become independent and self-advocates. The series includes two elements, classroom instruction and community outings. Classroom instruction includes brief lectures from the group facilitator on specific topics with hands-on activities and discussions. This type of instruction was created to introduce participants to topics in a safe environment with other women on the autism spectrum. The activities promote social interaction between the participants and often involve role-plays and other forms

of direct practice of the skills targeted for that week. The second element, the community outing, allows participants to practice and engage in the target skills within a generalized setting. Each week a community site or guest speaker is identified that aligns with the topic of the week. For example, during the week that is focused on social skills related to healthy friendships the group will go to a local bowling alley to interact in a community social environment and practice the skills discussed in class. Each of the community outings provide other opportunities to practice skills that are necessary for independent living such as, using public transportation, managing money, following a schedule, and following safety rules in public.

Throughout the major elements of the Women's Empowerment Series, skills are taught through interventions founded in ABA. ABA is a scientifically based intervention found to be effective in treating people with autism (Simpson RL (2005). Evidence-based practices and students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 20(3),* 140-149) ***and*** (Bishop-Fitzpatrick L, Minshew NJ, & Eack SM (2013). A systematic review of psychosocial interventions for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders,* 43, 687-694) ***and*** (Roth ME, Gillis JM, & DiGennaro-Reed FD (2014). A meta-analysis of behavioral interventions for adolescents and adults with autism spectrum disorders. *Journal of Behavioral Education,* 23, 258-286).

We also know that support groups for the participants are highly effective in building confidence and socialization opportunities to learn from each other. A study conducted showed, attending a support group for only an hour a week, for 8 consecutive weeks was effective in increasing the quality of peer relations. This program also only included discussions with the group. They did not have the opportunity to role play or practice their skills in a community environment. (Hillier A, Fish T, Cloppert P, & Beversdorf DQ (2007). Outcomes of a social and vocational support group for adolescents and young adults on the autism spectrum. *Focus on Autism and Other Developmental Disabilities, 22(2),* 107-115).

The effects of support group interventions can be enhanced by including Behavior Skills Training. SARRC's classroom element uses Behavior Skills Training which includes lecture based teaching, with modeling, practice and opportunities for coaching and feedback. Behavior Skills Training has been found to be effective in teaching women with intellectual disabilities to report inappropriate interactions with staff in a residential care setting (Bollman JR & Davis PK (2009). Teaching women with intellectual disabilities to identify and report inappropriate staff-to-resident interactions. *Journal of Applied Behavior Analysis,* 42(*4*), 813-817).

The community outing element uses similar interventions based in ABA and studies show have been used to increase socialization in adults (Koegel LK, Ashbaugh K, Koegel RL, Detar WJ (2013). Increasing socialization in adults with asperger's syndrome. *Psychology in the Schools,* 50(*9*), 899-909). Generalization of these skills to the natural environment in which the women would need to use them is critical.

While CBT is not the primary intervention used in the Women's Empowerment Series, elements of CBT are applied on an individual basis especially for symptoms of comorbid diagnoses. Techniques from group CBT are also applied during group discussions as appropriate as well as in the practice of having participants report on their own progress through journals and homework. Multiple research studies have found that CBT is effective in reducing symptoms of comorbid disorders (presence of one or more additional disorders) such as anxiety and obsessive-compulsive disorder as well as increasing social skills (Russell AJ, Jassi A, Fullana MA, Mack H, Johnson K, Heyman I, Mataix-Cols D (2013). Cognitive behavior therapy for comorbid obsessive-compulsive disorder in high-functioning autism spectrum disorders: A randomized controlled trial. *Depression and Anxiety*, 30, 697-708).

2. *Women's Empowerment Series supports an underserved population within the autism community*

There are few organizations in Arizona that provide programs focused on empowering adults with autism. Fortunately, since opening its Vocational & Life Skills Academy (VLSA) in 2009, SARRC has been a leading service provider of life skills trainings, self sufficiency and vocational skills to teens, and employment services for adults with ASD. Our Women's Empowerment Series has been a part of our VLSA programming since March 2013.

The CDC reports that only 1 in 5 people diagnosed with autism are women (Frieden TR, Jaffe HW, Cono J, Richards CL, Iademarco MF. Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2010. MMWR 2014;63). Because of this, many adult programs do not address gender related topics in its program implementation. SARRC's Women's Empowerment Series is the only gender-responsive program for women with ASD; providing participants with a safe environment to learn from like peers and learn the skills needed to self-advocate.

Outreach to this population will occur through SARRC's website, social media, as well our database of previously served women over the age of 18. Additionally, we will reach out to other agency providers serving women with ASD that might be interested in this program. A promotional flyer will also be created to have available for the large number of community events SARRC attends throughout the year.

3. *Women's Empowerment Series is responsive to its sensitive subject matter*

SARRC understands the sensitive subject matter and the population being served through its Women's Empowerment Series. Since the program's inception in 2013, program staff have made changes to its materials to ensure content was appropriate for the language level of its participants and has been evaluated for overall effectiveness. We also altered and scaled back some of the content after receiving the initial feedback from the first group of participants.

