ABSTRACT

AGING WITH AUTISM: A PROFESSIONAL STAFF

TRAINING PROGRAM FOR NICK'S COMMUNITY:

A GRANT PROPOSAL PROJECT

By

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Individuals diagnosed with autism face multiple challenges especially when aging out of the public school system, such as finding a job or a place to stay while their parents are at work. A day program is a service, which can provide support for individuals with autism. The purpose of this project was to write a grant proposal for the implementation of a professional staff training program at Nick's Community, which is a nonprofit day program. The major components of the proposed training program are conducting new and ongoing training to the staff at Nick's Community through workshops, small group activities, and hands-on participation. The submission for funding of this grant was not required for the successful completion of this thesis grant-writing project. Implications for social work research and practice are included.

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TRAINING PROGRAM FOR NICK'S COMMUNITY:

A GRANT PROPOSAL PROJECT

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CHAPTER 1

INTRODUCTION

Autism Spectrum Disorder (ASD) is becoming more prevalent in society every

day. ASD is a mild to severe permanent disorder, which continues into adulthood and

creates life-long challenges (Hendricks & Wehman, 2009). Autism affects individuals in

different ways (Owens, 2010). The Centers for Disease Control and Prevention (CDC)

estimated that in 2010, 1 in 68 children were diagnosed whereas 1 in 150 children were

diagnosed in 2000 (CDC, 2014a). According to Autism Speaks (2014), boys are 5 times

more likely to be diagnosed than girls. Autism Speaks also reports ASD affects over two

million individuals in the United States. The U.S. government released a report on

autism statistics revealing that prevalence rates have increased 10 to 17% annually

(Autism Speaks, 2014). Between 55,602 and 121,324 adolescents with ASD are

currently enrolled in schools in the United States (Hendricks & Wehman, 2009).

According to Parr and Hunter (2014), the total number of Americans diagnosed with

ASD is around 1.5 million. In 2005-2006, a third of adolescents with ASD graduated

with a standard diploma; a fifth received a certificate; and a twentieth dropped out

(Hendricks & Wehman, 2009). As the diagnosis becomes more prevalent, so do the

needs and the resources to help these individuals and their families. Therefore,

professional staff working with adolescents with autism need to have the necessary

training and must be equipped with vital evidenced-based practices, which will best suit the clientele.

After high school, many individuals attend colleges or start a career. Youth diagnosed with ASD find more challenges in navigating those systems and the communities surrounding them. Education, community living, community integration, and employment are critical for the success of adolescents diagnosed with ASD and are part of the transitional phase to becoming an adult (Hendricks & Wehman, 2009). Although adolescents with ASD have the potential for success in adulthood, many leave school unprepared for adult life in college, at work or in the community (Wehman, Schall, Carr, et al., 2014). However, nearly 88% of adolescents with ASD have post-school services as part of their transitional plan (Hendricks & Wehman, 2009). According to Owens (2010), less than 20% of Americans with disabilities are employed. Wehman, Schall, Carr, et al. (2014) state many parents and teachers observed depressed mood and anxiety in adolescents diagnosed with ASD, which increases the difficulties with employment and receiving a higher education. Even though individuals diagnosed with ASD spend a portion of their day in programs after high school, the financial impact is still evident in their families (Wehman, Schall, Carr, et al., 2014). These families provide most basic needs for these individuals with ASD throughout their lifespan.

For adolescents severely impacted with ASD, options for employment dwindle. Individuals with ASD face many barriers, which interfere with becoming a thriving independent adult. To help these individuals there are community-based programs. Although the research is limited, Hinton Keel, Mesibov, and Woods (1997) describe a TEACCH-Supported Employment Program, which offers support to adolescents with

ASD needing extra training for employment. There is also the option for Adult Day

Services, which is where some adolescents with ASD spend a portion of their day. These

services include job training, supported employment programs, and teaching self-help

skills (Lounds Taylor & Mailick Seltzer, 2011). Research for programs that help

adolescents with ASD is limited, as this field is still beginning to develop. More current

research on evidenced-based programs would be beneficial to the field. In order for there

to be evidence-based programming, there needs to be staff that are trained correctly.

Having a professional training program for the staff will help teach how to work with

adolescents diagnosed with ASD that are at the day program.

<p style="text-align:center;">Purpose Statement</p>

Considering the emotional stress transitioning into adulthood, adolescents

diagnosed with ASD require more critical support with employment, education,

residential living, and community involvement. The goal of this grant project is to

provide Nick's Community, a nonprofit organization focusing on providing quality day

program services tailored for the individual, with the financial support needed to create a

staff training program targeting ASD. The training program will increase the knowledge

and skills of the staff about the diagnosis of ASD. The training program targets 10

professional staff at Nick's Community and will take 80 hours of training for each

individual, which will include whole group training, computer training, and small group

training. Nick's Community provides a day center for these adolescents in which job

training, employment, educational support, and community involvement are the focus

each day and is funded by the regional centers. The proposed staff training program will

improve services for current and incoming staff.   As a result of providing the training,

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Nick's Community potentially will increase the opportunity for each adolescent to fulfill a promising and enriched transition to adulthood.

<div align="center">Multicultural Relevance</div>

Adolescents with ASD are considered to be incorporated in their own unique minority and multicultural subgroup. This group of individuals shares the commonality of ASD yet brings differences to the group such as their age, gender, and racial/ethnic background. ASD occurs equitably across demographic groups (Dyches, Wilder, Sudweeks, Obiakor, & Algozzine, 2004). Dyches et al. (2004) state ASD is more prevalent in Western, high technological countries. In the year 2000, a total of 64,588,211 children ages 5-19 were classified as having ASD. Of those children, 9% were Caucasian, 13% were Black, 6% were Hispanic, 13% were Asian, and 5% were Native American (Dyches et al., 2004). In 2010, the CDC discussed the prevalence rate of 8 year olds with ASD. In 2010, approximately 42 boys to 1 girl were living with ASD (CDC, 2014b). The largest growing ethnic group, by percentage, was Hispanic children (CDC, 2014b). In 2010, prevalence among Caucasian children (15%) was more than Black children (12%), Hispanic children (11%), and Native American children (3%; CDC, 2014b). Although the CDC discussed prevalence rates among 8 year olds, it can be concluded the 8 year olds will one day be extended adolescents needing services. The clientele at Nick's Community are between the ages of 18 and 35. Nick's Community serves adolescents with all disabilities, including behavioral concerns, as long as they are ambulatory. Nick's Community has residents from Los Angeles County. In 2013, Los Angeles County population was estimated at 10,017,068 (U.S. Census Bureau, 2014). According to the U.S. Census Bureau (2014), 23.7% of Los Angeles County is 18 years

or older. In 2012, 71.6% of the population was Caucasian, 9.3% was Black, 1.5% was Native American or Alaskan Native, 14.5% was Asian, and 48.2% was Hispanic. The training program will incorporate awareness of different cultures regarding individuals with disabilities. The staff are bilingual, in Spanish and English, and are also skilled in using assistive communication devices such as sign language or iPads.

Social Work Relevance

According to the Social Work Code of Ethics, social workers need to ensure access to services and resources (National Association of Social Workers [NASW], 2014). In this proposed program, social workers will help find the services and resources for adolescents with ASD served at Nick's Community. Social workers also enhance the clients' capacity and opportunity to change, which will be necessary when working with adolescents with ASD transitioning into adulthood. Social workers adhere to another value, which is to strengthen relationships in an effort to promote and enhance the individual, family, and community. Adolescents with ASD will need a great deal of help with building relationships, as this is a social deficit often seen. Therefore, social workers will help build and maintain these relationships with others and employers. Social workers will also provide the evidence-based programs for the staff of the day program.

Conceptual Definitions

Autism Spectrum Disorder (ASD)

To be diagnosed with ASD, an individual must show persistent deficits in social communication and social interaction across multiple contexts; restricted, repetitive

patterns of behavior, interests, or activities; and disturbances not clearly explained by intellectual disability (Autism Speaks, 2014).

Extended Adolescence

Extended adolescence is distinguished by an individuals that is relatively independent from social roles and from normative expectations with a focus on the ages between 18 and 25. These individuals have left the dependency of childhood and adolescence but have not yet entered the enduring responsibilities that are normative in adulthood (Jensen Arnett, 2000).

CHAPTER 2

LITERATURE REVIEW

In 2012, 50,000 adolescents with ASD turned 18 in the United States (Newson, Weitlauf, Taylor, & Warren, 2012). The early transition to adulthood, through what has been termed extended adolescence, is a critical stage of life where individuals are faced with constraints and opportunities, which affect both the short and long-term outcomes in their adult lives (Wells, Sandefur, & Hogan, 2003). The services and supports can powerfully shape the opportunities and outcomes for an adolescent with ASD in their early years following high school (Carter, Harvey, Taylor, & Gotham, 2013). Newson et al. (2012) discuss how little is still known about how adolescents with ASD and their families successfully transition into adulthood. According to Roux et al. (2013), research about the adult stage of life for those with ASD is extremely underdeveloped related to that of children with ASD. Newsom et al. (2012) state parents have to adapt to multiple roles such as case manager and teacher in order for their child with ASD to successfully coordinate services and transition into adulthood. Poorer outcomes have been noted for adolescents with ASD relative to other disability groups, which suggests the population of ASD is experiencing difficulty in successfully transition (Roux et al., 2013).

A day program is a service, which can be a benefit for older adolescents with ASD and their families. Between 2002 and 2006, there was an increase in referrals by 100% for individuals with ASD to day programs or vocational rehabilitation programs.

