

Executive Summary

Turning Pointe Autism Foundation in partnership with the Career & Networking Center seeks WIOA funding to continue its mission to train and employ young adults with autism.

Certified via the International Board of Continuing Education and Credentialing, CARF accredited, and with its 5th consecutive highest rating by Charity Navigator, Turning Pointe utilizes proven interventions to support students with autism.

With employment partnerships - local and Fortune 500 companies - Turning Pointe and CNC are uniquely positioned to recruit, train and support into employment individuals with autism. With the support of WIOA, we can launch 10 individuals onto a career pathway.

Bianca Frost

EDUCATION

Aurora University – Aurora

- M.S. Applied Behavior Analysis
GPA: 4.00/4.00 (Graduation date May 2016)

Northern Illinois University – DeKalb

- B.S. Communicative Disorders Minor: Family Child Studies
GPA: 3.822/4.00

PROFESSIONAL EXPERIENCE

October 2018 -
Current

Turning Pointe Autism Foundation

Program Director

- Lead and coach teachers, clinicians, and direct care providers in the development and implementation of student programming related to academic and functional skill acquisition, behavior reduction, skill generalization, etc.
- Develop and monitor student outcomes across all programs quarterly and disseminate the result to inform training decisions and make data driven decisions of program development.
- Monitor program wide crisis data to ensure staff and student safety and best practice in restraint and time out as outlined by the Illinois State Board of Education (ISBE).
- Provide clinical mentorship related to IEP goals, program development, behavior programming, etc.
- Develop and maintain student intake procedures, coordinating district, family, and therapy team components.
- Facilitate and participate in student meetings: IEP, communication, behavior, etc.

August 2016 -
October 2018

Turning Pointe Autism Foundation

Program Coordinator

- Organized daily classrooms staffing program-wide to maximize student coverage, training, or assessment.
- Coordinated new staff training including online training platforms, related service overlap, classroom training, student specific programming, etc.
- Planned and implemented student transition procedures including classroom transitions, program transitions, staffing changes, etc.
- Provide direction to Lead IBIs to ensure program fidelity.
- Coordinated and participated in the crisis team to ensure staff and student safety related to maladaptive behavior.

August 2014 -
August 2016

Turning Pointe Autism Foundation

Lead Intense Behavior Interventionist / Lead crisis team manager

- Managed high intensity maladaptive behavior of students with Autism ages 11-21.
- Implemented treatment plans and collected data on goals put in place by classroom teacher, BCBA, SLP and OT.
- Trained classroom staff on organization wide and individual programming.
- Provided daily informal feedback and formal monthly evaluations to classroom staff.
- Attended all student meetings: IEP, communication, behavior, etc.
- Reviewed daily home notes and facilitate communication with parents and home staff.
- Coordinated intake of new students and managed integration into the classroom.

February 2014 -
December 2014

Autism Home Support

Care Team Member / Line Therapist

- Provided in home ABA services for clients with Autism.
- Implemented treatment plan and collect data on goals put in place by lead BCBA.
- Participated in monthly team meetings with BCBA and family members.

May 2013 -
July 2014

Camelot Northwest Center for Autism

Speech/Language Paraprofessional

- Worked one-on-one with students with Autism and a variety of other Syndromes.
- Carried a speech and language caseload.
- Collected data, track, and document progress on student's goals.
- Completed monthly autism training modules and training sessions.
- Worked as a member of a treatment team with classroom teachers, paraprofessionals, social workers, Occupational Therapists, and BCBA to enhance the lives and learning experiences for students with Autism.

ACTIVITIES

January 2015 - **Turning Pointe Autism Foundation**

December 2015

Practicum Student

- Implemented functional assessments under the supervision of BCBA.
- Developed behavior intervention plans under the supervision of the BCBA.
- Developed behavioral IEP goals under the supervision of the BCBA.
- Utilized excel to input and analyze behavior data.

CERTIFICATIONS

- Basic Picture Exchange Communication System (PECS) Trained
- Prevention Crisis Management (PCM) Trained
- Substitute Teaching Certificate

RaeAnne Rhule



LICENSURE

Professional Educator License, March 2022.

Licensed Behavior Specialist 1, K- 22, March 2022

Licensed Behavior Specialist 2, Transition Specialist, Expected June 2023.

EDUCATION

National Louis University, Chicago, IL.

Endorsement, Transition Specialist, Expected June 2023.

DePaul University, Chicago, IL

Master's in Special Education, March 2022.

Northern Illinois University, DeKalb, IL

Bachelors in Science,

Health Sciences: Rehabilitation Services, May 2017.

WORK EXPERIENCE

TURNING POINTE AUTISM FOUNDATION, Naperville, IL

Program Float Teacher, January 2020- Current

Adult Day Instructor, March 2020- Current

Professional Crisis Management, Certified Practitioner 2P

- Preparing, adapting and delivering instructional material
- Developing a suitable curriculum and utilizing effective teaching methods based on assessment of students' needs
- Evaluating student's academic and behavioral progress
- Supervising students in classrooms, school buildings and social-curricular activities
- Developing IEPs that reflect student needs, defining measurable benchmarks for goals and using data to measure goal progress
- Collaborating with the Related Service Team to ensure generalization of skills and consistent programming
- Developing curriculum and ensure fluid and consistent programming
- Creating and maintaining student records and preparing reports relative to the work
- Selecting appropriate tests, learning aids, materials and supplies
- Collaborating and supporting the family home teams by meeting with parents, communicating life and behavior skills programs and supporting generalization of skills to home and community environments
- Working well with the team in a collaborative manner
- Supervise and support student support staff and help organize schedules and oversee integrity of behavior support plans
- Provide overall support and commit to reducing maladaptive behaviors and addressing student's specific needs
- Helping students working with all modes of communication such as augmentative and alternative devices

MARKLUND DAY SCHOOL, Bloomingdale, IL

Paraprofessional, Oct 2017- January 2020

Long-Term Substitute, Transition Vocational Teacher, August 2018- June 2019

New Staff Trainer, May 2018- Present

Staff Engagement Committee, July 2018- July 2019

Professional Crisis Management, Certified Practitioner 2P

- Planning and attending community outings on a weekly basis
- Creating and tracking task analysis data for student vocational jobs
- Planning, creating, and teaching lessons
- Creating and collaborating with teachers to make thematic units
- Flexibility working with different classrooms and different age groups
- Assisting teachers with classwork and the daily care of students with special needs
- Working directly with the students one-on-one and in groups
- Documenting all goals/program which includes the daily participation records after completion of a task with a student
- Providing direct care, attend in-services, and other educational functions
- Helping students working with augmentative and alternative devices
- Providing assistance with speech therapy, physical therapy, occupational therapy, aqua therapy, pet therapy, recreational therapy, and music therapy
- Assisting escalated students in calming strategies
- Analyzing student data in collaborative meetings

JONAMAC ORCHARD, Malta, IL

Assistant Manager, Aug 2010 – December 2017

- Managing staff, preparing schedules, and assigning specific duties
- Instructing staff on how to handle difficult and complicated customer relations

CARTERS COTTAGE INTERIORS, DeKalb, IL

Customer Service Manager, Nov 2013 – June 2017

- Managing store operations from open to close
- Working with customers and problem solving

ADDITIONAL SKILLS

- Adaptable to different work and social situations
- Manages time well with organization and completes tasks well in a timely manner
- Communicates to keep leadership and team informed in all situations
- Works well under pressure and has leadership skills
- Experience working with Microsoft Office

MARKLUND DAY SCHOOL, Bloomington, IL

Paraprofessional, Oct 2017- January 2020

Long-Term Substitute, Transition Vocational Teacher, August 2018- June 2019

New Staff Trainer, May 2018- Present

Staff Engagement Committee, July 2018- July 2019

Professional Crisis Management, Certified Practitioner 2P

- Planning and attending community outings on a weekly basis
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PROFILE:

An accomplished department leader possessing excellent organizational skills in problem solving, task coordination, communication, follow-up and documentation. Very detail oriented, self-directed and creative in stream-lining processes in all facets of business.