Didactic lessons, discussions and activities are developed to highlight specific women's needs or issues. A few of the target topics that are tailored to a women's perspective are the issues of dating, friendship (specifically "mean girl" type behaviors amongst women), safety when living alone, and women's health. Participants are screened by clinicians to make sure that they are at an appropriate age and language level to benefit from the series.

4. *Women's Empowerment Series partners with local, community stakeholders*

After the first year of the Women's Empowerment Series, we now see value in providing inclusive, real-life experiences for our participants to practice the skills learned during didactic lessons. Our 2015 program will add a "community outing" element and on a weekly basis, participants visit a local community organization or business (pre-selected by Women's Empowerment Series supervisor) to ensure skills and knowledge of the lesson topics are being implemented in the community. When a community partner is identified, the supervisor will educate the partner's staff about ASD and resources offered by SARRC. These community partners will have the opportunity to interact with and help educate women with ASD.

We would also like to develop and coordinate the community outings with other potential funded applicants to ensure a robust list of community partners is being created for all self-advocates and organizations like SARRC are sharing best practices and lessons learned.

5. *Women's Empowerment Series is an importance component to the ongoing and comprehensive program for self-advocates and women in the State of Arizona*

Each of the participants that enroll in the Women's Empowerment Series receives 2, one-on-one sessions with a clinician. During these sessions goals are identified and reviewed for completion. During this time the clinician may identify other resources that the participant might benefit from within the community. Some of the participants may already be receiving other services from SARRC or other agencies. The Women's Empowerment Series is able to connect women to systems of support and community resources, not just by providing written and verbal information, but also by going into the community and connecting with other resources. For example, the Women's Empowerment Series provides written and verbal information about women's health and then provides the participants the opportunity to go to the Arizona Department of Health Services office and speak with someone about the services they offer and how to access them. The skills that are focused on within the group's curriculum lay a foundation for women to become more independent and access services that are appropriate to their needs and goals.

6. *Women's Empowerment Series administers an evaluation to determine best practices moving forward*

Each participant attends an intake interview before starting the program (pre-assessment). During the intake interview the clinician helps identify the individual needs of the participant and any potential barriers to the program. This allows the group facilitators to have materials prepared for individual interventions if needed. The participants are then given more program specific assessments including the Social Responsiveness Scale (SRS-II), Multi-Dimensional Anxiety Questionnaire, Multi-Dimensional Self-Esteem Inventory, Ritvo Autism-Asperger's Diagnostic Scale, and a pre-test on curriculum content. Each participant will also receive a half hour, one-on-one session to identify individual goals. Data will be collected bi-weekly on individual goals during group sessions and through self-report from participants. The Women's Empowerment Series supervisor will graph the data on individual goals and assess it bi-weekly. Changes in feedback to participant, group structure or curriculum may be made if progress is not being seen on individual and group goals. At the end of each classroom session the facilitators also lead a discussion on what was learned that week. This gives participants the opportunity to provide feedback on what information was helpful, what they still have more questions about and which activities they liked. This information will then be used to modify the curriculum in the following weeks of the program or as appropriate for the next round of the program. Upon completion of the program each participant will complete the following assessments the Social Responsiveness Scale (SRS-II), Multi-Dimensional Anxiety Questionnaire, Multi-Dimensional Self-Esteem Inventory, Ritvo Autism-Asperger's Diagnostic Scale, and a post-test on curriculum content. The ADDPC '*Short Term Outcome Post Survey*' and '*AIDD Consumer Satisfaction Survey*' will also be given during the post-assessment appointment. The supervisor will then enter the data from the surveys into a graphic display for further evaluation. The ADDPC '*Intermediate Term Outcome Post Survey*' will be given during the supervisor's three month follow-up conversation/meeting.

Part 4 – Strategies

1. Training and technical assistance

The Women's Empowerment Series will provide multiple elements of training. The primary training will occur with the participants in the group. Each class provides a didactic description of a social or independent living skill. These skills are first discussed with the group. The clinicians will lead a discussion with the group about the topic or an activity that allows the participants to practice the skill in a safe setting. The clinicians will provide feedback so that the skills are improved and ready to be applied. The second element of the program is the application in the community settings. This provides the participants an opportunity to practice the skills in a generalized and practical setting. Some of the topics will cover specific technical skills such as setting up an email account and online calendar, how to maintain it and use it to make sure they are on time for a job or social appointments. The program also includes the opportunity to practice the social skills of answering and making phone calls and email etiquette. Public transportation will be taken for each community outing. Clinicians will offer training and technical assistance in how to access the Valley Metro website or Google maps to find the best routes to needed locations and how to pay bus and light rail fair. The second element of training and technical assistance that the Women's

Empowerment Series offers is to non-managerial clinicians. A checklist on how to run the group as well as fidelity of implementation measures are used throughout the program to make sure that the clinician is trained to implement the strategies correctly. The supervisor and manager of the program will provide didactic training, in-vivo coaching and provide written feedback. This system of supervision and training insures that participants are receiving well implemented intervention.

2. Supporting and educating communities

SARRC will support and educate the Phoenix community through its identification of community outing sites. For each site, SARRC will offer to discuss the needs of people with ASD with their staff. This training will be done through brief conversation and written information about autism spectrum disorder. Clinicians may also provide feedback to the staff at the community outing throughout their interactions with the group. Offering feedback and information on ASD will support the community business and organizations to be better prepared to serve women with ASD as well as individuals with other developmental disabilities.