Day programs consist of a center for individuals with disabilities providing all day support with employment, community outings, and teaching new skills. The necessity to develop effective staff training for day programs throughout the United States is increasing (Burke, Andersen, Bowen, Howard, & Allen, 2010). Day programs will see a rise in the number of individuals with ASD seeking assistance in the future (Parr & Hunter, 2014). Although the diagnosis with ASD is a lifelong journey, this literature review will examine individuals successfully transitioning into extended adolescence and adulthood with the training of professional staff in skills, state requirements, community help, and program assistance.

<div align="center">Extended Adolescence</div>

Jensen Arnett and Taber (1994) were among the first social scientists to identify extended adolescence. Extended adolescence refers to the transition of an individual with ASD becoming an adult. Other terms used for extended adolescence are emerging adulthood, late adolescence, and emergent adulthood. The research regarding adolescents with ASD transitioning into adulthood is lacking, but adulthood emerges gradually over many years for individuals with ASD and has no specific age or event defining it (Jensen Arnett & Taber, 1994). Jensen Arnett and Taber state in Western cultures, there is a strong sense of independence and individualism, which marks the entrance to adulthood. This transition is based on the achievement of residential and financial independence as well as cognitive self-sufficiency, behavioral self-control, and emotional self-reliance.

Jensen Arnett and Taber (1994) state it is difficult to assign a particular age range, which signifies this transition; however, it is roughly between the ages of 17 and 25.

Employment is a normative activity and is a key component of the passage to adulthood (Roux et al., 2013). These adolescents are learning to become adults by obtaining employment to become economically and socially independent, which will lead to having a better quality of life (Roux et al., 2013). In 2011, 54% of adults between the ages of 18 and 24 were employed (Roux et al., 2013). The mental health benefits of employment for the general population are well documented (Burke et al., 2010). Adult thinking promotes a sense of responsibility to others and interdependence within a larger system. Establishing emotional autonomy from one's parents is also important before entering adulthood, which is a skill mastered during extended adolescence (Jensen Arnett & Taber, 1994). Self-control and complying with social conventions are other skills, which need to be mastered before transition into adulthood. In the United States, extended adolescence lasts at least through the early 20s (Jensen Arnett & Taber, 1994).

Having the knowledge and training of what typical extended adolescents act like will benefit the staff in setting expectations for their participants. Professional staff awareness of what typical developing adolescents experience during this transition shapes the expectations and increases acceptance.

<u>Extended Adolescence and ASD</u>

Individuals with ASD can benefit from staff trained in what to expect these individuals are able to do independently. Individuals diagnosed with ASD also take the same path as typical developing youth transitioning into adulthood. However, individuals with ASD face many more barriers. These individuals are less likely to receive postsecondary education and are less likely to be engaged within the community and in the work force (Wells et al., 2003). Older adolescents diagnosed with ASD

continue to have behavioral and communication difficulties (Cheak-Zamora, Yang, Farmer, & Clark, 2012). Individuals with ASD also inconsistently move out of the home, go to college, and contribute to civic engagement (Test, Smith, & Carter, 2014). These individuals also have low rates of participation in vocational and technical education as well as employment and traditional colleges (Wehman, Schall, Carr et al., 2014). Older adolescents diagnosed with ASD have a low level of personal autonomy and lack independence (Wehman, Schall, Carr, et al., 2014).

Individuals diagnosed with ASD have low participation in competitive employment and tend to work at low-paying temporary jobs while getting laid off or fired frequently (Wehman, Schall, Carr, et al., 2014). Adolescents with ASD work less than full-time with an average earning of $8.10 per hour (Roux et al., 2013). Adolescents with ASD who have higher functioning skills and higher household incomes are more likely to achieve employment (Roux et al., 2013). Adolescents with ASD have fewer job opportunities compared to other disability groups (Roux et al., 2013). Employment options are limited for individuals with ASD after graduation due to the individual's limited cognitive ability, comorbidity of other psychology disorders, lacking the drive to keep a job, and lower speech abilities (Wehman, Schall, McDonough, et al., 2014). Having family support and achieving a higher educational level than other disability groups during the years after graduating from high school are two positive factors described by Wehman, Schall, McDonough, et al. (2014).

Mailick Seltzer, Shattuck, Abbeduto, and Greenberg (2004) state cognitive functioning stabilizes while performance IQ declines for older adolescents with ASD. Mailick Seltzer et al. state a majority of individuals with ASD will continue to live with

their families or in a residential setting. Few individuals with ASD go to college, live independently, work competitively or have a large social network (Mailick Seltzer et al., 2004). According to Mailick Seltzer et al., adolescence and young adulthood are peak ages for depression in an extended adolescent with ASD. Older adolescents with ASD also have higher risk of experiencing epilepsy during this transition (Mailick Seltzer et al., 2004). Individuals with ASD increase the use of psychoactive medication as they age (Mailick Seltzer et al., 2004).

Having the knowledge and training of extended adolescence and ASD will set better expectations of the participants at the day programs. The long term benefits for the clients include having staff that are aware of the difficulties individuals with ASD are experiencing such as attaining jobs and maintaining friendships. The short term benefits for the clients include staff that can meet the client where the client is rather than pushing forward and making illogical recommendations and setting unrealistic goals.

<u>Autism Characteristics and Positive Outcomes</u>

Professional staff need training on characteristics of individuals with ASD. Staff trained and knowledgeable with the diagnosis of ASD can see the positive aspects of individuals with the diagnosis (Newsom et al., 2012). An individual diagnosed with ASD can create a stressful environment for the family. However, individuals with ASD have great strengths in certain skills and can have great outcomes with early intervention (Wells et al., 2003). Throughout the lifetime of an individual diagnosed with ASD, family support generally is given. Parents and siblings provide ongoing care and support in the form of money, food, shelter, supervision, or even emotional help (Wehman, Schall, Carr, et al., 2014).

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In general, individuals with ASD have a great understanding of technology and are capable of having pronounced memories (Wehman, Schall, Carr, et al., 2014). While in high school, adolescents with ASD earn more credits and have better grades than most of their peers (Wehman, Schall, Carr, et al., 2014). With this academic success, adolescents with ASD should be receiving higher academic or vocational program opportunities (Wehman, Schall, Carr, et al., 2014). Therefore, educational opportunities need to exist for individuals with ASD after high school (Wells et al., 2003).

According to Test et al. (2014), maladaptive behaviors can decrease during extended adolescence for individuals diagnosed with ASD, which makes starting employment or attending higher education easier to attain. The stabilization of appropriate behaviors also occurs during extended adolescence, which helps secure employment (Wehman, Schall, Carr, et al., 2014). With appropriate training, education and support, older adolescents with ASD can integrate into the community and work environments (Hendricks & Wehman, 2009). Providing work experiences during high school and matching job preferences during transitioning, individuals with ASD can be employed (Roux et al., 2013). Adolescents with ASD enjoy routine and repetitive tasks, which are benefits for most employers to consider when hiring for routine and repetitive skill sets (Wehman, Schall, McDonough, et al., 2014). Adolescents with ASD are also reliable, punctual, trustworthy, dependable, and have the ability to follow directions (Burke et al., 2010). Individuals with ASD have a keen attention to detail, which can result in the individual becoming an expert on certain topics (Parr & Hunter, 2014).

Autism Now (2014) found that 47% of youth with ASD worked for pay in the past 2 years. State vocational rehabilitation agencies, such as day programs, are one of

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the most important sources of employment for individuals with ASD (Autism Now, 2014). According to Autism Now, in 2009, 59% of individuals with ASD gained employment with the support of day program services. When the professional staff see the diagnosis of ASD can have positive effects for individuals and the community, the staff can promote tolerance and acceptance more easily. The professional staff can also assist the clients of the day program with successfully gaining employment with the knowledge of the strengths that each client possesses.

<div align="center">Autism Characteristics and Negative Outcomes</div>

When professional staff are aware and trained in the adverse effects of ASD, the staff can maintain safety in all environments (Newsom et al., 2012). An individual with ASD can be life-altering for many families. To be an independent adult, a person needs to be financially responsible and able to make decisions (Wells et al., 2003). To be more independent, individuals with ASD need awareness of their personal information and guidance to help increase the confidence needed to interact (Carter et al., 2013). However, individuals with ASD often are dependent on their families in order to become a contributing and participating adult in society (Wells et al., 2003). Family support can be provided in multiple ways such as financial support, emotional support, or providing support in terms of housing and food. Along with family support, a high level of service is needed to help individuals with ASD achieve independence such as a day program, job coaches, and continued speech therapy (Cheak-Zamora et al., 2012). Individuals with ASD can also have comorbid conditions such as anxiety and depression, which increase the dependence on the health care system (Cheak-Zamora et al., 2012). According to

Cheak-Zamora et al. (2012), individuals with ASD also use more health care services and spend more money related to health care than other demographic groups.

Newsom et al. (2012) state more research is needed in order to establish the efficacy of behavioral and medical treatments to address comorbid mental health issues in adolescents with ASD. After high school, individuals with ASD lose access to these beneficial services and formal supports (Test et al., 2014). Wehman, Schall, Carr, et al. (2014) state continued access to behavioral therapies in a natural environment are needed after high school completion. These behavioral therapies can teach the necessary skills of self-management, home living, self-determination, and socialization (Hendricks & Wehman, 2009; Wehman, Schall, Carr, et al., 2014). Individuals with ASD lack theory of mind (Strickland, Coles, & Southern, 2013). This means individuals with ASD struggle to recognize how their ideas, feelings, and beliefs might differ from another person's feelings and have a hard time understanding the effect of their own behavior on others (Strickland et al., 2013).