SKILLS:

- Interviewed prospective clients to assess their needs and assign them to an appropriate healthcare provider
- Served as the direct report to administrative, billing and marketing staff
- Acquired extensive experience and knowledge in the medical field including billing regulations and HIPPA
- Managed all in and out of network insurance providers with managed care accounts preparing detailed proposals requesting authorization for Applied Behavioral Analysis (ABA) Therapy defining services by newly piloted billing codes assigned by the AMA/ABAI for approval
- Fostered strong working relationships with insurance case managers and served as the liaison between the AHSS clinical/field staff and insurance administrative staff to secure authorizations to provide care
- Audited medical records for billing accuracy to submit in response to post-payment medical record requests.
- Managed hospice cases from beginning to end starting with benefits eligibility/verification through billing, collections, level of care changes to discharge (90% Medicare, 20% Medicaid primary & dual eligibility and 5% commercial insurance)
- Created and implemented all processes for billing in a very fast-paced hospice office (ADC of 180-200)
- Managed cases from beginning to end starting with benefits eligibility/verification through billing, collections, level of care changes to discharge (90% Medicare, 20% Medicaid primary & dual eligibility and 5% commercial insurance)
- Billing systems: Medicare/Palmetto intermediary DDE, batch transmission through Zirmed & Passport and Medicaid billing in Medi.com (MyHFS website) – primarily UB-04 billing (HCFA 1500 billing for physician billing for four hospice medical directors
- Wrote and presented the billing portion of the “new hire” orientation for all clinical and non-clinical new-hire staff
- Designed several forms, logs and data collection tools to gather and track accurate patient information for billing such as orders tracking, NOE posts to Medicare & Medicaid and invoicing to facilitate A/P payments to 9 intercompany Advocate hospitals and several nursing homes providing care to dual eligibility hospice patients
- Performed the company month end close process and reporting by the second working day of every month
- From 1991 to 2007 structured & managed the hospice department on my own. In 2007 a second employee was hired in anticipation of growth opening 2 additional offices. I served as her immediate supervisor responsible for her training

EXPERIENCE:**Part-Time/Freelance/Extra Curricular/Marketable Skills**
Present**1991 to****Photography:** indoor & outdoor events including weddings, fundraisers, real estate & property insurance records and site portraits.**Volunteer:** serve regularly at my local mega church in guest services, coffee crew, VBS, special events and nursery. Missions trip to Oblong, IL - maintaining & repairing three temporary foster homes for boys & girls. Food preparation and packing at Chicago Food Depository and Feed My Starving Children.**Turning Pointe Autism Foundation, Naperville, IL**
Present
Foundation Coordinator**6/2019 -****Fox Valley Institute, Naperville, IL**
2/2019
Client Care Team Lead**12/2017 -****Autism Homes Support Services, Inc., Northbrook, IL**
10/2016
(100 % remote from home)
Managed Care Coordinator**10/2011 to****Advocate Hospice, Downers Grove, IL**
9/2009
(50% remote from home 50% in office)
Lead Reimbursement Specialist**1/1991 to****EDUCATION:**

- Thornton Community College, South Holland, IL ~ Business Courses
- Thornton Fractional South High School, Lansing, IL ~ GED/General Studies

Dorothy Douglas

Professional Profile

Employment Counselor, Recruiter, Hiring Manager and Sales Professional with over 20 years of experience in developing and cultivating strong client relationships

- Skilled in guiding clients through the career discernment process using the principles of trauma informed care, active listening techniques and behavioral interviewing skills
- Successful in collaborating with clients in identifying their strengths and the roles to which they may be best suited
- Able to coach candidates and hiring managers throughout the selection process
- Actively network with employers and recruiters

Education

Master of Business Administration, Keller Graduate School
Bachelor of Arts in Psychology, National-Louis University

Professional Experience

Robert Half Talent Solutions
Remote Contract Recruiter

November 2021 – March 2022

- Worked within a national food production and delivery organization to recruit and hire CDL drivers, sales professionals and merchandisers to serve the retail grocery industry.
- Built strong working relationships with Hiring Managers, candidates and other company Talent Acquisition team members in order to hire 26 new employees during a 4-month span.

Impact Advisors, Naperville, IL
Remote Contract Recruiter

August 2021 – November 2021

- Worked within a large Regional Health System to recruit and hire operating room personnel in two major hospitals. Hires included RNs, technicians and other operating room support personnel.
- Built strong working relationships with Hiring Managers, candidates and other Talent Acquisition team members in order to hire 27 new employees within a 3-month span.

Bridge Communities, Glen Ellyn, IL

2016-2021

Employment Counselor

Successfully collaborated with clients to support them in achieving their short and long-term career goals, resulting in increased earnings, benefits, job stability and marketability.

- Built trust-based relationships with clients to ensure their full engagement and collaboration in setting job search goals
- Counseled clients on all job search activities, including development of resumes, interviewing, networking skills, salary negotiation, and job retention
- Coached clients on identification of appropriate educational programs
- Facilitated employment workshops on a quarterly basis
- Collaborated with clients, case managers and mentor teams to support clients in completing educational and career goals
- Trained in the principles of Trauma Informed Care

Thrivent Financial, Downers Grove IL

2007-2017

Human Resources Recruiting Specialist

Responsible for sourcing, selecting, interviewing and hiring top sales and administrative talent for the Chicagoland Regional Office

- Successfully sourced talented professionals by developing consistent sources of referral and leveraging online resources
- Used online assessment tools and in-depth interview process to screen and select prospective hires
- Thoughtfully managed expectations of candidates and hiring managers throughout the interview process
- Focused on providing a great candidate and hiring manager experience

Blue Book Services, Carol Stream, IL

2004-2007

Inside Sales Manager

Developed and implemented sales and marketing strategies designed to exceed growth goals. Led a team of six inside sales representatives to achieve a significant and consistent increase in customer base. Worked with other team members on new product development.

- Conducted in-depth market segmentation and analysis, leading to a comprehensive sales and marketing strategy
- Created a standardized customer needs assessment that led to new business and value-added up-selling
- Developed and refined the sales and service skills of six inside sales representatives, leading to average annual new client growth of 5%

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JODI J. FEGTER

SUMMARY

A Human Resources Professional with over 20 years of experience in HR functions, including career transition, salaried personnel, labor relations, and compensation. Expertise with coaching individuals in career transition, specifically in resume development, networking, negotiating compensation, and interviewing. Strengths include building effective working relationships and motivating others to succeed while helping an organization achieve its business objectives.

PROFESSIONAL EXPERIENCE

BRIDGE COMMUNITIES

2013 - Present

Director, Employment & Adult Education (Glen Ellyn, IL)

2021 - Present

Employment Specialist (Glen Ellyn, IL)

2013 - 2021

Supervise two Employment Counselors while carrying an average caseload of ten to twenty clients. Provide coaching to individuals in career transition. Identify programs and opportunities that will positively impact the self-sufficiency of clients and assist in the improvement of job readiness and job outcomes while also continuously improving the quality of the employment program.

- Developed a Job Search Reference Guide to assist clients and Employment Counselors in job search process.
- Developed and facilitated a 4-week Job Readiness Class which brought clients together to discuss all aspects of job searching, from preparing communication materials to negotiating offers. Within an 8-year period, client ratings were always positive in increasing job search knowledge and boosting self-confidence in the process.
- Created an Interviewing Guide for hiring managers while also assisting in the hiring process by timely posting open positions on Indeed during CFO's leave of absence.
- Facilitated and developed effective curriculum for initial mentor training, as well as on-going mentor trainings.

LEE HECHT HARRISON

2008 - 2016

Career Management Consultant (Dayton, OH & Chicago, IL)

Provided coaching to individuals in career transition. Worked individually with clients, as well as facilitate seminars, to prepare clients to successfully job search.

- Effectively facilitated workshops which better prepared clients for the job search process. Consistently received "Excellent" ratings from clients on the benefits of attending such seminars.

VISTEON SYSTEMS (Employed through Personnel Management, Inc.)

2006 - 2008

Salaried Personnel Supervisor (Connersville, IN)

Directed all salaried human resources activities at the Connersville Plant during its corporate restructuring and closure. Handled all salaried administration, as well as compensation and benefits, for 172 salaried employees.

- Successfully managed the reduction of the salaried workforce during a plant shutdown, including weekly communications to workforce, notification meetings, exit interviews, retention of key personnel, and analyzing potential replacements for key personnel.