3. Barrier elimination

The Women's Empowerment Series eliminates barriers found in the community in two ways. By providing training and coaching both in the classroom and community setting, SARRC is helping women with ASD learn important skills to increase independence in the community. Learning and practicing to use public transportation eliminates the barrier to work and attend community events for women who are unable to drive or do not have access to a car. Varied social skills that are discussed and practiced throughout the program will eliminate or reduce the barriers to create friendships in the community, gain and maintain a job and become involved in community activities or volunteer work. The second type of barrier that the Women's Empowerment Series eliminates is within the community itself. By exposing local business and other organizations to women with ASD, they will feel more prepared to engage and understand the population while eliminating stigmas and prejudices they may have previously held.

Part 5 – Evaluation

Evaluation is an integral part of the Women's Empowerment Series' ability to serve our participants in their attempt to increase their self-advocacy skills. In order to accomplish this, a number of evaluations are administered, reviewed and recorded:

1. Evaluation Narrative

i. In a period of 12 months, Women's Empowerment Series will increase self-advocacy skills and empower 20 women to become independent and productive members of their community. The program will be split into two series with 10 participants in each group. Each individual participant will set and make progress on their individual goals as well as make progress on the group goals set by the women of each group. One of the largest barriers to the program is funding. SARRC is currently

funding the program through non-discretionary funding, of which, may not be available in 2015. The ADDPC grant would ensure this program is available to this underserved population of the ASD population.

ii. The supervisor and clinician who run the group will conduct the evaluation of the grant. The ADDPC *'Short Term Outcome Post Survey'* and *'AIDD Consumer Satisfaction Survey'* will be given to participants during the post-assessment appointment by the supervisor. The supervisor will then enter the data from the surveys into a graphic display for further review and reporting. Three months after completion of the program the supervisor will call each of the participants and invite them to fill out the *'Intermediate Term Outcome Post Survey.'* The participants will be offered multiple ways to receive the survey including email, picking it up in person, or standard mail. The participants can then either return the survey through the mail or drop it off to a SARRC office.

iii. Before attending the first week's session participants attend an intake interview where program specific assessments are completed. SARRC's research department will complete the Autism Diagnostic Observation Scale (ADOS-Module 4), Kaufman Brief Intelligence Test (K-BIT) and Vineland-II for each participant in the group. The supervisor and clinician will collect bi-weekly data on the participants' individual goals either in-vivo during class and community outings or through self-report measures from the participants. Examples of individual goals could include but are not limited to: participant will identify and complete the steps of using public transportation or participant will increase initiations to peers in the community setting. This data will be graphed and the changes on the graph will inform the supervisor on whether participants are making progress towards their individual goals. This will evaluate the efficacy of the group to help women gain independent living and social skills. At the end of each class, the group discusses the day's activities and topics and is given the opportunity to share what information was useful, what activities they liked and how important the skills taught that day were to them. The supervisor will use this information to either modify future lessons with that group or make changes to the curriculum for future groups. All the participants will also be given each of the following assessments before and after the program: Social Responsiveness Scale (SRS-II), Multi-Dimensional Anxiety Questionnaire, Multi-Dimensional Self-Esteem Inventory, Ritvo Autism-Asperger's Diagnostic Scale, and a pre-test on curriculum content. The Women's Empowerment Series hopes to decrease anxiety and increase self-esteem across participants.

iv. The supervisor and manager will collect the data and display it in individual and group graphs to assess the progress being seen. These graphs will be updated at least bi-weekly so that changes in intervention can be made if progress is not being seen on individual or group goals.

v. Evaluation of the Women's Empowerment Series is considered part of the program operations, therefore are accounted for in the budget line item titled "Supplies/Operating Expenses".

Methodology

Following is a detailed description of the method for accomplishing tasks listed in the Scope of Work. The program components are broken into four parts.

Program Goal - ***Southwest Autism Research and Resource Center (SARRC®) will offer women with ASD support and education in a bi-annual Women's Empowerment Series to increase self-advocacy skills and empower them to become independent and productive members of their community.***

Objective 1. Enhance the leadership capacity of self-advocates and increase their involvement in civic and other leadership activities.

Objective 3. Provide reliable information on a variety of topics that are important to persons with developmental disabilities, their families, and persons who support them.

Task #1 – Program Planning
SARRC will use a SARRC created multi-element curriculum to enhance the leadership capacity of self-advocates.