Considering more time is spent outside of school for individuals with ASD, efforts need to be made on maximizing learning skills necessary to start and maintain relationships (Hendricks & Wehman, 2009). Relationships contribute to quality of life during adolescence and adulthood and are also the key difference in becoming involved in the community as opposed to just residing in the community (Carter et al., 2013). Through relationships, people also learn norms and values. Besides lacking social skills, individuals with ASD fail to comprehend social stimuli and social rules, which make relationships hard to maintain (Hendricks & Wehman, 2009). After high school, relationships are less common for individuals with ASD (Carter et al., 2013). During

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adolescence, individuals with ASD also become more aware of their social isolation, have fewer friends, and do not rely on friends for support (Wehman, Schall, Carr, et al., 2014). Adolescents with ASD lack interpersonal skills such as personal space and reading facial cues, which makes keeping a relationship harder (Wehman, Schall, Carr, et al., 2014). Due to lacking the skills of keeping a relationship, individuals with ASD are less likely to participate in group activities and would rather be isolated and play games by themselves, such as on the computer (Wehman, Schall, Carr, et al., 2014). Individuals with ASD need to be equipped with the skills and opportunities to become successfully connected and have support during social environments, such as work and postsecondary programs (Carter et al., 2013).

Individuals with ASD also need access to learning opportunities, which have immediate and long-term relevance for their lives while promoting relationships within the community (Test et al., 2014). Difficulty coping and dealing with change also hinders independence for individuals diagnosed with ASD (Test et al., 2014). Another barrier to thriving independently is lacking the ability to make decisions. Individuals with ASD often lack the skill of self-determination; this skill is critical for functioning independently (Wehman, Schall, Carr, et al., 2014). To increase the skills of self-determination, encouraging the individual with ASD to participate in the transition planning not only improves the outcomes after high school but also will teach this particular skill (Wehman, Schall, Carr, et al., 2014). Employment is not easily achieved for adolescents with ASD (Roux et al., 2013). In 2012, 55% of adolescents with ASD had ever worked outside the home for pay within the first 6 years after high school, which is the lowest rate across comparative disability groups (Roux et al., 2013). Ninety

percent of job loss for individuals with disabilities is due to deficiencies in social

communication. Individuals with ASD can have major deficiencies in communication;

therefore, this population is at a risk of unemployment throughout their life span

(Strickland et al., 2013). Individuals with ASD continue to be unemployed, in part,

because of the individual's inability to communicate and manage stereotypical behaviors

(Hendricks & Wehman, 2009). Along with stereotypical behaviors, maladaptive

behaviors, which include aggression and self- injurious behaviors, interfere with day-to-

day functioning (Lounds Taylor & Mailick Seltzer, 2011). According to Lounds Taylor

and Mailick Seltzer (2011), maladaptive behaviors are the primary stressor for caregivers.

Having the training necessary to help manage adverse effects of ASD can create a safer

and more productive environment for individuals with this diagnosis.

<center>State and Federal Policies and ASD</center>

Having the knowledge of state policies and government funding is beneficial for

the staff to promote day programs to create more opportunities for individuals with ASD.

With the diagnosis of ASD becoming more prevalent, public policy needs to address all

stages of an individual's life (Wells et al., 2003). Federally mandated school services for

the workplace would benefit adolescents with ASD nearing high school graduation

(Strickland et al., 2013). For example, mandating doctors be trained on how to work with

individuals diagnosed with ASD with communication deficiencies and maladaptive

behaviors would be beneficial, as no current training exists (Cheak-Zamora et al., 2012).

Newsom et al. (2012) describe the necessity to create and evaluate training modules in

ASD for medical school professionals and community providers. These modules are

easy, affordable, and evidence-based and can be essential to helping individuals with

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ASD in the medical field. Policy makers should also examine the possibility of creating tax-deferred savings plans to assist in life-long care for individuals with ASD (Newsom et al., 2012).

The 2011 Strategic Plan for ASD Research of Interagency Autism Coordinating Committee emphasized the need for studies of adult outcomes for policy recommendations (Roux et al., 2013). The principal purpose of public education is to equip students seamlessly and successfully into adulthood (Carter et al., 2013). Amended in 2004, the Individuals with Disabilities Education Act (IDEA) was developed to help individuals with disabilities to prepare for employment, independent living, and economic self-sufficiency (Wells et al., 2003). Federal law defines the transition for students with ASD as improving the academic and functional achievement from school to post-school activities, such as integrated employment, adult services, independent living or community participation (Carter et al., 2013). IDEA mandates the transition services be part of the student's Individualized Education Plan to help develop skills, supports, and relationships needed to achieve post-school goals (Test et al., 2014). Test et al. (2014) explain that transition education is necessary to help provide for a good life after high school; however, these services are not designed for students with ASD because of their complex communication challenges and the diversity of the population.

More research is needed to identify evidence-based transition practices and more effective avenues for equipping transition personnel with the skills and knowledge needed to select, implement, and evaluate most appropriate experiences (Test et al., 2014). Wehman, Schall, Carr, et al. (2014) state high schools are failing youth with ASD in the transition process because these individuals lack the awareness of traditional or

vocational education options after high school. Students with ASD participate less in the transitional planning meetings than other students with disabilities (Wehman, Schall, Carr, et al., 2014). According to Wehman, Schall, Carr, et al., further work and research is necessary to have a seamless transition for students with ASD. Hendricks and Wehman (2009) are in support stating transition planning is falling short of what the IDEA stipulates because students with ASD are not receiving the services and support needed. Efforts need to be made from school, parents, and service providers to ensure collaboration and involvement in the transition planning of students with ASD (Hendricks & Wehman, 2009).

The Americans with Disabilities Act of 1990 was intended to increase opportunities for participation, prohibit discrimination based on disability, and stipulated employers needed to make reasonable accommodations for individuals with disabilities (Wells et al., 2003). However, many individuals with ASD do not qualify for disability services (Test et al., 2014). States need to create opportunities for young adults with disabilities to participate more fully in American life while employers make more efforts to accommodate individuals with disabilities (Wells et al., 2003). Although efforts are beginning to help decrease barriers individuals with ASD encounter, legislation needs to help direct society to be more inclusive of individuals with this disability (Wells et al., 2003).

Other policies and legislation include the Office of Disability Employment Policy, Developmental Disabilities Assistance and Bill of Rights Act 2000, and Rehabilitation Act of 1973. The mission of the Office of Disability Employment Policy is to influence and develop practices and policies, which increase the number and quality of

employment opportunities for people with all disabilities (U.S. Department of Labor, 2014). The U.S. Department of Labor (2014) states 19.3% of people with disabilities are currently working in comparison to 69.3 % of people working without a disability. The Developmental Disabilities Assistance and Bill of Rights Act 2000 mission is to improve service systems for individuals with developmental disabilities (U.S. Department of Health and Human Services, 2013). The Developmental Disabilities Assistance and Bill of Rights Act 2000 was amended from the Developmental Disabilities Act of 1984. According to Hinton Keel et al. (1997), the Developmental Disabilities Act of 1984 helped 300,000 people with integrated employment. The Rehabilitation Act of 1973 requires all individuals to have access to programs and activities, which are funded by Federal agencies and to Federal employment (U.S. Access Board, 2014). These are examples of policies already created to aid individuals with disabilities. However, more policies need to be made that target individuals with ASD due to the diversity of the group. Professional staff with knowledge and training of current policies for individuals with ASD can create more opportunities for each individual within the community.

<div align="center">Community Resources and ASD</div>

Professional staff need to know what resources are available within the community and why each resource is in the community. A training program can provide this knowledge and increase participation of the individuals with ASD. A community is as strong as its resources; the more resources a community can offer to the residents, the stronger the community will be. The community efforts to assist individuals with disabilities is one step closer to integrating all individuals together in one community (Wells et al., 2003). Full community integration is possible for individuals with ASD but

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is not yet a reality (Wehman, Schall, Carr, et al., 2014). Communities are less likely to have individuals with ASD participating in community activities, which have inadequate services to accommodate the needs of adolescents with ASD (Lounds Taylor & Mailick Seltzer, 2011). More autism-focused services are needed to equip individuals with ASD to achieve their maximum level of independence and develop sustainable careers (Lounds Taylor & Mailick Seltzer, 2011). In 1990, Holmes explained the shortage of services for individuals with ASD is primarily due to the lack of awareness. In 2014, lack of awareness is the same explanation used for the shortage of services for individuals with ASD (Wehman, Schall, Carr, et al., 2014).

Many parents describe frustration with the disorganized and inadequate system of care within communities for individuals with ASD (Newsom et al., 2012). If communities lack the resources, parents often find themselves playing the role of autism experts, advocates, and interventionists throughout the transition into adulthood (Newsom et al., 2012). Without adequate resources within a community, parents struggle to find safe and appropriate living environments for their adult children; therefore, the stress of the parents continues to increase (Newsom et al., 2012). Many families within communities are unaware of the resources available to their family. A resource list or map can greatly increase the family's awareness of resources that can assist individuals with ASD in that community (Test et al., 2014). These linkages or lists of resources need to be made available to the community members early and designed in ways that ensure continuity of support (Test et al., 2014). When a community can cultivate partnerships with individuals, networks, and organizations beyond the school setting, the community creates a promising transition for adolescents diagnosed with ASD (Test et al., 2014).