GRAND VEHICLE WORKS HOLDINGS (GVW)

2004 - 2006

HR Consultant - Contract (Union City, IN)

Assisted GVW with hiring-related activities.

- Created and/or updated job descriptions for 125 salaried positions within Workhorse Custom Chassis and UpTime Parts to ensure both companies continued to comply with OFCCP regulations.
- Developed a four-hour behavioral and competency-based interviewing and selection workshop to assist hiring managers in the selection of A+ talent. Implemented the workshop within GVW's three manufacturing companies as well as its parts distribution business.

UNIVERSITY OF PHOENIX

2003 - 2004

Adjunct Professor, Graduate Business School (St. Louis, MO)

Taught three semesters of graduate-level courses in Human Relations and Organizational Behavior.

FORD MOTOR COMPANY**1995 - 2002****Director, UAW-Ford Community Healthcare Initiative** (Kansas City, KS) 2002

Collaborated with community leaders and state agencies to improve area-wide healthcare systems, to address areas of healthcare deficiencies, and to improve public awareness of resources available to them.

- Established a coalition with area physicians to develop and implement "best practices" among local physician offices and hospitals. Developed action plans in order to communicate and assess the "best practices" developed for future replication in other area medical centers.

Human Resources Associate, Ford Financial, Compensation Department (Dearborn, MI)**2000 - 2001**

Assisted the Company's corporate compensation and benefits departments in ensuring the salaried compensation and benefits' practices of Ford Financial met Ford Motor Company's objectives.

- Completed a comprehensive compensation survey which encompassed all salaried levels of Ford Financial employees. The survey results led to Ford Financial's eventual 2002 salary merit plan design and administration.
- Revised Ford Financial's employee recognition program to make it more user friendly for employees to understand, as well as more efficient to administer.

Human Resources Associate, Employment Security Programs (Dearborn, MI)**1998 - 2000**

Coordinated the hiring of all Ford's hourly employees throughout Ford's 50 manufacturing plants and distribution centers in the United States.

- Developed and implemented a new web-based hourly requisition and hiring system and trained all of Ford's North American manufacturing and distribution sites on its use.
- Participated on Ford's 1999 national bargaining committee on Employment Security. Participated in developing the negotiating strategy, as well as writing the contract language for Ford's master agreement.

Human Resources Associate, Rawsonville Plant (Rawsonville, MI)**1996 - 1998**

Provided labor relations counsel on staffing, employee involvement initiatives, and grievance resolution to the plant's operating management regarding 550 unionized skilled trades employees.

- Developed and implemented a behavioral and competency-based selection system for hourly skilled trades workers in the plumber-pipe fitter and electrician classifications.

Human Resources Associate, Scientific Research Laboratory (Dearborn, MI)**1995 - 1996**

Managed all salaried administration for 350 of Ford's research employees. This included recruiting, selecting, compensating and training of these technical employees.

- Coordinated Ford's Summer Intern Program (80 interns): developed Preparation Checklist for supervisors, coordinated on-boarding activities, improved the existing communication process, developed intern and supervisor evaluation processes, and addressed several performance issues.

MOTOROLA, LAND MOBILE PRODUCTS SECTOR**1993 - 1995****Senior Human Resources Associate, Radio Network Solutions Group** (Schaumburg, IL)**1994 - 1995**

Provided day-to-day human resources generalist support in benefits, compensation, recruitment, training and interpretation of Company policies for Motorola employees in eleven states.

- Investigated and resolved employee relations issues involving racial discrimination, internal theft, unemployment claims, performance issues, and Company policy violations.

Human Resources Associate, Western Division (San Diego, CA)**1993 - 1994**

Delivered day-to-day human resources generalist support in benefits, compensation, recruitment, training and interpretation of Company policies.

- Assisted in the development and successful implementation of Motorola's Individual Dignity Entitlement pilot program: created organizational mappings, communicated the program throughout the Division and trained management and employees throughout the Division.

EDUCATION**Master of Arts in Labor and Industrial Relations****Bachelor of Science in Psychology**

University of Illinois at Urbana-Champaign

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Job Title: Long Term Substitute Special Education Teacher

TPAF Role: Teacher

Reports to: Faculty Supervisor

FLSA Status: Exempt

ISBE Category: Teacher

Job Type: Part-Time/Full-Time

TPAF Calendar: Academic

Direct Reports: None

Qualifications: Illinois Professional Educator License (PEL) with Learning Behavior Specialist (LBS1) endorsement or approval encompassing the grade levels and age ranges of the students served

Position Summary:

A Turning Pointe Substitute Special Education Teacher is expected to continue to develop and implement programs for a classroom that address and meet the needs and IEP goals during the designated interim period. The substitute teacher needs excellent interpersonal skills and a willingness to work as a collaborative member of a team.

Essential Job Functions:

- Prepare, adapt, and deliver instructional material
- Continue to provide suitable curricula and effective teaching methods based on assessment of students' needs
- Evaluate student's academic and behavioral progress
- Supervise students in classrooms, school buildings and social-curricular activities
- Develop educational plans for the individual student
- Teach desirable study, work and recreational habits by providing pupils with opportunities for which they are best suited
- Develop IEP's that reflect student needs, define measurable benchmarks for goals and use data to measure goal progress
- Collaborate with the Family Services, occupational therapy and Language and Communication therapies to ensure generalization of skills and consistent programming
- Meet regularly with Turning Pointe administration and consultants to develop TPAF curriculum and ensure fluid and consistent programming
- Create and maintain student records, and prepare reports relative to the work. Select appropriate texts, learning aids, materials, and supplies. Participate in teacher training, as required. Plan and participate in extracurricular student and staff activities
- Maintain records and prepare reports and correspondence related to the work
- Collaborate and support the Turning Pointe Family Support Services department by meeting with parents, communicating life and behavior skills programs and supporting generalization of skills to home and community environments
- Work well with the Turning Point team in a collaborative manner
- Share ideas and implement TP school program objective
- Mentor and support student support staff and help organize schedules and oversee integrity of behavior support plans
- Is able to support and feel comfortable with significant behavioral concerns and work towards reducing behaviors and addressing student specific needs
- Support the TPAF fundraising objectives providing information, collaborating on fundraising activities and reflecting the goals and objectives of the organization
- Perform other work and responsibilities as assigned

Experience & Skills:

- Experience working with middle/high school students impacted by autism or other developmentally disabling disorders
- Experience implementing behavior support plans and knowledge of the principles of Applied Behavior Analysis
- A proven track record working as a team member in a therapeutic and/or educational environment
- Patience and a calm organized approach to work

Physical Demands:

- May include lifting and supporting up to 50 pounds
- May be required to bend, stoop, and kneel
- Ability to work at a desk, conference table or in meetings of various configurations
- Ability to stand and circulate for extended periods of time
- Moderate to high stress levels
- Daily contact with students, teachers, and school staff
- Regular contact with parents, community members and outside agency personnel
- May be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior

Core Competencies:

1. Supports the Mission, Vision and Directions of Turning Pointe: Understands and supports the mission of Turning Pointe Autism Foundation; displays flexibility and accepts change; is willing to try new methods and make suggestions; shows a strong commitment to Turning Pointe Autism Foundation; conveys enthusiasm for Turning Pointe and his/her work.
2. Builds Community: Understands and embraces the role of the volunteers; helps families and others make connections to Turning Pointe; practices effective relationship-building techniques; supports the role of fundraising in achieving the Turning Pointe mission.
3. Provides a Quality Experience for Students, Families, Donors, Volunteers and Other: Must possess the ability to deliver an outstanding experience for everyone involved with Turning Pointe Autism Foundation.
4. Works Productively: Demonstrates responsible actions; consistently performs duties in a safe and conscientious manner within the agreed upon timeframe; follows standards, policies, and procedures; is reliable and is consistently punctual; actively participates in staff meetings, required trainings, and other work-related activities; uses good judgment; uses Turning Pointe resources appropriately and efficiently.

Effect on End-Result:

Turning Pointe Autism Foundation will be able to maximize its ability to create better opportunities for students. Students will be better prepared for life and career success. The reputation of Turning Pointe's student programs will be elevated and its ability to assist more students will be enhanced.