Tactics	Person Responsible	Location and Resources
a. Finalize program sequence and schedule: • Consider previous participants feedback • Consider common reasons for missing sessions (e.g. holidays) • Available community activities	Clinical Supervisor	Location: SARRC VLSA Resources: Computer
b. Review and update activities and PowerPoint's: • Consider previous participants feedback • Update information as needed • Organize materials for hands-on activities • Create/buy items for activities • Print worksheets and notes • Create binders for participant homework and journals		Location: SARRC VLSA Resources: Computer, paper, printer, laminate, binders, dividers, paper protectors

c. Schedule community outings and guest speakers: • Call to set up phone or in-person meeting • Discuss the needs of the group • Provide reference to interested speakers and outing sites • Schedule speakers and sites aligned with curriculum topics		Location: SARRC VLSA, Community sites Resources: Computer, phone, email access
Task #2 – Recruitment/Retention SARRC will recruit 20 women with ASD that are interested in increasing their knowledge and skills in advocating for themselves as well as skills that will increase their independence.		
Tactics	**Person Responsible**	**Location and Resources**
a. Program criteria for participants in Women's Empowerment Series to include: • Graduated or completed high school • Ability to meet time commitment of series • Ability to commit to program parameters • Female; 18 years or older	Clinical Supervisor	Location: SARRC VLSA Resources: Computer
b. Begin recruitment though the following avenues: • Post information on SARRC website, social media and email fliers • Existing SARRC database • Other local and statewide autism agencies (e.g. Autism Speaks, Hope Group, AZA United, AZ Autism Coalition) **Note: Recruitment will occur throughout the funding year. Participants identified during the program implementation or evaluation periods will be placed on a waitlist for the following round of implementation.**		Location: SARRC VLSA Resources: Computer, database, phone, email access
c. Provide one, 1-hour intake interview for each participant that will		Location: SARRC VLSA

introduce and explain the Women's Empowerment Series to prospective participants and their families. Implement program specific pre-assessments and identify individual goals.		Resources: Computer, phone, e-mail access, printer, paper, assessments, computer projector & screen

Task #3 – Program-Training, Education, and Support

Using tools, procedures and training curricula developed at SARRC, the Women's Empowerment Series will provide training curriculum to educate participants about the following:

- Community resources available to people with ASD
- Skill, knowledge and application of the "hidden curriculum" in social situations
- Skill, knowledge and application of independent living skills, including transportation
- Skill, knowledge and application of self-advocacy skills

Tactics	**Person Responsible**	**Location and Resources**
a. SARRC will update and use previously developed curriculum including classroom (didactic lessons) and application sessions. The classroom sessions use principals based in applied behavioral analysis and cognitive behavioral therapy to promote development of critical skills. Elements of the didactic curriculum will include teaching materials, hands-on activities, worksheets, homework, videos and other tasks related to course requirements. Curriculum is documented in a manual for future replication. ***Classroom Lessons – Skill Topics*** • What does a diagnosis of ASD mean • What is the difference between men and women with ASD • Time management, making and following a schedule and staying on task • Teasing and relational aggression • Life transitions and careers • Basics of social rules	Clinical Interventionist Clinical Supervisor	Locations: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools

• Safety and community awareness • Healthy relationships part 1: Friendships • Healthy relationships part 2: Romantic Relationships • Sexuality • Finances and budgeting • Independent living skills ***Application Sessions – Community Outings*** For each topic there is a corresponding application session in which participants are able to apply the skills they learned in the classroom session. Community outings include opportunities to practice using public transportation, getting to appointments on time and social skills. SARRC staff will reach out to local businesses and resource centers to become involved in the program as "community outing sites." • Visit the disability resource center • Visit the fitness center for persons with disabilities • Visit and make purchases at an office supply store • Hear a guest speaker at a community library • Vocational Rehabilitation offices • Socialize at a bowling ally • Tour and receive a safety lesson at a fire station • Design and paint custom pottery • Participate in an etiquette lesson • Visit and hear a guest speaker at the Arizona Department of Health Services • Tour an apartment complex • Go grocery shopping and prepare a meal **Note: The application sessions may be based in these areas, the exact location and activities may change based on availability and participant feedback and individual goals.**		Locations: SARRC VLSA; visits to government offices; community outings (shopping, etc.) Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools, bus and light rail fair

b. SARRC clinicians will meet one-on-one with individual participants at least twice throughout the program to create, update and support individualized goals. • Based on assessments completed during the intake interview as well as the preference of the client on what they want to learn • Goals will be clearly and objectively written with detailed mastery criteria included • Goals can focus on specific aspects of any of the program topics, for example: o The participant will increase the frequency they participate in activities by volunteering to answer a question or making a comment at least twice in class for two consecutive weeks o The participant will identify and complete all the steps of using transportation with 100% accuracy for no less than two locations and two consecutive opportunities o The participant will create an individualized calendar on Google, update appointments and set reminders weekly across two weeks o The participant will initiate on topic conversation with a peer at least twice for each community outing across no less than 2 peers • Data will be collected weekly or bi-weekly depending on the mastery criteria • Data will either be collected by SARRC staff in-vivo during class or on outings or from self-report through journals or self-monitoring systems • Data will be graphed bi-weekly by SARRC staff, changes to instruction will occur if progress is not being observed • Upon completion of the program each individual will receive a 'report card' written by the Women Empowerment Series clinical supervisor. The report card includes progress seen on each goal as well as overall observations made by SARRC staff and ideas for		Locations: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools

future support c. Women's Empowerment Series clinicians will lead the groups to identify 2-3 group goals to attend by the end of the program. • Goals will be clearly and objectively written with mastery criteria included • Data will be collected weekly or bi-weekly depending on the mastery criteria • Data will either be collected by SARRC staff in-vivo during class or on outings or from self-report through journals or self-monitoring systems. • Data will be graphed bi-weekly by SARRC staff, changes to instruction will occur if progress is not being observed.		Locations: SARRC VLSA Resources: Computer, phone, e-mail access, printer, paper, existing assessment and curriculum tools