Equipping adolescents to assume the adult roles in their community requires providing early experiences for students to explore varied community activities, to learn skills and attitudes needed to participate meaningfully in the community (Carter et al., 2013). Therefore, the importance of the schools in the community to provide those opportunities to all students is necessary to help teach adolescents how to participate as a meaningful adult once the student graduates. However, adolescents diagnosed with ASD are absent from these opportunities or are not meaningfully engaged in the activities to learn how to fulfill adult roles within the communities. Such challenges hinder the potential for these adolescents upon graduation to become full participants of the community (Carter et al., 2013). Ideally, the school setting would take a proactive role to help children with ASD and their families access the community resources upon graduating (Newsom et al., 2012). For adolescents with ASD to fully participate in the community, the adolescent needs the skills of communicating to help increase the quality of interactions with peers, coworkers, community members, and others (Carter et al., 2013). Due to limited opportunities to engage in the community while in school, students with ASD are less likely to develop relationships within the community setting (Carter et al., 2013). Promoting inclusion of adolescents with ASD into regular community settings can increase acceptance (Wehman, Schall, Carr, et al., 2014). Through these inclusions, adolescents with ASD increase the opportunity to practice social interactions and increase the opportunities to develop friendships within the community (Wehman, Schall, Carr, et al., 2014).

As adolescents with ASD are graduating, employers can tap into a new source of talent (Owens, 2010). With improved community connections, adolescents with ASD

can participate within their communities, which is crucial to workplace integration where these individuals can gain the necessary confidence, independence, and improve their quality of life (Owens, 2010). When a community can emphasize the acceptance of all individuals, people with ASD can better participate in the community surroundings (Owens, 2010). When a community can provide appropriate accommodations and support systems, individuals with ASD are able to navigate the community with greater independence (Owens, 2010). In most communities, individuals with ASD have a higher rate of unemployment and lower rates of community involvement than other comparable groups of disabilities (Test et al., 2014). Employment rates within communities for individuals with ASD is between 4.1% and 11.8% (Wehman, Schall, Carr, et al., 2014). Many families within a community are unaware of the resources available to them. A resource list or map can greatly increase the families' awareness of resources, which can assist individuals with ASD in that community (Test et al., 2014). These linkages or lists of resources need to be made available to the community members promptly and designed in ways, which ensure continuity of support (Test et al., 2014). When a community can cultivate partnerships with individuals, networks, and organizations beyond the school setting, the community creates a promising transition for adolescents diagnosed with ASD (Test et al., 2014).

Residential treatment and day programs help increase community participation for individuals with ASD (Wehman, Schall, Carr, et al., 2014). These support services are needed within all communities to help increase community participation for all individuals with ASD (Wehman, Schall, Carr, et al., 2014). Wehman, Schall, Carr, et al. (2014) describe a decentralized community-based model, which provides a continuum of

support services in which participants are assisted by staff trained in behavioral techniques. Participants in the decentralized model have higher levels of community engagement. The day programs and residential treatment programs provide each individual an opportunity to develop a friendship within the program (Wehman, Schall, Carr, et al., 2014). Day programs and residential treatment programs provide more opportunities for adolescents with ASD to participate within the community, develop friendships, and provide for a higher quality of life (Wehman, Schall, Carr, et al., 2014).

Providing services will help increase the participation and enrich the lives of individuals with ASD in the surrounding area of Torrance, California. Considering most individuals with ASD rely on public transit, community resources within 10 miles of Nick's Community include six other supportive programs for individuals with ASD (Autism Speaks, 2014). The state of California lists a total of 64 day programs in the entire state (Autism Speaks, 2014). Increasing day programs in communities is essential to provide better support for individuals with ASD. The staff at day programs need training to navigate community resources to provide a higher quality of outcome for each individual with ASD.

<div align="center">Program Support and Older Adolescents with ASD</div>

A training program is beneficial to the individuals and staff at the day program, which targets teaching the professional staff the necessity of having evidence-based programming. Evidence-based research is lacking, and only a few studies have been conducted on the most appropriate way to create a program for individuals with ASD (Newsom et al., 2012; Wehman, Schall, Carr, et al., 2014). Newsom et al. (2012) note there is very little evidence available for specific intervention approaches for adolescents

with ASD due to the lack of quality studies. A well-designed program will enhance peer and community perceptions of people with disabilities (Carter et al., 2013). Newsom et al. (2012) explain that a one-size-fits-all program is inadequate for the diverse population of ASD. Each individual is unique with different strengths, weaknesses, and interest, which needs to be identified. Adolescents with ASD have lower rates of participation in postsecondary education or vocational training than their peers of other disabilities (Wehman, Schall, McDonough, et al., 2014). Wehmen, Schall, McDonough, et al. (2014) also state day programs are experiencing difficulties in responding to the service needs of the transition-aged youth with ASD. Day programs for adolescents with ASD are among the most costly to support (Strickland et al., 2013). Strickland et al. (2013) state there is no existing research defining what works for employment for individuals with ASD.

Test et al. (2014) detail a necessary transition plan, which includes developing goals based on the individual, involving the family in the decision making process, and interagency collaboration prior to being enrolled with a day program. Test et al. (2014) state the program needs structure as well as career orientation, which teaches the individual with ASD the necessary skills to fully participate within the community. Wehman, Schall, Carr, et al. (2014) explain the necessary benefits of having a program, which includes supportive employment in sheltered jobs or voluntary positions and a focus on postsecondary education options. Sheltered employment and voluntary employment are options for clients who cannot be in employment agencies without assistance. These employment options would provide work for several hours a day with

a support coach, and the client would return to the day program to finish up the day (Lounds Taylor & Mailick Seltzer, 2011).

Test et al. (2014) explain the benefits of teaching adolescents ASD self-management and self-determination skills. These skills will teach individuals with ASD to reinforce their own appropriate behavior, teach self-advocacy, choice making, goal setting, and problem solving, which are all necessary skills to have when participating within the community. Carter et al. (2013) explain that adolescents with ASD need a program to teach independent living skills, build and maintain relationships, reinforce sustaining in community involvement, and encourage interactions with peers. According to Owens (2010), a link is essential to mainstream jobs for workers with disabilities in creating a purpose for those individuals. Cheak-Zamora et al. (2012) also suggest assisting individuals with ASD with social, vocational, and mental health services. Wehman, Schall, Carr, et al. (2014) state regular behavior consultation is beneficial to help the program develop consistent structure, create visual supports, and teach self-monitoring. Wehman, Schall, Carr, et al. (2014) mentioned the benefits of postsecondary education will help create more employment opportunities and increase self-confidence and self-esteem.

The day program should also teach resume building, life-skills instruction, and recreation opportunities (Wehman, Schall, Carr, et al., 2014). The goals of each individual with ASD at the day program need to be specific to the individual functioning level, which can include employment, communication, and living skills (Hendricks & Wehman, 2009). The day program needs to remain in contact with service agencies regularly, provide natural community based instruction, increase self-help skills,

specialized interventions and treatments, behavior management skills, and provide

ongoing support (Hendricks & Wehman, 2009). Hendricks and Wehman (2009) suggest

the use of comic strips or social stories to teach social skills and self-help skills. To create

individual goals, Hendricks and Wehman state using assessments will work best to

determine individualized goals and preferences. A day program needs to teach

individuals with ASD emotion recognition and social cognition skills to help improve

performance in their daily routines (Strickland et al., 2013). Parr and Hunter (2014)

conducted a study that found leadership by professional staff is critical for satisfaction,

commitment, engagement and performance for individuals with ASD.

One evidence-based approach to teaching individuals is using behavioral skills

training (Burke, Andersen, Bowen, Howard, & Allen, 2010). A day program can

implement behavioral skills training by teaching individuals with ASD safety and self-

monitoring. Behavioral skills training can be taught in the natural environment, but it is

labor-intensive and can be cost-prohibitive for many potential employers (Burke et al.,

2010). Behavioral skills training can be done by using prompts or cues, which would

signal the individual with ASD what to do and when to do it (Burke et al., 2010). Burke

et al. (2010) explain how this prompting and cueing have also been used to teach social

skills to individuals with ASD. One prompt or cue system is technology. By using

applications on technological devices such as an iPad or tablet, individuals with ASD can

have a checklist and a timer to cue them through their daily routines (Burke et al., 2010).

The use of a device can increase completion of tasks while increasing independence of

the individual with ASD. Fewer studies have been assessed relating to the effectiveness

of using behavioral skills trainings with adults in the workplace (Burke et al., 2010).

A day program needs to establish and maintain relationships with possible employment options for their clients (Cheak-Zamora et al., 2012; Lounds Taylor & Mailick Seltzer, 2011). As the turnover rate for jobs is currently 50% and the recent economic down-turn limits employment options, it becomes even more imperative to build the rapport within the community. Even with little research, adolescents with ASD can have positive employment outcomes (Newsom et al., 2012). Employment is feasible regardless of functioning level (Roux et al, 2013).

Examples of employment options for individuals with ASD are working at Kohl's, Children's Specialized Hospitals, CVS Caremark, Walgreens, The Home Depot, Goodwill, and the Easter Seals (Owens, 2010). Kohl's has a special program entitled *Make Friends with Autism,* which emphasizes acceptance so people with ASD can work there (Owens, 2010). Individuals with ASD also succeed in being mascots for organizations or characters at amusement parks (Burke et al., 2010).

A day program should create choice charts, an activity schedule book, and direct instruction on how to participate in the employment for individuals with ASD (Test et al., 2014). Wehman, Schall, Carr, et al. (2014) suggest a day program provide a high-intense level of support within the first year on the job. Once the individual with ASD has achieved a level of independence, support can fade. The support staff can help teach the necessary social skills and work expectations required at the employment agency (Wehman, Schall, Carr, et al., 2014). As well as employment options, a day program needs to offer community involvement such as bowling or other recreation opportunities (Holmes, 1990). Holmes (1990) also states a day program should have a board of trustees to set policies and regulations.