The general public will be better informed about the Turning Pointe mission, purpose, activities and opportunities. The desired outcome will be the growth of Turning Pointe Autism Foundation's ability to serve individuals and families as they navigate through the lifelong challenges of autism.

Rae Anne Rhule

Employee Printed Name

Employee Signature

Date

01/27/2020

Angela Williams

Supervisor Printed Name

Date

1/27/2020

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Job Title: Foundation Coordinator

TPAF Role: Foundation Coordinator

Reports to: Executive Director

FLSA Status: Exempt

ISBE Category: Other Necessary Personnel

Job Type: Full-Time

TPAF Calendar: Year Around

Direct Reports: None

Qualifications: Bachelor's degree in related field preferred or equivalent experience. Minimum 3 years office experience coordinating proprietary or confidential documents and maintaining files or processes to keep growing organization systems operating

Position Summary:

The Foundation Coordinator will aid the Foundation Directors in necessary administrative functions to ensure best practice policies and procedures continue.

Essential Job Functions:

- Maintain spreadsheets for expiration of staff certifications for ISBE compliance
- Update and maintain staff HR files and records
- Coordinate with directors to create Staff Drive
- Coordinate with the Compliance Officer to develop and maintain standard operating procedures for foundation jobs
- Assist Human Resources Manager during open enrollment and with new hire enrollment of employee benefits
- Provide Human Resource support for Turning Pointe staff, which includes contractors
- Assist Executive Director in business and activities
- Assist with communication, correspondence and mailings to support Foundation activities
- Assist Operations Director to create and maintain a work order process
- Assist at reception desk and other areas of the organization as needed
- Collaborate with Directors of the organization to complete vital projects
- Update and maintain internal staff contact list and photo directory
- Assist with preparation for staff orientation and trainings
- Participate in organizational meetings and events as requested
- Work with and support board initiatives as needed
- Prepare, manage and maintain a capital expenditures list with strategic goals and timeline
- Provides administrative support for tasks such as photocopying documents, filing, filling in at the reception desk and making travel arrangements
- Assist in monitoring Turning Pointe Autism Foundation business performance and stated organizational objectives
- Perform other work and responsibilities as assigned

Experience & Skills:

- Experience or understanding of the needs of students & families impacted by autism preferred
- Knowledge of Turning Pointe programming
- Patient with a calm and organized approach
- Must be able to work a flexible schedule

Physical Demands:

- May include lifting and supporting up to 50 pounds
- May be required to bend, stoop, and kneel
- Ability to work at a desk, conference table or in meetings of various configurations

- Ability to stand and circulate for extended periods of time
- Moderate to high stress levels
- Daily contact with students, teachers, and school staff
- Regular contact with parents, community members and outside agency personnel
- May be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior

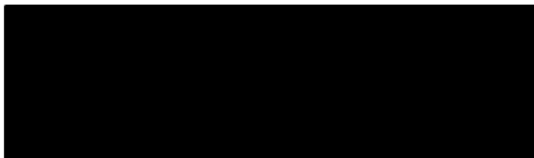
Core Competencies:

1. **Supports the Mission, Vision and Directions of Turning Pointe:** Understands and supports the mission of Turning Pointe Autism Foundation; displays flexibility and accepts change; is willing to try new methods and make suggestions; shows a strong commitment to Turning Pointe Autism Foundation; conveys enthusiasm for Turning Pointe and his/her work.
2. **Builds Community:** Understands and embraces the role of the volunteers; helps families and others make connections to Turning Pointe; practices effective relationship-building techniques; supports the role of fundraising in achieving the Turning Pointe mission.
3. **Provides a Quality Experience for Students, Families, Donors, Volunteers and Other:** Must possess the ability to deliver an outstanding experience for everyone involved with Turning Pointe Autism Foundation.
4. **Works Productively:** Demonstrates responsible actions; consistently performs duties in a safe and conscientious manner within the agreed upon timeframe; follows standards, policies, and procedures; is reliable and is consistently punctual; actively participates in staff meetings, required trainings, and other work-related activities; uses good judgment; uses Turning Pointe resources appropriately and efficiently.

Effect on End-Result:

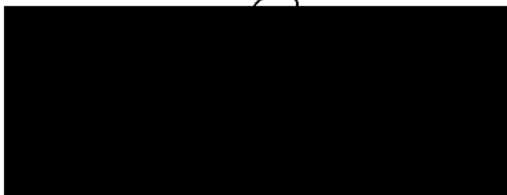
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Carolyn A. Bonassa
Employee Signature

1/6/2020
Date



CARRIE PRINZALE
Supervisor Signature

1/6/2020
Date

The above job description is meant to describe the general nature and level of work performed and may not be inclusive of all assigned duties, responsibilities, or aspects of the job described. The scope of the job may change as necessitated by the organizations needs and may be amended at any time at the sole discretion of the employer. Other duties may be assigned by the supervisor. This job description does not constitute a contract of employment and the employer may exercise its at-will rights. Essential responsibilities are performed under the direction of the assigned supervisor, in collaboration with organizational leadership, and aligned with policies and procedures.



Job Title: BCBA

TPAF Role: Program Director

Reports to: Executive Director

FLSA Status: Exempt

ISBE Category: Related Service

Job Type: Full-Time

TPAF Calendar: Academic

Direct Reports: Program Team

Qualifications: Master's Degree in a related field, General Administrative Endorsement or Board Certified Behavior Analyst (BCBA)

Position Summary:

The Program Director is responsible for creating and maintaining positive learning environments that utilize best practices. The Director leads programming decisions and the teams in conducting the research, writing protocols and any subsequent study of interventions.

Essential Job Functions:

- Lead organization in all activities related to the continuation and improvement of the best practice programs in the school, college or emerging programs.
- Supervise the Program Team
- Ensure program fidelity throughout TPAF programs
- Collaborate with administration on new research and evidence based practices for continuous quality improvement
- Monitor and analyze student and program outcomes
- Explore regularly opportunities for professional growth or program publication
- Lead, through coordination with team, the Therapeutic Day School intake process of new students
- Finalize IEP reports and attend meetings, as needed
- Observe, monitor and analyze student data as it relates to program outcomes for organization
- Manage pilot programs from concept to outcome analytics, as determined and approved by Board of Directors
- Maintain regular understanding of current student programming and needs
- Collaborate with Day School leadership to ensure teams have tools and training necessary to provide quality programming
- Perform other work and responsibilities as assigned

Experience & Skills:

- Minimum of 3-5 years' experience working with students impacted by autism or other developmentally disabling disorders
- A proven track record as a team leader in a therapeutic and/or educational environment
- Experience using basic computer software and ability to use electronic communications is essential
- The ability to work with public and private sector organizations, state and local regulators, school districts, parents and families, and educational leaders
- Have excellent writing skills and be able to build and sustain relationships with all Turning Pointe staff, organizational leaders and stakeholders in a student's home district
- Have the ability to take initiative, work independently and possess solid organizational skills
- Have a patient and calm approach to work; he/she will have the ability to provide and accept constructive criticism

Physical Demands:

- May include lifting and supporting up to 50 pounds
- May be required to bend, stoop, and kneel
- Ability to work at a desk, conference table or in meetings of various configurations
- Ability to stand and circulate for extended periods of time
- Moderate to high stress levels
- Daily contact with students, teachers, and school staff
- Regular contact with parents, community members and outside agency personnel
- May be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior

Core Competencies:

1. Supports the Mission, Vision and Directions Turning Pointe: Understands and supports the mission of Turning Pointe Autism Foundation; displays flexibility and accepts change; is willing to try new methods and make suggestions; shows a strong commitment to Turning Pointe Autism Foundation; conveys enthusiasm for Turning Pointe and his/her work.
2. Builds Community: Understands and embraces the role of the volunteers; helps families and others make connections to Turning Pointe; practices effective relationship-building techniques; supports the role of fundraising in achieving the Turning Pointe mission.
3. Provides a Quality Experience for Students, Families, Donors, Volunteers and other: Must possess the ability to deliver an outstanding experience for everyone involved with Turning Pointe Autism Foundation.
4. Works Productively: Demonstrates responsible actions; consistently performs duties in a safe and conscientious manner within the agreed upon timeframe; follows standards, policies, and procedures; is reliable and is consistently punctual; actively participates in staff meetings, required trainings, and other work related activities; uses good judgment; uses Turning Pointe resources appropriately and efficiently.