Task #4 – Evaluation

Evaluation is an integral part of the Women's Empowerment Series ability to serve our participants in their attempt to increase their self-advocacy skills. In order to accomplish this, a number of evaluations are administered, reviewed and recorded:

Tactic	**Person Responsible**	**Location and Resources**
a. Establish a process to track the outcomes of evaluations and overall program (to be developed) b. Participant demographics to be evaluated include: • **Autism Diagnostic Observation Scale (ADOS)** (autism symptoms and severity) • **Kaufman Brief Intelligence Test II (K-BIT II)** (cognitive ability) • **Vineland Adaptive Behavior Scale II** (adaptive life skills) **Note: Information gathered in these assessments are completed once to help identify characteristics of successful self-advocacy and additional demographic information of participants**	Clinical Supervisor Clinical Services Director Clinical Psychologist	Location: SARRC VLSA Resources: Standardized assessment tools (SARRC currently owns), computer, printer, e-mail access

c. Outcome measures (to be completed pre/post completion of Women's Empowerment Series) include: • **Social Responsiveness Scale II (SRS-II)** (social skills) • **Multi-Dimensional Anxiety Questionnaire** (symptoms of anxiety) • **Multi-Dimensional Self-Esteem Inventory** (measures global self-esteem) • **Ritvo Autism-Asperger's Diagnostic Scale** (identifies traits of autism) • **SARRC Women's Empowerment Post-Test on Curriculum - *to be developed*** (Purpose is to assess the client's perceptions and knowledge of the target skills of the program) d. ADDPC Evaluation Survey's (to be completed post completion of Women's Empowerment Series) include: - ***Short Term Outcome Post Survey*** - ***Intermediate Term Outcome Post Survey*** - ***AIDD Consumer Satisfaction Survey***		

D. TIMELINE OF MAJOR ACTIVITIES
APPLICATION NO. ADDPC-FFY14-GP-00

Activity	Responsible Staff	Estimated Date of Completion	Documentation
Program Planning	Katrina Warriner	January 2015	• Finalize course sequence • Review and update teaching materials, hands-on activities, worksheets, homework and videos based on previous participant feedback • Establish a process to track the outcomes of evaluations and overall program • Identify community outing sites and speak to them about participation • Schedule guest speakers and community outings • Post program information on website, make posts on social media and send information to other local organizations.
Recruitment and Retention	Katrina Warriner	January-February 2015	• Recruit clients from SARRC existing client base and other partner agencies • Provide orientation to introduce the program to participants • Complete intake interview and pre-assessments, identify individual goals and priorities as well as identify any potential barriers to the group format
Program (12 weeks)	Katrina Warriner Zori Wickander	February - May 2015	• Didactic skills class for all participants one day a week, 3 hours • Community outings for all participants one day per week, 4 hours • Individual scheduled goal sessions, for all participants, 30 minutes (twice during program)
Program Evaluation	Katrina Warriner	February - May 2015	• Complete program specific post-assessments for each participant • Collect data weekly on participants individual and group goals and

			graph for analysis • Collect feedback and comments from participants regarding assistance received, effectiveness of trainers, materials, resources and overall experience • Write individual reports discussing progress on goals • Meet with each participant individually to provide and review a report of progress seen during the program • Provide *'Short Term Outcome Post Survey'* and *'AIDD Consumer Satisfaction Survey'*
Program Planning	Katrina Warriner	June 2015	• Finalize course sequence • Review and update teaching materials, hands-on activities, worksheets, homework and videos based on participant feedback and ADDPC surveys • Identify community outing sites and speak to them about participation • Schedule guest speakers and community outing sites • Post program information on website, make posts on social media and send information to other local organizations.
Recruitment and Retention	Katrina Warriner	July 2015	• Recruit clients from SARRC existing client base and other partner agencies • Provide orientation to introduce the program to participants • Complete intake interview and pre-assessments, identify individual goals and priorities as well as identify any potential barriers to the group format

D. TIMELINE OF MAJOR ACTIVITIES
APPLICATION NO. ADDPC-FFY14-GP-00

Program (*12* weeks)	Katrina Warriner, Zori Wickander	August - December 2015	• Didactic skills class for all participants one day a week, 3 hours • Community outings for all participants one day per week, 4 hours • Individual scheduled goal sessions, for all participants, 30 minutes (twice during program)
Program Evaluation	Katrina Warriner	August - December 2015	• Complete program specific post-assessments for each participant • Collect data weekly on participants individual and group goals and graph for analysis • Collect feedback and comments from participants regarding assistance received, effectiveness of trainers, materials, resources and overall experience • Write individual reports discussing progress on goals • Meet with each participant individually to provide and review a report of progress seen during the program • Provide *'Short Term Outcome Post Survey'* and *'AIDD Consumer Satisfaction Survey'* to second round of participants • In August, provide *'Intermediate Term Outcome Post Survey'* to the participants of the first round in 2015
Program Evaluation	Katrina Warriner	March 2015	• Provide *'Intermediate Term Outcome Post Survey'* to the participants of the second round in 2015
Final Report to ADDPC	Katrina Warriner	April 2015	• Prepare and submit written report with comprehensive data to ADDPC