Treatment and Education of Autistic and related Communication Handicapped

Children and Adults (TEACCH) is a service, training, and research program for

individuals of all ages and skill levels with ASD (Hinton Keel et al., 1997). TEACCH

has a program to focus on supported employment. TEACCH supported employment

program was founded in 1989 and continues to grow. Autism Speaks (2014) state

TEACCH is a model for other programs around the world. Most of the clientele at

TEACCH live at home with their families but attend TEACCH during the day. While at

TEACCH, the individual with ASD works up to 28 hours a week while earning minimum

wage, at most. TEACCH offers three types of job placements for individuals with ASD.

The first placement is the individual placement model. This model provides a job coach

who helps teach skills to the individuals with ASD. The job coach fades out when the

individual becomes proficient in the skill set. The second type of job placement is the

dispersed enclave model. This model has one coach to several individuals with ASD.

These individuals with ASD are more independent but still need the support of a coach.

The third job placement approach is the mobile crew model. This model has one coach

for two to three individuals with ASD. These individuals with ASD are less independent.

Clients diagnosed with ASD are placed at jobs based on skills and can include clerical

work, food service, custodial engineering, and restocking shelves. For most clientele at

TEACCH, the employment agencies are predictable, offer few distractions, and are

routine-oriented to help encourage independence. TEACCH offers extensive long-term

support services to individuals with ASD. Besides offering employment assistance,

TEACCH also teaches skills to individuals with ASD to help when in the employment

agency such as relaxation techniques, community skills, and social skills. The support

coaches serve as liaisons with the employers. Although more current numbers are not available, TEACCH had a retention rate of 89% for individuals maintaining employment in 1997 (Hinton Keel et al., 1997).

In 1990, Holmes described a community- based program called Eden Family of Programs, which recently changed its name to Eden Autism Services. The Eden Autism Services started in 1975 and offers over 70 programs throughout the United States. Holmes (1990) states individuals with ASD were the largest disability population in institutions in the 1980s with few residential treatment options. Therefore, the Eden Autism Services offers employment assistance, day programs, and group home living (Holmes, 1990). The main goal for most clientele at this program is independence. Owens (2010) describes a Ken's Kids Incorporated. Ken's Kids Incorporated teaches vocational training and job placement with support coaches. These support coaches work side-by-side with the individual with ASD for several months. Ken's Kids Incorporated also teaches store managers sensitivity training when working with individuals diagnosed with ASD (Owens, 2010).

Project SEARCH is another example of a program, which offers intensive internship programs for individuals with ASD (Wehman, Schall, McDonough et al., 2014). Project SEARCH provides regular behavior consultation with a behavior analyst, specializes structure and schedules for the individual, offers an enhanced behavioral definition of workplace expectations, uses visual supports, offers self-monitoring reinforcement programs, provides applied behavior analysis instruction, and incorporates intensive social skills training (Wehman, Schall, McDonough, et al., 2014). Trained staff

can create more awareness and acceptance within communities about the philosophies used at the day programs.

<div align="center">Staffing Day Programs</div>

Gerhardt and Lainer (2011) state the ability to provide quality services to older adolescents with ASD depends on the ability of the program to recruit, supervise, and retain qualified staff. According to Newsom et al. (2012), most staff at day programs are untrained and inconsistent; therefore, the staff members often miss the signs of illness in the individuals with ASD. Burke et al. (2010) state job coaches are few and far between for individuals with ASD. According to Gerhardt and Lainer (2011), the turnover rate for staff at a day program is 50%. The top five reasons staff gave for quitting were low pay, excessive client to staff ratio, behavior challenges, inadequate training, and limited professional status. Gerhardt and Lainer (2011) found most programs provide training to professional staff in the form of lectures and rarely had hands-on practice. To retain employees, an effective training program in the application of relevant and evidence-based practices is essential (Gerhardt & Lainer, 2011). Supervision needs to be made available to maintain competencies over time, settings, and across different staff and will help reduce burnout rates. Staff need to be trained in tailoring programs based on the functioning level of the clientele (Newsom et al., 2012). Strickland et al. (2013) include the necessity to teach staff shaping, prompting, and reinforcement across repeated practice while supply explicit instructions, modeling, and role-playing to promote generalization among the clientele. Staff need to be taught how to provide social modeling to individuals with ASD, which can include videotaping role-plays between staff and clients (Strickland et al., 2013). Staff need to be trained on how to teach

complex skills to individuals with ASD while in the workplace and how to facilitate learning of skill sequences (Burke et al., 2010).

Although evidence is still missing on evidence-based staff training programs, some programs have successfully trained staff. The Eden Autism Services has been noted to have a successful staff training program (Autism Speaks, 2014). Eden Autism Services created a well-trained staff program. The staff are trained for 12 consecutive months in behavioral technology, developmental issues such as language and social skills deficiencies, general procedures, and program consistency. All staff have a college degree and are considered mature and responsible. The ratio is two individuals with ASD to one staff member to help decrease the burnout rate. More day programs need to implement successful staff training to help increase the competency of the staff while decreasing the burnout rate. Project SEARCH trains staff how to teach individuals with ASD how to perform certain employment tasks such as restocking shelves, changing sheets on a bed, and transitioning from one location to the next (Wehman, Schall, McDonough et al., 2014). Project SEARCH also trains their staff in applied behavior analysis, positive behavior supports, systematic instruction, and positive reinforcement techniques. Project SEARCH staff are taught behavioral assessment techniques to provide individualized goals to individuals with ASD.

<div align="center">Conclusion</div>

Professional staff at a day program need training to provide a higher quality of life for individuals with ASD (Newsom et al., 2012). Identifying extended adolescence for typical individuals as well as individuals with ASD is important for the staff at a day program to know and understand. The staff also need to know the positive and adverse

effects of individuals with ASD. Having the knowledge of state policies will help

increase the ability of the staff to provide better outcomes for the participants.

Professional staff at a day program can provide more opportunities for the participants

when they are aware of available community resources. If evidence-based programs are

available, trained staff can create a higher quality of life for the participants. Qualified

staff at day programs need training to enhance the overall quality of services for

individuals with ASD (Newsom et al., 2012).

CHAPTER 3

METHODS

<u>Target Population</u>

The target population is the professional staff and board members at Nick's

Community. The staff ratio at Nick's Community will be 2 clients to 1 professional staff.

The professional staff consists of 10 staff working directly with the clientele and the five

board members which totals 15 professional staff members. The professional staff are

required to have a minimum of a bachelor's degree, be able to clear a background check,

and have experience working with special needs children, adolescents or adults.

Currently, the employees are bilingual in Spanish and have assistive technology skills

such as Proloquo, which can increase communication between individuals with ASD and

others. The staff training program will be used to train the staff working directly with

clients between the ages of 18 and 35 diagnosed with ASD. The founders of Nick's

Community, Alex Lima and Lindsey Force, also have the Association of Community

Rehabilitation Educators certification. The current professional staff have a combined

total of 69 years of behavioral management and experience, but they do not have any

experience with older adolescents with ASD.

<u>Identification of Potential Funding Sources</u>

Multiple funding resources were researched regarding individuals with disabilities

and day programs for this grant. Internet searches as well as the use of California State

University's library were used to obtain information regarding the funding sources. The internet research for funding sources included both federal and state grants. The primary search engine used was Google, which identified grants with similar programs with shared interest in professional staff development and day programs for clients diagnosed with special needs.

 The internet websites used to find funding included the U.S.A Government Grants (http://www.grants.gov), Autism Speaks (http://www.autismspeaks.org), and the California state grants database (Http://www.calfund.org). When searching the databases, key words were used, such as "autism," "day programs," "autism day programs," "disabled day programs," and "staff training." The research through the federal and state grant databases found one potential funding source through the Office of Special Education and Rehabilitation Services on the database of Federal Grants (http://www.federalgrants.com).

The Google search engine identified several foundations, which were suitable when considering the proposed training program and host agency's mission statements. Keywords were used, such as "autism," "day programs for individuals with special needs," "staff training programs," and "transitional-aged youth diagnosed with autism," to find six suitable foundations for funding a professional staff developmental training program. The six foundations' grants chosen for further review included Bill Graham Memorial Foundation, Clif Bar Family Foundation, J.P. Morgan Chase Philanthropic, Eisner Foundation, Change a Life Organization, and Joseph Drown Foundation. These foundations offer grants of all monetary amounts to nonprofit organizations. All six foundations can be found online through the Google search engine.

<u>Criteria for Selection of Actual Funding Source</u>

After reviewing the eligibility requirements, Eisner Foundation and J.P. Morgan Chase Philanthropic grants were inappropriate because of the lack of clarity between the foundations' purpose and the host agency's mission. Change a Life Organization, Clif Bar Family Foundation, and Bill Graham Memorial Foundation were not suitable, as the purposed award amount by each foundation was not enough to support the necessities of the training program. The grant through the Office of Special Education and Rehabilitation Services and the Joseph Drown Foundation were two suitable grant opportunities. After closely examining the host agency's mission and the goals of the grant, the Joseph Drown Foundation was the most suitable foundation to use.