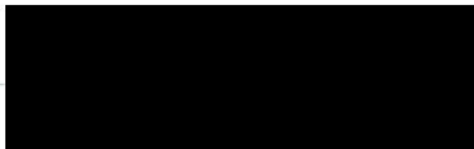
Effect on End-Result:

Turning Pointe Autism Foundation will be able to maximize its ability to create better opportunities for students. Students will be better prepared for life and career success. The reputation of Turning Pointe's student programs will be elevated and its ability to assist more students will be enhanced.

The general public will be better informed about the Turning Pointe mission, purpose, activities and opportunities. The desired outcome will be the growth of Turning Pointe Autism Foundation's ability to serve individuals and families as they navigate through the lifelong challenges of autism.

Bianca Frost

Employee Printed Name

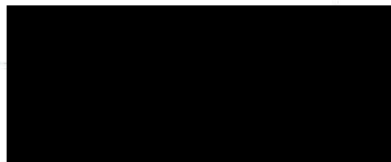


2/27/2020

Date

CARRIE PROVENZALE

Supervisor Printed Name



2/27/2020

Date

The above job description is meant to describe the general nature and level of work performed and may not be inclusive of all assigned duties, responsibilities, or aspects of the job described. The scope of the job may change as necessitated by the organization's needs and may be amended at any time at the sole discretion of the employer. Other duties may be assigned by the supervisor. This job description does not constitute a contract of employment and the employer may exercise its at-will rights. Essential responsibilities are performed under the direction of the assigned supervisor, in collaboration with organizational leadership, and aligned with policies and procedures.

Cultural Competency and Diversity Plan

Introduction

Turning Pointe champions neurodiversity and all diversity. To best serve our students, we believe in their potential and work to create a kinder community that will recognize their talents and the value they inherently bring us all. This kindness - *to be authentic and powerful* - must extend to our other diversities among us and in our community.

Turning Pointe recognizes that the prevalence of autism is independent of race, country of origin, or economic status. Autism impacts all of us. As such, we are committed to serving our friends with autism from all races, countries of origin, or economic status. Furthermore, we acknowledge that people of color are less likely to receive an early diagnosis of autism than caucasian children. This stymies their ability to receive early intervention and experience greater early outcomes.

We know that our students make their best progress when our team is collaborating. Between experts in different fields and because we all bring our own perspective to their care and our mission. Our commitment to this cause binds us all. As a team and as a community of compassion making positive change in the world, we must and do respect as well as value one another.

Turning Pointe Autism Foundation (TPAF) embraces the opportunities of multiculturalism and inclusion in all aspects of business operations. This includes not only the direct provision of services to our students and their families, but also to our employees and stakeholders. The intent of this plan is to address how TPAF responds to the diversity of its stakeholders, as well as how the knowledge, skills, and behaviors will enable personnel to work effectively cross-culturally by understanding, appreciating, and respecting differences and similarities in beliefs, values, and practices within and between cultures.

Definitions

We define *diversity* as; The mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as assets to the groups and organizations with which they interact.

We define *culture* as; An integrated pattern of human behavior which includes but is not limited to—thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of an ethnic group or social groups whose members are uniquely identifiable by that pattern of human behavior. (National Center for Cultural Competence – 2001).

We define *inclusion* as striving to engage all groups in meaningful ways and proactively removing barriers to participation.

This plan describes our current initiatives toward creating an environment that welcomes and embraces diversity in its many forms and identifies our plan which specifies a set of objectives that will enhance the cultural diversity of TPAF with plans on how to achieve those objectives.



TURNING POINTE AUTISM FOUNDATION

Diversity in terms of culture, age, gender, sexual orientation, spiritual beliefs, socioeconomic status and language are addressed in this plan. The framework for our Cultural Competency and Diversity Plan is based on CARF's ASPIRE to Excellence® model and uses the CARF standards as a guide to ensure an ongoing process of continuous quality improvement:

- Assess the Environment
- Set Strategy
- Persons Served and Other Stakeholders - obtain input
- Implement the Plan
- Review Results
- Effect Change

What is Cultural Competency?

An awareness of, respect for, and attention to the diversity of the people with whom it interacts (persons served, personnel, and other stakeholders) that are reflected in attitudes, organizational structures, policies and services.

Importance of Cultural Competency

As TPAF continues to meet the needs and expectations of increasingly culturally and ethnically varied populations, a better understanding of cultural differences and their relationship to the hallmarks of quality service – respect, inclusiveness, and sensitivity – become essential. Serving diverse populations, after all, is not a “one size fits all” process. Diversity includes all differences, not just those that indicate racial or ethnic distinctions.

Turning Pointe Autism Foundation's mission, vision, values and purpose for creating this Cultural Competency and Diversity Plan (CCDP):

Mision, Vision, and Core Values

Mission: To create and promote innovative opportunities that reveal the natural potential in each person we serve.

Enduring Vision: Connecting people, enriching lives

Core Values:

- Continuous quality improvement
- Collaborate with stakeholders
- Understand consumer choice
- Respect the worth of all people
- Cultivate every resource

Purpose:

- To ensure TPAF staff will have a greater awareness and knowledge to be able to successfully respond to the diversity of our stakeholders (including areas such as spiritual beliefs, holidays,

dietary regulations or preferences, clothing, attitudes toward impairments, language, how and when to use interpreters, etc.)

- The enhanced knowledge, skills, and behaviors from the implementation of this CCDP will enable our staff to work more effectively cross culturally by understanding, appreciating, and respecting differences and similarities in beliefs, values and practices within and between cultures
- To treat individuals receiving services, employees and all other stakeholders with respect
- To maintain and achieve the continuous satisfaction of individuals receiving services and all of our additional stakeholders
- To recruit and retain highly skilled and talented employees
- To provide a positive and dynamic work environment that is committed to maximizing the potential of persons served and employees while supporting them and having an awareness of and sensitivity to their beliefs and culture
- To provide enhanced resources and training for staff, persons served, and stakeholders

In addition, TPAF is committed to:

- The promotion of diversity and cultural competency in all organization's activities and associations
- The implementation of innovative and flexible services that produce meaningful outcomes in the lives of people receiving services
- Listening to persons receiving services and understanding the aspirations that they have for their lives, using this information as the foundation for service design and delivery
- Exceeding the expectations of all of our customers and stakeholders
- Working in collaboration with stakeholders and community organizations and partners

Policy

Turning Pointe Autism Foundation is committed to the principles of equal employment. We are committed to complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment which is free of harassment, discrimination, or retaliation because of age, race, color, national origin, citizenship status, ancestry, religion, sex, sexual orientation, pregnancy (including childbirth, lactation and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed service member status, or any other status protected by federal, state, or local laws. Turning Pointe Autism Foundation is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination and all other terms, conditions and privileges of employment.

Dissemination of Policy

- A copy of this document will be given to every employee
- The policy will be thoroughly discussed in employee orientation and included as a required annual training



Grievances

Any grievances or complaints should be directed to the Human Resources Director or member of the Leadership team. Any employee acting in a manner contrary to the plan will be counseled and/or disciplined according to the disciplinary policy and procedures.

Time Frame for Implementation

The Executive Director and Human Resources Director will review the plan annually.