Applicant Name: Southwest Autism Research & Resource Center

Project Title: Women's Empowerment Series

Personnel

- **Katrina Warriner** – Clinical Supervisor / Clinical Interventionist – 2
  Time spent on this project = 50%; Salary $15,600
- **Zori Wickander** – VLSA Program Facilitator / Clinical Interventionist – 1
  Time spent on this project = 25%; Salary $3,000
- **Amy Kenzer, PH.D., BCBA-D** – Clinical Services Director
  Time spent on this project = 10%; Salary $5,500
- **Erica Skepnek, Psy.D** – Clinical Psychologist,
  Time spent on this project = 2.5%; Salary $700

Salaries
Total - $24,800
Request to ADDPC - $18,600

Fringe Benefits (25 percent of above salaries)
Total - $6,200
Request to ADDPC - $4,650

Supplies/Operating Expenses (Program materials, training manuals, assessments)
Total - $1,800
Request to ADDPC - $1,350

Travel
Total - $533
Request to ADDPC - $400

Rent or Cost of Space: Trainings will be held on site at SARRC's Vocational & Life Skills Academy (VLSA), which is owned by SARRC.

Total cost of program - $33,333
Total request to ADDPC - $25,000

Match: SARRC will provide a match in the amount of $8,333, which accounts for 25% of the total cost of the program. Match will come from unrestricted funds and fundraising efforts.

Budget Request Form

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

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

Project Name: Women's Empowerment Series

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	18,600	6,200		24,800
Fringe Benefits	4,650	1,550		6,200
Supplies / Operating Expenses	1,350	450		1,800
Travel	400	133		533
Rent or Cost of Space	-	-		-
Contracted Services / Professional Services	-	-		-
Administrative / Indirect Costs	-	-		-
Total Costs	**25,000**	**8,333**	-	**33,333**

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 (Phone) shusmoe@autismcenter.org (Email)

F. APPLICANT'S BACKGROUND INFORMATION QUESTIONNAIRE
APPLICATION NO. ADDPC-FFY14-GP-00

Complete each item, using attachments where necessary and label your response **"Applicants Background Information Form"**. Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of your application as unresponsive.

1. Contact Name for Project: Greg Boone

   Organization Name: Southwest Autism Research and Resource Center (SARRC)

   Address: 300 N. 18th Street, Phoenix, Arizona, 85006-4103

   Phone Number: 602-218-8213 FAX: 602-606-9847 Email: gboone@autismcenter.org

2. The Applicant is (check the appropriate box):

	Individual		Corporation – For Profit		Limited Liability Company
	Partnership	X	Corporation – Not for Profit		Other – Please Describe:
	Limited Liability		Government Entity		

   Year Established: 1997

3. Authorized Signatory:

Danny Openden, PH.D., BCBA-D, SARRC President and CEO
(Name and Title of Authorized Signatory) is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.

		YES	NO
4.	Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attaché an explanation.		X
5.	Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? If YES, please attach an explanation.		X
6.	Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach and explanation.	X	
7.	Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach and explanation.		X
8.	Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.		X
9.	Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations or relationships which may have substantial interest (as defined in A.R. S. §38-502, Conflict of Interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.		X
10.	Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.		X

For the following questions, label your response **"Applicant's Qualifications Questionnaire"** and indicate the question number that is being addressed. Answer the questions or inquiries in this questionnaire using attachments where necessary. This Questionnaire shall also apply to any Subcontractor that will have a key role in the proposed project.

1. Briefly provide an overview of the company or entity that includes organizational Mission and Vision. Describe how your organization is involved in the developmental disability community and summarize the type of programs or services provided. Include an Organization Chart to show the lines of responsibility. (Limited to three pages, single sided with one inch margins and number 12 fonts, not including the organizational chart).

The mission of the Southwest Autism Research & Resource Center (SARRC®) is to advance research and provide a lifetime of support for individuals with autism and their families.

Established in 1997 by two mothers of children with autism and their pediatrician, SARRC today is a nationally emulated model that blends scientific research, family and community resources into one dynamic nonprofit organization. SARRC's approach to services and programs across the lifespan is a clinical model grounded in applied behavior analysis (ABA) and psychology, with a particular focus on naturalistic behavioral interventions in inclusive environments (e.g. at home, in school, on the job, and in the community). We are one of the only autism organizations in the world that provides a lifetime of services for individuals and their families while also conducting cutting edge research.

Following a family-centered approach, an integral part of what we do is assist families on their journey once a child has been diagnosed with ASD. From early intervention through adulthood, SARRC supports and empowers families to be the best educators and decision makers for their children. Using evidence-based practices, our programs and services impact not only individuals with ASD, but also those who affect their lives: parents, grandparents, siblings, physicians, psychologists, educators, therapists and habilitators.

In 2013 SARRC provided more than 1,500 individualized services and research for children, teens, and adults with ASD; served nearly 3,000 parents, family members, typical peers, and community members; and trained more than 3,500 educational and medical professionals.