Joseph Drown Foundation is committed to improving the quality of life in the local community while also supporting agencies which help individuals face barriers to becoming productive members of the community. The grant will be used to train the professional staff at Nick's Community. Nick's Community is a day program focused on creating a better outcome for individuals with special needs within the community. The staff training program aligns with the mission of Joseph Drown Foundation's mission of assisting individuals in becoming successful, self-sustaining, and contributing citizens because once staff are adequately and appropriately trained to work with the clients at Nick's Community, then the staff can provide more support for the clients within the community. The ability for the professional staff to create an opportunity for the clients of Nick's Community to maintain employment within the community will assist the clients of Nick's Community in becoming self-sustaining and contributing citizens. This day program aids these clients with ASD to obtain employment and learn skills to

become independent, which closely aligns with Joseph Drowns Foundation's mission which helps break down barriers Nick's Community clients face when attempting to become employed within their community. The Joseph Drown Foundation has provided grants to educational therapy centers, family centers, and educational programs. Nick's Community is a vocational training center for adolescents with ASD. The day program helps teach vocational skills to the clients in order to become employed and contributing citizens within the community. The day program also provides self-help skills in order to be self-sustaining. Therefore, the Joseph Drown Foundation supports the same concepts that Nick's Community supports: helping individuals become successful, self-sustaining, and contributing citizens.

<div align="center">Funding Agency</div>

Joseph Drown Foundation was established in 1953. The founder, Joseph Drown, owned the Hotel Bel-Air and helped other numerous businesses throughout his lifetime. Joseph Drown was interested in funding programs in education, medical and scientific research, community, health and social services, and the arts and humanities. The Joseph Drown Foundation's goal is to assist individuals in becoming successful, self-sustaining, and contributing citizens. The Foundation is interested in programs, which break down any barriers preventing a person from continuing to learn, grow, and become self-sustaining citizens.

The Joseph Drown Foundation is committed to improving the quality of life in all communities. One of the most important focuses of the Joseph Drown Foundation is supporting program, which help individuals reach their fullest potential. The Foundation aims to address poverty issues and assist the economically disadvantaged. The Joseph

Drown Foundation favors programs, which strives towards solutions to prevent problems related to poverty and the economic disadvantages confronting individuals. This Foundation recognizes the importance of community, health and social services throughout the United States.

The Joseph Drown Foundation has previously provided funding to organizations, which include Charter Schools, I Have a Dream Foundation, Richstone Family Center, Our House, and Phoenix Houses of California. The Foundation has awarded grants ranging from $15,000 to $100,000. The grant application for the Joseph Drown Foundation does not require a special application. The proposal must include a brief description of the organization, the history and current programs, a statement of needs along with the specific amount requested, and a statement of the objectives for the particular program.

<div align="center">Nick's Community</div>

Nick's Community is the partner agency for the grant and is in the startup process, awaiting the approval from the regional centers in the surrounding area. Regional centers are funding by the state to help provide and link resources and services to individuals with disabilities and their families. In order to obtain the license from the regional center, Nick's Community must be open and performing activities for six months. Currently, Nick's Community offers day camp services to individuals diagnosed with ASD aging from 18 to 24 years old during August and December, which are breaks associated with schools. Nick's Community has had three successful camps. These camps have provided one week of support for the clients of Nick's Community and their

families. During these camps, there were between five and ten clients between the ages of 18 and 35(A. Lima, personal communication, July 7, 2014).

The agency is located in Torrance, California and is a nonprofit organization with an existing board of directors. Several directors are also professional staff directly serving individuals with ASD. The agency focuses on job skills, independent living skills, and community engagement for individuals with disabilities, with an emphasis on ASD. This nonprofit agency has been designated as a behavioral management day program. The agency provides services for up to 15 individuals with ASD at a time. Nick's Community is partnered with Autism Behavior Consultants, A(r)tism Book, and Mychal's Place. Alex Lima, Lindsey Force, and Laura Roberts are the points of contact for this grant.   Lima is certified to train staff in Nonviolent Crisis Intervention (NCI). Force and Lima are certified in Association of Community Rehabilitation Educators. Lima and Force work directly with the individuals diagnosed with ASD. Lima has a Bachelor of Arts in Psychology from Loyola Marymount University and has been employed with Autism Behavior Consultants for the past 13 years. With the help of Roberts and Force, Lima began Nick's Community in January, 2014. Due to the current state of licensing, Nick's Community only uses Lima and Force as staff for the camps. Nick's Community will be receiving its official license in less than a year. After becoming licensed, Nick's Community will be able to open its doors for support services year-round.

<u>Needs Assessment</u>

With the economic downturn, funding a non-profit day program can be financially difficult. According to Lima at Nick's Community, staffing day programs is problematic

due to financial constraints. Lima also stated maintaining professional staff costs money. Professional staff turnover rates are increasing because of the lack of consistent funding (A. Lima, personal communication, July 7, 2014). Due to lack of funding, staff training programs cannot be implemented at Nick's Community without the support of a grant. With the support of this grant, Nick's Community, a nonprofit organization focusing on providing quality day program services tailored for the individual, will have the financial support needed to create a staff training program targeting ASD. During a meeting with Lima at Nick's Community, it was determined there needs to be a staff training program (A. Lima, personal communication, July 7, 2014).

As a result of providing the training, Nick's Community potentially will increase the opportunity for each adolescent to fulfill a promising and enriched transition to adulthood. After identifying the need for staff training, research was conducted in literature about staff training for employment at a day program. The research used to identify staff training included California State University's Library and internet databases, which include evidence-based research articles. When searching the databases such as Google Scholar or California State University, Long Beach library article database, key words were used, such as "autism," "day programs," "autism day programs," "disabled day programs," and "staff training." This research focused on individuals between the ages of 18 and 35 severely impacted by ASD. Newsom et al. (2012) and Wehman, Schall, McDonough, et al. (2014) stated the importance to have staff training in extended adolescence, ASD characteristics, state funding and guidelines, and community programming.

There is no current staff training program at Nick's Community. To provide the clientele with professional services, the staff will need to be trained in behavior management strategies and other strategies to assure quality care. Therefore, an evidence-based staff training program will be implemented at Nick's Community. With the use of Autism Training Solutions (ATS) modules, NCI training, and other programs, professional staff at Nick's Community will have the skills necessary to work with the clients. The staff training program is aligned with Nick's Community's mission as well as the Joseph Drown Foundation's mission.

CHAPTER 4

GRANT PROPOSAL

<u>Description of Nick's Community</u>

Nick's Community is the partner agency for this grant. Nick's Community is in

the startup process, awaiting the selection of vendors from regional centers (A. Lima,

personal communication, July 7, 2014). Regional centers provide services for individuals

with disabilities within the community and vendor out services with which Nick's

Community will be involved.   Due to the current state of licensing, Nick's Community

only uses Lima and Force as staff for the camps. Nick's Community has had three

successful camps. Each camp lasted 2 weeks and included five individuals with ASD as

clients. The ages of the clients ranged from 18 to 25 years old. They will be doing a day

program for adolescents between the ages of 18 and 35 severely impacted with ASD,

Monday through Friday, once the licensing process is over. The regional center has come

to inspect Nick's Community and approve its location for a day program; however, there

is still a waiting process for paperwork to be completed before Nick's Community can

officially open its doors as a licensed day program for older individuals with ASD.

According to the regional centers, the primary focus is not day programs at the moment.

However, the regional centers will be focusing on day program licensing in the next few

months (A. Lima, personal communication, September 7, 2014). Nick's Community will

be licensed in less than a year which makes it an ideal time to develop and implement a

training program for the professional staff at Nick's Community. After becoming

licensed, Nick's Community will be able to open its doors for support services year-

round.

The agency is located in Torrance, California and is a nonprofit organization with

an existing board of directors. Several directors are also professional staff directly

serving individuals with ASD. The agency focuses on job skills, independent living

skills, and community engagement for individuals with disabilities, with an emphasis on

ASD. This nonprofit agency has been designated as a behavioral management day

program. The agency can provide services for up to 15 individuals with ASD at a time.

Nick's Community is partnered with Autism Behavior Consultants, A(r)tism Book, and

Mychal's Place. Alex Lima, Lindsey Force, and Laura Roberts will be the points of

contact for this grant; they are also three of the five board members of Nick's

Community. Lima is certified to train staff in NCI. Lima and Force are certified in

Association of Community Rehabilitation Educators. Lima and Force work directly with

the individuals diagnosed with ASD. Lima has her Bachelor of Arts in Psychology from

Loyola Marymount University and has been employed with Autism Behavior Consultants

for the past 13 years. With the help of Roberts and Force, Lima began Nick's

Community in January, 2014(A. Lima, personal communication, July 7, 2014).

<u>Statement of Need</u>

According to the CDC (2014a) 1 in 68 children are diagnosed with ASD.

Between 55,602 and 121,324 adolescents with ASD, between the ages of 15 and 19, are

currently enrolled in schools in the United States (Hendricks & Wehman, 2009). There

are not enough options for these adolescents. Currently, some options are adult school or placement in a day program. However, there is a lack of sustainability.

Day programs are a service, which can be a benefit for older adolescents with ASD and their families. Between 2002 and 2006, there was an increase in referrals by 100% for individuals with ASD to day programs or vocational rehabilitation programs. Day programs consist of a center for individuals with disabilities providing all day support with employment, community outings, and teaching new skills. Day programs provide more opportunities for adolescents with ASD to participate within the community, develop friendships, and provide for a higher quality of life (Wehman, Schall, Carr, et al., 2014). According to Autism Speaks (2014), there are only 13 day program resources available within a 25 mile radius of Nick's Community, which work with adolescents diagnosed with autism and their families. Most of these other resources are closer to downtown Los Angeles or Long Beach. When searching on Google and using the key terms "adult day programs in Torrance," "day programs in Torrance," there are only 12 listed day programs. When specifying "autism day programs in Torrance" only three facilities appeared on Google. Obtaining a driver's license can be more difficult and nearly impossible for adolescents severely impacted with autism. Therefore, day programs and other resources extremely far away from home can have an impact on the whole family's life in terms of providing transportation on a daily basis. However, there are public services for transportation, such as Access. To qualify for Access transit services, an in-person evaluation is conducted and evaluated for services. Therefore, not all individuals with ASD will qualify for the services (Access, 2014). Nick's Community

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will be able to provide the residents of Torrance and the surrounding communities with a day program closer to the city of their residence.