TPAF & CNC WIOA Applicants Organizational References

Turning Pointe Autism Foundation

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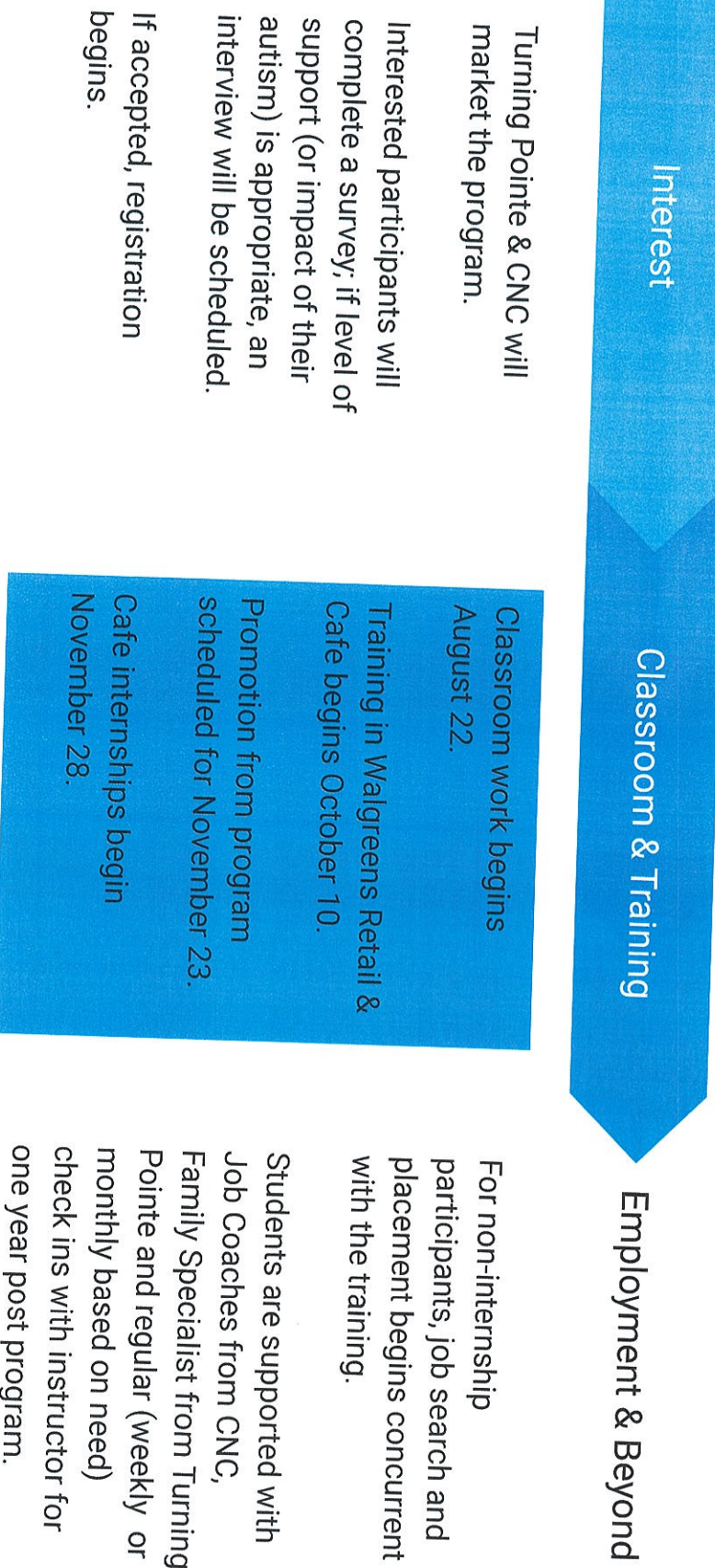
Career & Networking Center

Bill Green, Senior Administrator Finance & Operations
Wheatland Township
630-392-0408

Eddie Bedford, Naperville Township Supervisor
630-887-7281

Customer Flow Chart

ETP: Pathway to Work for Young Adults with Autism



Turning Pointe Autism Foundation - Career & Networking Center Employment Training Program – Program Description

History

In 2012 Turning Pointe Autism Foundation launched a pilot program called Career College with funding from the Coleman Foundation and in partnership with Walgreens and Office Max. Over the years, it successfully trained over 80 students in mock training environments, a cafe in the Lexus of Naperville dealership, classroom instruction, and camps. Now called our Employment Training Program (ETP), the focus remains to improve the lives of young adults with autism by providing skills and opportunities to work. The model is unique - clinically assess, train, and prepare for work sites, then connect individuals to positions and employers. Statistics persist that those with autism are under or unemployed. As a best-practice organization, Turning Pointe knows our students' capable, loyal, and loving nature makes them perfect candidates for successful employment. What they often lack, is simple social skills and the right pathway. Our ETP can provide the pathway in partnership with community collaborators and families.

Mission

Turning Pointe Autism Foundation creates opportunities and programs to educate individuals with autism through proven interventions to increase independence, encourage meaningful lifelong pursuits and enrich the community at large.

Purpose and Scope

Our program is designed to teach and develop a reliable communication system, organization, positive behavior supports, emotional regulation, social skills, and sensory regulation to individuals with autism spectrum disorder, social and communication challenges, and other learning differences. Students come from a wide range of backgrounds and ability levels.

Turning Pointe utilizes a 5-strategy interdisciplinary approach that supports the core deficits of autism spectrum disorder through Evidence-Based Practices (EBP) and assists students as they grow and learn to manage everyday challenges. ETP model uses the latest research and clinical expertise to help students develop new skills and enhance personal talents and strengths as they navigate towards independent, thriving futures.

General Program Overview

Turning Pointe Employment Training Program (ETP) is an educational opportunity for individuals impacted by Autism Spectrum Disorder, social and communication challenges, and other learning differences. The program is open to post-secondary students. Students seek to improve their skills in independent living, social communication, and employability skills. Turning Pointe partners with local employment partners to provide students with hands-on training opportunities in real and mock work settings.

Turning Pointe Employment Training Program (ETP) operates from 9:00 am–1:00 pm Tuesday, Wednesday, and Thursday (for continuity) and offers additional social settings and practice each day from 1:00 pm - 3:00 pm (for generalizing classroom skills).

Admission Process

The Turning Pointe Employment Training Program (ETP) Admissions Process is similar to a traditional college. Students and families tour the Employment Training Program (ETP), complete interest forms, and interview. Parents/guardians may or may not be present during the interview. If the student is an appropriate fit for the Employment Training Program (ETP) they receive an acceptance letter and then go through the registration process.

Classroom Structure

The Employment Training Program (ETP) classroom is structured with a high staff-to-student ratio, typically 1:3 or 1:5, which fosters a learning environment conducive to individualized instruction for our students. It is anticipated that a candidate will be able to achieve a certificate of completion within one 12 week cycle.

All staff are certified or licensed according to their position and highly trained. Our multi-disciplinary team approach includes the following qualified professionals:

- Special Education Teachers hold a Professional Educator License (PEL) and a Learning Behavior Specialist 1 (LBS1) endorsement
- Board Certified Behavior Analyst (BCBA)
- IBCCES certifications
- RNs; OTs; SLPS on consult if needed

Behavior Intervention

Behavior Interventions are founded on the principles of Applied Behavior Analysis (ABA). ABA is a treatment approach that applies principles of learning theory to produce positive and meaningful changes in behavior. Board Certified Behavior Analysts (BCBAs) utilize function-based interventions to decrease maladaptive behaviors, increase socially appropriate behaviors and promote skill acquisition. Replacement behaviors are taught proactively to increase student success. Interventions are customized, adjusted as needed, and created with evidence-based practices.

Outcomes

Based on the best-practice interventions, clinicians organize skill banks and track all student progress. Actual outcomes from previous program cohorts are attached. In addition to skills gained, students are placed in jobs internally at Turning Pointe as interns or externally at partner agencies.

Curriculum Resources & Assessments

Turning Pointe uses various materials to accommodate every student's individualized needs. Materials, lesson plans, and community-based instruction are all adapted to fit the needs of each student.

- *Essentials for Living (EFL)* – The Essential for Living assessment tool and curriculum is one of the resources used to determine current levels in the areas of communication, behavior, and functional skills.
- *The Assessment of Basic Language and Learning Skills (ABLLS-R)* – This assessment tool and curriculum guide assists in identifying language and other critical skills that are in need of

intervention in order to develop an educational program that helps the acquisition of new skills.