Our programs consist of:

<u>INTERVENTIONS</u>

- JumpStart®
- Community School
- Comprehensive home-based behavioral program
- Home-based consultation
- Specialized habilitation
- Remote parent training

VOCATIONAL & LIFE SKILLS

- Autism CommunityWorks®
- Employment services
- Entrepreneurial Center for Special Abilities
- Academy of classes
- Transition program

EDUCATION, TRAINING, AND OUTREACH

- Education and training programs
- ThinkAsperger's®
- FRIEND® program
- FRIEND® summer camp
- School consultation
- Physician Outreach Program

RESEARCH

- Pharmaceutical trials
- Family studies

Please refer to the attached Organizational Chart to view lines of responsibilities.

2. Briefly describe the company's experience, expertise or qualifications that demonstrate the Applicant's ability to successfully deliver the proposed project, per the Scope of Work requirements. (Limited to two pages, single sided with one inch margins and number 12 fonts.)

Around the time SARRC was founded, the incidence of an autism diagnosis was 1 in 10,000; today it is 1 in 68. This growing number is especially worrisome because Arizona, which is SARRC's primary service area, is one of only two states registering the nation's highest rates of autism: 1 in 64. Since opening our doors 17 years ago, we have met the demands of the autism community by growing and developing programs to address the needs of individuals with ASD of all ages. Today, we are the State of Arizona's largest provider of services and research for individuals with ASD and their support network.

SARRC's expertise is unsurpassed, with staff comprised of highly trained clinical and medical professionals including a medical doctor (M.D.); 5 post-doctoral staff (Ph.D.), which includes a licensed clinical psychologist; a registered nurse (RN), a certified family nurse practitioner (C-FNP), 24 master's level staff; and 14 board certified behavior analysts (BCBA) with 2 at the doctoral level. Most facilitators and clinicians hold a minimum of a bachelor's degree. This level of expertise merits SARRC as having the most experienced and highly credentialed staff of any other autism service provider in the State.

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 2002, SARRC launched its first early intervention program to provide immediate services for newly diagnosed children to give them a "jumpstart" on their intervention. The program, "PreStart", has since evolved over the years to JumpStart®, our current early intervention and parent empowerment series.

- In 2003, SARRC joined forces 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. This partnership continues to this day.

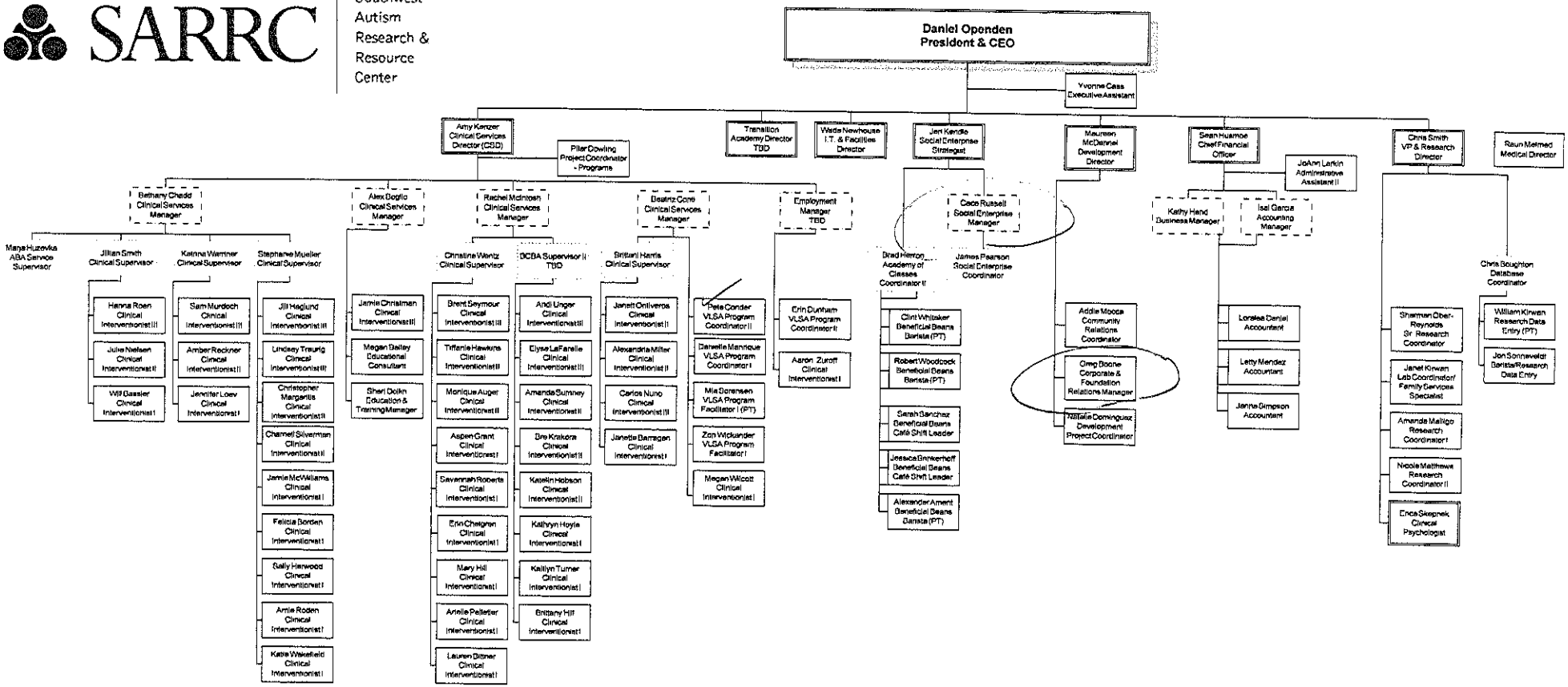
- In 2005, after years of providing early intervention services for families of children newly diagnosed with autism, SARRC expanded services by opening the Campus for Exceptional Children. Not only did it expand early intervention services, but a three-classroom preschool was added for children 18 months 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 ASD.