The necessity to develop effective staff training for day programs throughout the United States is increasing (Burke et al., 2010). The staff at day programs, such as Nick's Community, need training to navigate community resources to provide a higher quality of outcome for each individual with ASD. A well-designed staff training program will enhance peer and community perceptions of people with disabilities (Carter et al., 2013). Parr and Hunter (2014) conducted a study, which found leadership by professional staff is critical for satisfaction, commitment, engagement, and performance for individuals with ASD. According to Gerhardt and Lainer (2011), the turnover rate for staff at a day program is 50%. The top five reasons staff gave for quitting were low pay, excessive client to staff ratio, behavior challenges, inadequate training, and limited professional status. To retain employees, an effective training program in the application of relevant and evidence-based practices is essential (Gerhardt & Lainer, 2011). Supervision needs to be made available to maintain competencies over time, settings, and across different staff, which will help reduce burnout rates. Staff need to be trained in tailoring programs based on the functioning level of the clientele (Newsom et al., 2012).

Regional centers will be referring adolescents to Nick's Community in less than a year. Per the regional centers' rules and regulations, the staff ratio is 2 to 1 when working with adolescents severely impacted with autism. The professional staff must have the adequate training to maintain safety, professionalism, and quality service. Currently, no training program exists for the professional staff at Nick's Community for working with clients with ASD. The training program will increase the knowledge and

skills of the staff about the diagnosis of ASD. The training program for Nick's

Community's professional staff will take 90 hours of initial training for each individual,

which will include whole group training, computer training, and small group training

followed by monthly meetings and daily supervision. The proposed staff training

program will improve services for current and incoming clients. As a result of providing

the training, Nick's Community potentially will increase the opportunity for each

adolescent to fulfill a promising and enriched transition to adulthood.

<center>Program Narrative</center>

The agency will utilize the Board of Directors for assistance with supervision of

staff, as well as policy and program updates. All the current directors all have experience

with autism. Presently, there are two full-time staff members. A part-time staff member

is hired during camps. Once Nick's Community is licensed, there will be a total of 10

staff members. With the help of the Board of Directors and evidence-based research, a

Master of Social Work employee will implement and continue to grow the staff training

program for Nick's Community and the professional staff.

The training program will consist of 2 full weeks of instruction prior to working

with the clients (see Appendix A for complete program timeline). During those weeks,

there will be no clients as a way to prioritize staff training. The instruction will include

the policies and procedures of Nick's Community, CPR and First Aid Training, NCI

Training, Behavioral Management Training such as Discrete Trial Training and Applied

Behavior Analysis, Autism Training Solutions Modules, and information regarding best

practices for working with adolescents with ASD. It is necessary for the staff at Nick's

Community to be trained in the aforementioned trainings to create a safe and professional

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environment. In order to work with individuals diagnosed with ASD, staff need to be trained in the evidence-based practices for the population, which includes Behavioral Management Training and Autism Training Solutions Modules. Behavioral Management Training is necessary because it will provide the staff with the capabilities to manage behaviors, which may arise at the day program and in the community. The computer modules, Autism Training Solutions, will help to train Nick's Community's professional staff in Discrete Trialing Trainings and Applied Behavioral Analysis, which will improve their expertise when working with clients. The training will include PowerPoint presentations, role plays, computer modules, video training, and guest speakers. After the first round of trainings, the trainings will occur as new hires pass their background checks.

After the 2 week long training, the professional staff will be working with the clients of Nick's Community under the supervision of Lima and Force. Every month, all staff will attend a mandatory training meeting. The Master of Social Work employee will conduct these trainings monthly. The meetings will be held the third Wednesday of every month after the day programs' clients leave the office in order to prioritize the staff trainings. The topics of these trainings will include updates on policy and procedures of Nick's Community as well as updates on State's policy and procedure requirements. Other topics will include more behavioral management training as well as community-based trainings. The Master of Social Work employee will also provide a resource center for the staff, which will include evidence-based research articles and other publications related to adolescents with ASD. This will be useful in providing continuing education for the staff at Nick's Community. Other continuing educational opportunities will

include attending community-based trainings and workshops researched by the Master of Social Work. Lima and Force will help provide staff with supervision every other week in the form of individual or group supervision.

<div align="center">Program Objectives</div>

Goal 1: Increase the understanding of adolescents with ASD among the professional staff at Nick's Community.

Objective 1: Implement the two-week training program for the professional staff at Nick's Community, which incorporates CPR, First Aid, Nonviolent Crisis Intervention, Autism Training Solutions Modules, and Behavior Management Skills.

Objective 2: Provide mandatory monthly professional trainings at Nick's Community for year-round teaching and provide staff with up-to-date state regulations, new policies at Nick's Community, behavioral management skills, and other topics relevant to adolescents with ASD.

Objective 3: Provide a resource center of information for the professional staff at Nick's Community through access to evidence-based research articles.

Goal 2: Increase the professional staff's skill set to work with adolescents with ASD at Nick's Community.

Objective 1: The professional staff at Nick's Community will receive communication skill development to work with adolescents with ASD, the staff of Nick's Community, parents of the adolescents with ASD as well as the community members working with the adolescents with ASD.

Objective 2: Teach behavioral management skills to the professional staff at Nick's Community to facilitate their interactions with the clients.

Objective 3: Provide opportunities for the staff at Nick's Community to participate in continuing education seminars/trainings that are relevant to adolescents with ASD.

Goal 3: Reduce the likelihood of burnout among the professional staff at Nick's Community.

Objective 1: Provide information and strategies to prevent burnout through the mandatory monthly trainings as well as the use of the resource center.

Objective 2: Create a safe physical atmosphere at Nick's Community by training staff in Nonviolent Crisis Intervention.

Objective 3: Two board members (Lima and Force) will provide the professional staff at Nick's Community with supervision biweekly in the form of individual or group supervision.

<u>Program Evaluation</u>

The staff training program will use multiple methods of evaluation. To enhance the validity of the staff training program results, an external evaluator will be contracted to analyze the survey results of the professional staff. There will be a pretest and a posttest for each training module as well as role play opportunities. At the end of the week of training, staff will take a comprehensive test developed by the Master of Social Work employee, which will focus on covering all topics for the week. The expectation is that each staff member will be able to answer 90% of the written questions correctly and will be able to demonstrate necessary skills during a role-play situation. Professional staff will be given the opportunity to write future training topics and provide feedback about the trainings. The questions will include suggestions for future topics and

questions regarding feedback about the trainings. These surveys will be completed at the

beginning and end of each monthly meeting using computers and SurveyMonkey. After

reviewing the results from the external evaluator, Nick's Community will enhance the

training modules as is necessary.

<div align="center">Budget Narrative</div>

The proposed total budget for this project is $99,822. A detailed Line Item Budget

for this program can be found in Appendix B.

Master Level Social Worker (MSW): The MSW will be a full-time position staff

member. The MSW's primary responsibility will be to implement and conduct the

professional staff training program as well as coordinate the mandatory monthly meeting.

The MSW will have at least five years' experience working with individuals diagnosed

with ASD. The salary for this position will be $56,000. Health Benefits will total $4,000

for the year.

Fringe Benefits

Unemployment insurance is 3.4%, and the FICA tax is 7.6% (State of California

Employment Development Department, 2014). Workers' compensation is 8% of the

fringe benefits. Retirement tax is 8%, and state disability insurance amounts to 1% of the

fringe benefits (State of California Employment Development Department, 2014). Fringe

benefits for the MSW full-time position will amount to $15,680.

Direct Program Expenses

Professional Activity Cost: The program supplies include membership to the

NASW for the MSW. With this membership, the MSW will have access to the journal

articles necessary to provide an evidence-based professional staff training program (12 month membership = $190).

Office supplies: The office supplies include pens, pencils, paper, ink cartridges, note pads, etc. which will be used by the MSW for the year as well as by the staff during the week-long training and the mandatory monthly meetings (12 months x $100/month = $1,200).

Printing: Includes the printing of training materials for the professional staff as well as the printing of the evidence-based research articles, which will occupy the library for the professional staff at Nick's Community (12 months X $100/month = $1,200).

Refreshments: Refreshments will be provided at each of the mandatory monthly meetings for the 15 professional staff of Nick's Community, which includes the board members. The refreshments will include drinks, pizza, sandwiches, and an assortment of desserts (12 months x $ 283/month = $3,400).

Evaluation: In order to enhance the validity of the program, an external evaluator will be contracted at 10% of the budget totaling $9,077.

Indirect Program Expenses

Administration: The indirect cost rate is 10% of the entire budget, which totals $9,077.

In-Kind Expenses

Nick's Community will contribute access to SurveyMonkey, Autism Training Solutions Modules, access to a copier and printer, internet access, a desk for the MSW employee, access to a working phone that has the ability to make local and long distance

calls for the MSW employee, a computer or laptop for the MSW employee, and space for

the trainings as an in-kind donation. The estimated in-kind donation is $18,180.