- *The Assessment of Functional Living Skills (AFLS)* – The AFLS assists in evaluating, tracking, and teaching functional skills to help individuals become more independent at home, school, and in the community. This system assesses the following skills: basic living, home, community participation, school, vocational, and independent living.
- *PEERS for Young Adults (PEERS)* – Social skills training for adults with autism spectrum disorder and other social challenges. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step-by-step guides for students are provided by PEERS.
- *PEERS Curriculum for School-Based Professionals* – Social skills training for adolescents with an autism spectrum disorder. This is used as an evaluating and teaching tool for individuals in the areas of social communication. Teaching strategies and step-by-step guides for students are provided by PEERS.
- *TEACCH Transition Assessment Profile (T-TAP)* – Comprehensive formal assessment that assesses strengths, interests, and abilities in the areas of: vocational skills and behaviors, independent functioning, leisure skills, functional communication, and interpersonal behavior both in the home and school environment.
- *Social Skill Checklist* – Qualitative checklist completed by multiple communication partners to help evaluate social skills, such as conversation skills, problem solving, understanding emotions, complimenting, and flexibility.
- Skills to Pay Bills is also the primary organization of the lesson plans for the instructor.

Turning Pointe Employment Training Program (ETP) is committed to providing ongoing services to our students to assist them in reaching their goals for adulthood.

Evidence-Based Practices

Evidence-based practices (EBPs) include empirically supported techniques found within research journals, textbooks and accredited education programs. EBPs utilized by Turning Pointe may include but are not limited to:

- Antecedent-based
- Differential Reinforcement
- Communication Systems
- Task Analysis
- Visual Supports
- Prompting
- Video Modeling
- Precision Teaching
- Functional Communication Training
- Structured Teaching
- Behavior Skills Training

Programmatic Outcomes

All students that have attended Turning Pointe Employment Training Program (ETP) for one year will maximize independence by mastering 80% of skills trained. Independence will be measured based

on current level of performance and subsequent skill mastery in the following three areas: social communication, independent living, and employability skills based on the Employment Training Program (ETP)'s Course Outlines.

Student data will be collected bi-weekly and analyzed both program wide and per individual student quarterly.

Data Collection

Continuous student-specific data is taken for all Turning Pointe Employment Training Program (ETP) students on program outcomes and course objectives. Data collection procedures may be outlined by specific curriculum resources and/or assessments or created by Turning Pointe specialists. Data collected in all area is analyzed regularly to maximize instruction and behavioral interventions and also used to make adjustments to student programming as necessary.

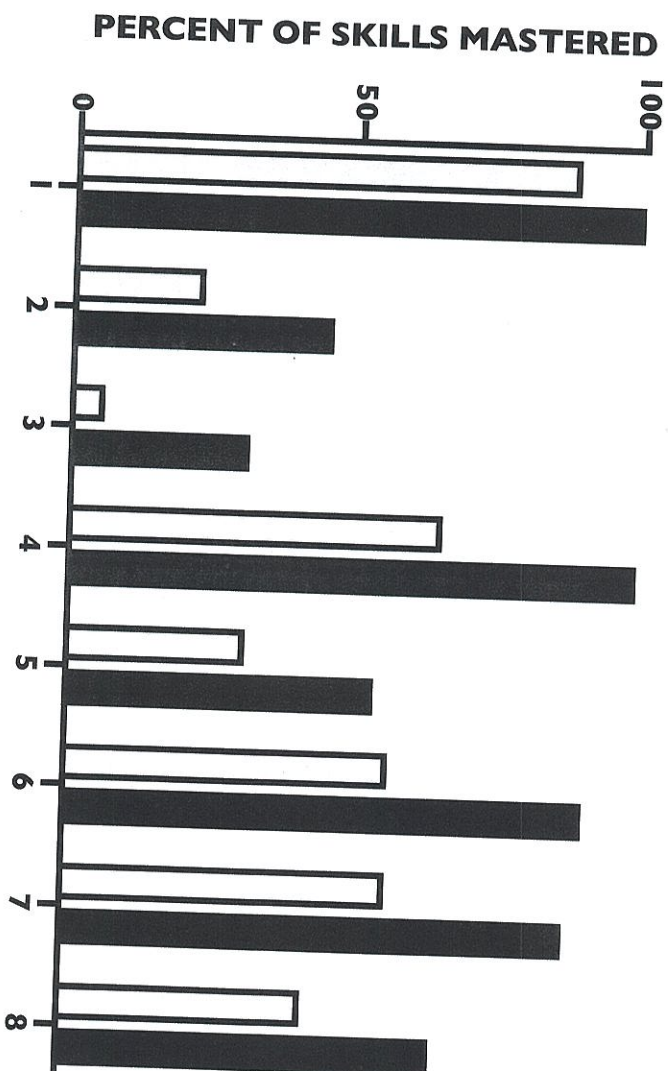
Post Classroom

After six weeks of classroom skill building, two training environments are used to generalize skills and prepare students for retail, cafe, or beyond! With a Walgreens onsite and a coffee shop in the Lexus of Naperville, instruction moves to these sites to practice cash register, customer services, stocking, and food safety certification. Should a student not wish to work in these environments after the program; the skills still benefit students. Career and Networking Center (CNC) will assist with additional placements for students not seeking cafe internships, of which some are available for interested students. Turning Pointe prides itself on relationships with multiple employment partners, along with the CNC connections and job coaching, and is confident student employment will follow the 12-week program. Weekly and monthly follow up/aftercare will be provided. Family Specialist will also continue to refer and support participants and families as they navigate work life.

Family Partnership

Family partnership is a key component of the Turning Pointe philosophy. Parents' and families' involvement in the education process is critical to students' success. Parents are active participants in their child's education through meetings, student conferences, and ongoing collaboration. Students communicate their progress to their parents on a bi-weekly basis via email. Staff facilitate and assist with these emails as needed for each student. Staff communicates with students and families via email and newsletters regularly. Remaining connected is essential to maintain program consistency and work together towards student progress and accomplishments.

ACC 2020-2021
SKILL INCREASE FROM PRE-POST ASSESSMENT

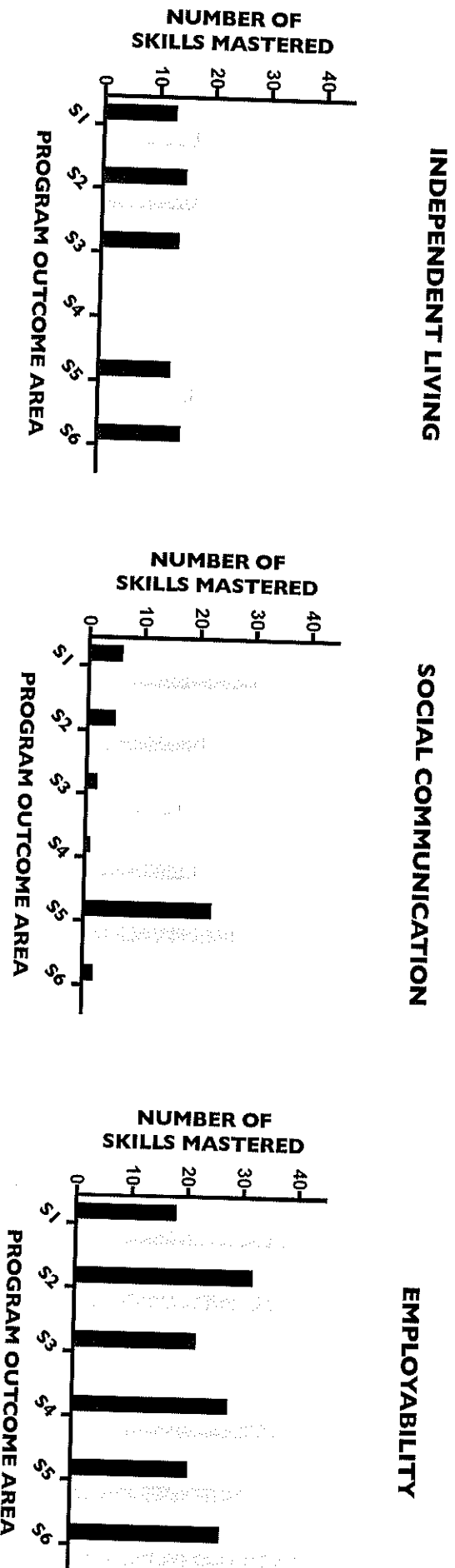


The figure above displays the skill improvement within the areas of independent living, social communication and employability skills from pre to post assessment for students attending the 2020-2021 ACC Class. Each gray bar represents the percentage of skills considered mastered for an individual student during the pre-assessment conducted prior to ACC instruction. Each black bar represents the percentage of mastered skills for an individual student during the post-assessment conducted after ACC instruction.