- In 2009 and **directly related to this proposal**, SARRC opened the 10,000 square foot Vocational & Life Skills Academy (VLSA) to provide life skills, self sufficiency and vocational skills to teens, and employment services for adults. The VLSA allows individuals to express interest in potential careers while learning necessary life skills to enhance their ability to live and work more independently. The academy works to model best-practices that include typical mentors and staff support.

- In 2010, SARRC expanded some of its vocational programs into entrepreneurial ventures with the intention of providing sustainability for the organization and employment opportunities for individuals with ASD. In 2012, SARRC's Beneficial Beans Café opened for business at the Scottsdale Civic Center Library, allowing SARRC the opportunity to hire and train adults in the café.

SARRC

Southwest Autism Research & Resource Center



Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire for each person** in a 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: Katrina Warriner

2. Position currently held with Applicant: Clinical Supervisor / Interventionist 2

3. Proposed position for contract service and percentage of time devoted to the contract service: Women's Empowerment Series Supervisor; 50%

4. Number of years with Applicant: 8

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

Katrina Warriner will be the primary facilitator of each of the classes as well as the leader in the community outings. She will supervise the program and clinician that co-facilitate the group. She will lead recruitment for participant as well as conduct the intake interviews, assessments as well as scoring the program specific assessments. She will meet with each participant for a one-on-one session at least twice during their enrollment in the program. These sessions will be used to identify individual goal and create any needed individual intervention plans. She will manage the data for each of the participants individual and group goals with the support from the Clinical Interventionist – 1. Katrina will complete the program planning including modifying and updating curriculum based on participant feedback, identifying and scheduling community outing sites, as well as outreach to other agencies and local businesses.

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

Katrina has a master's in counseling and is a licensed associate counselor with the State of Arizona as well as a nationally certified counselor. She has training and practice with cognitive behavioral therapy as well as experience facilitating groups. She is also a board certified behavior analyst, licensed in the state of Arizona. She has nine years of experience working with people with developmental disabilities. She has eight years experience implementing interventions based on applied behavior analysis under the supervision of a board certified analyst. Katrina has been supervising clinicians who work directly with the clients for a little over a year.

Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** for each person in a 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: Zori Wickander

2. Position currently held with Applicant: Program Facilitator - Community*Works*® / Clinical Interventionist 1

3. Proposed position for contract service and percentage of time devoted to the contract service: Women's Empowerment Series Clinical Interventionist I; 25%

4. Number of years with Applicant: 3 months

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

   Zori Wickander will help facilitate the group along with Katrina Warriner the supervisor of the Women's Empowerment Series. She will be responsible for participating in activities and helping facilitate both the class/lecture element as well as attending community outings. She may also assist Katrina in entering data and maintaining the graphs to assess individual goals for each of the participants.

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

   Zori Wickander volunteered at One Step Beyond Inc., a comprehensive program for people with developmental disabilities, from 2009-2012, She has now been employed by Southwest Autism Research and Resource Center for three months as a program facilitator in Community*Works*®. She has experience supporting people with varied developmental disabilities across settings. Her role in Community*Works*® includes supporting adults and teens in the community. She provides both group and individual interventions. She is responsible for facilitating activities and making sure the participants in Community*Works*® are remaining on-task and engaging in appropriate behaviors for the environment they are in.

Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** for each person in a 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: Amy L. Kenzer

2. Position currently held with Applicant: Clinical Services Director

3. Proposed position for contract service and percentage of time devoted to the contract service: Clinical Services Director; 10%

4. Number of years with Applicant: 1

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

   Dr. Amy Kenzer is the director for all clinical programs and will oversee the programmatic implementation of Women's Empowerment Series. She will manage the Women's Empowerment Supervisor and review all assessment related graphs and reports.

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

   Dr. Amy Kenzer is currently the Clinical Services Director at the Southwest Autism Research and Resource Center. Dr. Kenzer has worked in a variety of positions in the field of behavior analysis, including basic research, applied research, and clinical practice; with individuals with and without autism and other developmental disabilities, of all ages, and their families and care providers. Her earliest work was at the University of Nevada-Reno Early childhood Autism Program. Dr. Kenzer is a Board Certified Behavior Analyst-Doctoral level and a licensed behavior analyst in the state of Arizona. She received her Ph.D. in Behavior Analysis from the University of Nevada, Reno, under the mentorship of Dr. Patrick M. Ghezzi. Dr. Kenzer has also provided graduate level training in behavior analysis at Arizona State University. Dr. Kenzer's current professional activities involve development and oversight of clinical treatment programs for children, teens, and adults with autism, training and consultation programs for support providers including families, professionals, and other health-related providers, and community outreach efforts.