CHAPTER 5

LESSONS LEARNED

<u>Program Design</u>

The focus of this thesis project was to create a training program for professional staff working with older adolescents diagnosed with ASD at Nick's Community in Torrance, California. The program design is modeled after successful training programs with younger children with ASD as well as training programs created by other programs, as evidence-based research reflects. For example, Applied Behavior Analysis and Discrete Trial Training are both evidence-based programs used for working with younger children with ASD. Also researched was the use of behavioral skills training at day programs which can implement these skills by training staff working with individuals with ASD safety and self-monitoring. Behavioral skills training can be taught in the natural environment, but it is labor-intensive and can be cost-prohibitive for many potential employers (Burke et al., 2010). A day program needs to establish and maintain relationships with possible employment options for their clients (Cheak-Zamora et al., 2012; Lounds Taylor & Mailick Seltzer, 2011). It is important for staff to be trained in tailoring programs based on the functioning level of the clientele (Newsom et al., 2012). Professional staff at a day program need training to provide a higher quality of life for individuals with ASD (Newsom et al., 2012).

According to Newsom et al. (2012), most staff at day programs are untrained and inconsistent. Gerhardt and Lainer (2011) found most programs provide training to professional staff in the form of lectures and rarely had hands-on practice. To retain employees, an effective training program in the application of relevant and evidence-based practices is essential (Gerhardt & Lainer, 2011). Although evidence is still lacking on evidence-based staff training programs, some programs have successfully trained staff. The Eden Autism Services has been noted to have a successful staff training program (Autism Speaks, 2014). Project SEARCH trains staff how to teach individuals with ASD how to perform certain employment tasks such as restocking shelves, changing sheets on a bed, and transitioning from one location to the next (Wehman, Schall, McDonough, et al., 2014). Without state guidelines and regulations, day programs have inconsistent training programs for professional staff members.

It is imperative for Nick's Community to provide the professional staff with adequate and effective training to become a safe and reliable day program for the clients as well as the community it serves. The professional staff at Nick's Community will benefit from the proposed training program. As the staff become more educated on how to work with individuals with ASD as well as the community surrounding these clients, the services can continue to strengthen. With more training opportunities, the professional staff will be able to provide a safe environment, fight burnout fatigue, and feel part of a supportive employment at Nick's Community.

<u>Host Agency Selection</u>

The selection of Nick's Community as the host agency was not difficult. The board of directors was thrilled at the opportunity to collaborate on a grant submission.

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After meeting with Lima, a Board Member are Nick's Community, it was determined a staff training program would be most beneficial for the company, as it begins to service more clients (A. Lima, personal communication, July 7, 2014). Nick's Community is currently awaiting its license from regional centers in Los Angeles County for providing day program services for older adolescents with ASD. Therefore, a staff training program needs to be in place for implementation for the professional staff at Nick's Community in order to be prepared for the completion of the license process. With a staff training program about ASD, Nick's Community can rely on its staff to provide the most supportive and reliable methods in working with older adolescents with ASD both at the agency and in the community.

Process of Identifying Funding Sources

Several foundations whose missions were similar to Nick's Community's mission were identified as potential funding sources for the proposed training program. However, finding a foundation or source that would provide enough grant money to support the program proved to be challenging. The proposed grant would need to support a training program for professional staff at Nick's Community but not its clients. Nick's Community is a nonprofit organization, thus it met a majority of the grant requirements for several funding sources. After eliminating multiple options based on amount of funding and comparable mission statements, the best fit for the staff training program grant was the Joseph Drown Foundation.

The Joseph Drown Foundation's goal is to assist individuals in becoming successful, self-sustaining, and contributing citizens. The Foundation is interested in programs, which break down any barriers preventing a person from continuing to learn,

grow and become self-sustaining citizens. Nick's Community mission is to assure every individual in the program will have an overall improvement in the quality of their life. Nick's Community and the Joseph Drown Foundation have similar missions such as breaking down barriers individuals face in becoming self-sustaining citizens and improving the quality of life for all participants.

<p style="text-align:center"><u>Grant Writing Process</u></p>

It was necessary to research extended adolescence and ASD, characteristics of ASD, state policies regarding ASD, community resources available, and staffing day programs to provide the foundation with background evidence. However, most of the available research was not aimed at older adolescents with ASD or the proper ways to train staff who work alongside these clients. Future research should be conducted on the ASD populations as aging occurs considering in 2012, 50,000 adolescents with ASD turned 18 in the United States. (Newsom et al., 2012).

The grant writing process was also a lesson in program development. Through the completion of the grant, the opportunity to take an idea and transform it into a product was created. In doing this, consideration was given to the target population's needs, the training necessary to complete the objectives, and the amount of funds needed to carry out the tasks.

<p style="text-align:center"><u>Implications for Social Work and Policy</u></p>

The staff training program is valuable for the social work profession as well as future development of new professional staff training for day programs. Day programs can help foster a safe and supportive center for individuals with ASD upon aging out of public schooling. The creation and implementation of a staff training program

<p style="text-align:center">55</p>

exemplifies macro level social work. The staff training program will provide each staff member with techniques and best practices for working with older adolescents with ASD. Continuing education on the topics of best practices and ASD is a way social workers can be well-informed while building competency and committing to the service of clients (NASW, 2014).

The NASW Code of Ethics mandates social workers be dedicated to social justice and advocacy on behalf of vulnerable and marginalized individuals. One of the most important roles a social worker plays is an advocate. Advocating for policies to better protect and serve all individuals diagnosed with disabilities such as ASD is essential in all communities. In order to move forward and better serve older adolescents with ASD, policy development and research around the topic are necessary.

<u>Conclusion</u>

Adequate and effective staff training for a day program of clients diagnosed with ASD is limited and lacks the governing necessary from program to program. Inadequate training can cause high staff turnover rates and ineffective methods for providing the best care for the clients (Newsom et al.,2012). These turnover rates are concerning, as there are between 55,602 and 121,324 adolescents with ASD between the ages of 15 and 19, currently enrolled in schools in the United States (Hendricks & Wehman, 2009). As the diagnosis becomes more prevalent, so do the needs and the resources to help these individuals and their families. Therefore, professional staff need to have the necessary training and must be equipped with vital evidenced-based practices, which will best suit the clientele.

The grant-writing project was demanding, but the project also taught irreplaceable lessons. The foremost important fact for social workers is the high probability of working for nonprofit agencies. Nonprofit agencies are highly dependent on grant-writing as their funding source. Therefore, social workers need to learn, understand, and become proficient in the grant-writing process. The proposed staff training project will greatly contribute to the lives of older adolescents diagnosed with ASD, their families, and the community.

APPENDICES

APPENDIX A

YEARLY TIMELINE FOR PROFESSIONAL STAFF TRAINING

Month One				
Week One Training				
Monday: Policies, procedures, walk through of facility, ice breaker, team building, pretest	**Tuesday:** Nonviolent Crisis Intervention	**Wednesday:** Nonviolent Crisis Intervention	**Thursday:** CPR and first aid	**Friday:** State policies and regulations, team building
Week Two Training				
Monday: Behavioral management training (discrete trial training and applied behavior analysis training), role plays	**Tuesday:** Autism Training Solutions modules, team building	**Wednesday:** Autism Training Solutions modules, guest speaker	**Thursday:** Autism Training Solutions modules, team building	**Friday:** Team building, wrap up, posttest,

Month Two	
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Burnout	

Month Two
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Burnout
Month Three
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Staff concerns
Month Four
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Behavioral Management Skills
Month Five
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Policy updates
Month Six
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Team building/ burnout
Month Seven
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Community-based training
Month Eight
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Guest speaker
Month Nine
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Staff concerns
Month Ten
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Safety refresher (Nonviolent Crisis Intervention, CPR, First Aid).
Month Eleven
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Community-based training
Month Twelve
3rd Wednesday of the month: Mandatory Training 5pm-6:30pm. Topic: Team building/ burnout

APPENDIX B

LINE ITEM BUDGET

	Project Effort	Total Cost	In-Kind Dontions	Requested Amount
NICK'S COMMUNITY				
Professional Staff Training Program				
One Year				
PERSONNEL COSTS				
Master of Social Work	100%	$ 56,000	$ -	$ 56,000
Benefits @ 5%		$ 4,000	$ -	$ 4,000
Contractor				
External Evaluator @10%		$ 9,077		$ 9,077
Fringe Benefits				
Unemployment insurance		$ 1,904	$ -	$ 1,904.00
FICA tax		$ 4,256	$ -	$ 4,256
Workers' compensation		$ 4,480	$ -	$ 4,480
Retirement tax		$ 4,480	$ -	$ 4,480
State disability insurance		$ 560	$ -	$ 560
PERSONNEL SUBTOTAL		$ 84,757	$ -	$ 84,757
DIRECT OPERATING COSTS				
Professional activity cost		$ 190	$ -	$ 190
Office supplies		$ 1,200	$ -	$ 1,200
Printing		$ 1,200	$ -	$ 1,200
Refreshments		$ 3,400	$ -	$ 3,400
SurveyMonkey		$ -	$ 312	$ -
Copier		$ -	$ 500	$ -
Desk/Phone/Computer		$ -	$ 2,715	$ -
Space for Training/Office		$ -	$ 12,000	$ -
Autism Training Solution Modeules		$ -	$ 1,000	$ -
		$ -	$ -	
DIRECT OPERATING SUBTOTAL		$ 5,990	$ 16,527	
INDIRECT COSTS @ 10%		$ 9,075	$ 1,653	
TOTAL COSTS		**$ 99,822**	**$ 18,180**	**$ 99,822**

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