Average pre-assessment score = 46.4%
Average post-assessment score = 72.1%
Average percent improvement = 107%

It should be noted that through ACC programming seven of the eight students enrolled participated in formal on-site internships. To date, four students are employed, three continue on-site internships, one student is in the process of transitioning to an on-site internship.

CAREER DEVELOPMENT CAMP 2019 **SKILL INCREASE FROM PRE-POST ASSESSMENT**



The figure above displays the skill improvement within the areas of independent living, social communication and employability skills from pre to post assessment for students attending the 2019 Career Development Camp. Each black bar represents the number of mastered skills for an individual student during the pre-assessment conducted prior to Career Development Camp instruction. Each gray bar represents the number of mastered skills for an individual student during the post-assessment conducted after Career Development Camp instruction.

Independent Living: program wide improvement, m = 3 skill increase
 Social Communication: program wide improvement, m = 15 skill increase
 Employability Skills: program wide improvement, m = 11 skill increase

ETP Rubrics

Unit:	Skill:	4	3	2	1	Notes: *if no criteria met note students response
Unit 1 - Self Advocacy & Communication	AFLS JS 1 - Identifies own strengths and weaknesses	States at least 3 personal strengths and 2 personal weaknesses and 3 work related strengths and weaknesses	States 1 personal strength and 1 personal weakness and 2 work related strengths and weaknesses	States 2 work related strengths and weaknesses	States 1 work related strength and weakness	
	AFLS JS 11 - Searches for job openings	Searches for employment from 3 or more computer or paper ads/ job search locations and identifies employment opportunities appropriate for learner's skills	Searches for employment from 1 computer and 1 paper ad/job search location and identifies employment opportunities appropriate for learner's skills	Searches for employment from 1 computer or paper want ads/ job search location	States name of computer job search location or finds want ads section in paper	
	<i>Adapt for computer- not paper job search</i>					
	AFLS JS 22 - Fills out an application for employment	Neatly completes full application without assistance	Completes full application with verbal prompts	Completes personal information section without assistance but requires verbal prompts to provide other information	Requires verbal prompts to provide personal information	
Job Search & Job Application						

Unit 2- Attitude & Enthusiasm	AFLS BS 3- Pays attention during training	Attends to instructor for 30 minutes when there is at least a 1:4 instructor/ trainee ratio	Attends to instructor for 15 minutes when there is at least a 1:3 instructor training ratio	Attends to instructor for 15 minutes when there is at least a 1:2 instructor training ratio	Attends to instructor for 15 minutes when there is at least a 1:1 instructor training ratio	
	AFLS JS 23- Prepares a cover letter <i>What about content, Adapt?</i>	Prepares cover letter independently	Provides all relevant information but requires verbal prompts to assist entering information into computer	Provides most information but requires someone else to enter information into a computer	Articulates the reasons why the job is sought	
Unit 3- Teamwork	AFLS CR 13- Receives suggestions and corrective feedback	Remains calm when receiving suggestions and corrective feedback, evaluates the information, and demonstrates incorporation of that feedback in similar situations in the future	Remains calm and requires only verbal prompts to consider changes in actions	Remains calm when provided with corrective feedback and suggestions	When presented very carefully, remains calm when provided with corrective feedback and suggestions	
	Resume AFLS JS 19- Prepares a resume <i>Adapt?</i>	Prepares and updates resume independently	Provides all relevant information but requires verbal prompts to assist entering information into a computer	Provides personal information and job history for someone else to enter into a computer	Provides personal information	
Cover Letter						

Unit 4- Networking/ Interview	See Mock Interview Rubric				
Unit 5- Problem Solving & Critical Thinking	AFLS BS 21- Solves problems to overcome barriers to task completion		Consistently identifies solutions and workarounds to overcome obstacles when faced with problems during tasks	Notifies supervisor when faced with obstacle during work, requires assistance from supervisor to identify solutions or workarounds to overcome that obstacle	
	AFLS CR 14- Offers suggestions		Offers suggestions to others to possibly improve a situation in a tactful manner	When ways of presenting suggestions are discussed beforehand, offers suggestions to others to possibly improve a situation in a tactful manner	
Unit 6- Professionalism	AFLS CR 6- Uses appropriate topics of conversation for work environment	States at least 4 "safe" topics of conversation and at least 4 topics that should be avoided at work and maintains appropriate topics of conversation at work	States at least 4 "safe" topics of conversation and at least 2 topics that should be avoided at work	States at least 4 "safe" topics of conversation	States at least 2 safe topics of conversation at work

Workplace Safety	AFLS WS 34- Handles items with care		Handles fragile, expensive, or important items in a safe manner	Requires occasional reminders to handle items in a safe manner	
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Unit 3

Assessment for Mock Interview:

Skill:	4	3	2	1	Notes: *if no criteria met note students response
AFLS IN 8- Displays adequate hygiene for interview			Displays appropriate hygiene for interview	Displays appropriate hygiene for interview with verbal prompts as learner prepares for interview	
AFLS IN 9- Answers variety of questions during mock interview			Active listening, asks relevant questions, answers open ended questions	Independently answers specific questions, asks relevant questions with only verbal prompts	Active listening and answers specific questions
			Freshly showered/clean, no foul odor?	Yes	No
			Hair clean?	Yes	No
			Hair brushed/combed/styled?	Yes	No
			Clean teeth?	Yes	No
			Fingernails clean and trimmed?	Yes	No

AFLS IN 11- Dresses professionally		Describes professional dress for learner's gender and dresses professionally for job interview	Dresses professionally for job interview with verbal prompts or assistance from caregiver	
AFLS IN 12- Describes relevant experience		Describes past experiences to interviewer relevant for position sought in conversational manner	Describes past experiences only in response to direct questions from interviewer about specific experiences	
AFLS IN 13- Asks appropriate and relevant questions		Asks questions of interviewer relevant to gain position details	Ask questions when verbally prompted by caregiver or when using a predetermined list of questions	
AFLS IN 14- Answers interview questions		Answers open ended questions using multiple details relevant to experience	Answers close-ended questions	

ETP/AFLS IN 16- Pays attention during interview <i>Adapt for no caregiver</i>	Pays attention during a job interview for more than 30 minutes when caregiver is not present and demonstrates active listening behaviors	Pays attention during a job interview for 15 minutes when caregiver is not present and demonstrates active listening behaviors	Pays attention during job interview for more than 15 minutes when caregiver is present and providing only minimal and infrequent prompts	Pays attention during job interview for 10 minutes when caregiver is present and providing only minimal and infrequent prompts	
AFLS IN 10- Demonstrates "soft skills" during mock interview					
	Eye contact on greeting?	Yes	No		
	Good posture?	Yes	No		
	Thank you at the end of the interview?	Yes	No		
	Good manners?	Yes	No		
	Positive?	Yes	No		
	Smiled?	Yes	No		
	Handshake?	Yes	No		
AFLS IN 6- Prepares list of questions to ask employers					

Did student come with a list of interview questions?	Yes	No
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Daily Classroom Management:

Skill:	4	3	2	1	Notes: *if no criteria met no students response
AFLS BS 12- Demonstrates consistent attendance			Only misses work for illness at a rate consistent with coworkers	Misses work no more than twice a month	
AFLS BS 13- Demonstrates punctual arrival and departure			Consistently arrives early or on time for work and consistently stays for entire shift	Consistently arrives early or on time for work or consistently stays for entire shift	
AFLS BS 14- Notifies employer (teacher) when work (or class) will be missed or when learner is late			Consistently notifies employer in a timely manner every time work will be missed, when learner will be late, and resolves the issue that was causing the missed or late shifts (if possible)	Notifies employer prior to the start of the assigned shift when work will be missed	

<i>ETP/AFLS BS 15-</i> Remains calm at work (<i>school</i>)		Consistently reacts appropriately, calmly, or as is typical given situation	Reacts inappropriately or in a disruptive manner no more than once per week	
<i>ETP/AFLS BS 16-</i> Demonstrates non-disruptive behavior in while at work (<i>school</i>)		Never disrupts work environment	Requires occasional reminders to correct disruptive behavior while working	

TPAF Organization Chart

