

Reflecting on Goals from 2020-2021

Region:

Goal Area 1	GAS Score (1-4)	What influenced our <i>accomplishments?</i>	What were <i>barriers</i> to our work?
<p><i>Increasing knowledge about ASD & EBPs in our community</i> <u>Initial Objective (1)</u> <i>Each Cadre member will collaborate with other Cadre members from their SELPA to identify a community agency and/or school support personnel that supports social/emotional/behavioral health.</i></p>	<p>2 for North County SELPA 2 for PVUSD 2/3 collaboration with PVUSD/NC training with Foster and Homeless Ed.</p> <hr/> <p>2 San Benito - connected with ERMHS Providers and talked about training 3 Monterey - Trained CASA of Monterey County</p> <hr/> <p>2 SCII</p>	<p>NC- WE identified Encompass as an agency that can provide school based Therapy. We had a training with KidPower at an Autism Team meeting.</p> <p>PVUSD- Collaboration with Watsonville PD for supporting social emotional needs for students with autism</p> <hr/> <p>Reaching out to community services that evolved into a partnership for training. COVID required staff to connect more with parents and provide parent trainings. Administrators were supportive.</p>	<p>NC- COVID and Limited Therapists for Encompass. Limited resources to implement</p> <p>COVID</p> <p>COVID</p>
<p><u>Secondary Objective (2)</u> <i>Each SELPA will connect with the identified community agency and/or school support personnel that supports</i></p>	<p>0,3,3,3 SCIII-IV</p>	<p>Students needing so much support coming back. Being a behavior specialist. Teachers and staff needing support Needing training</p>	<p>Did not talk with other cadre because selpa did not see as a priority. Within this selpa only one per district.</p>

Reflecting on Goals 2020-2021

Goal Area 2	GAS Score (1-4)	What influenced our <i>accomplishments</i> ?	What were <i>barriers</i> to our work?
<p><i>Increasing implementation and fidelity of use of identified EBPs by providers and implementers</i> <u>Initial Objective (1)</u> <i>At least one Cadre member from each SELPA will attend the e-coaching CAPTAIN Workshop on December 9, 2020.</i></p> <p><u>Secondary Objective (2)</u> <i>At least one Cadre member from each SELPA will attend the regional ecoaching debrief.</i></p> <p><u>Expected level of Outcome (3)</u> <i>Those Cadre members who attend the the regional</i></p>	<p>3- NC cadre members attended the regional ecoaching</p> <p>3-PVUSD</p> <hr/> <p>1- At least one from Monterey and San Benito attended</p> <hr/> <p>2-SCII</p> <hr/> <p>4-SCVII</p> <hr/> <p>1- SEC</p>	<p>Shared the information with the other cadre members</p> <p>Provide information regarding coaching to program specialist and leadership team on coaching strategies</p> <hr/> <p>Nice email reminders Good advanced information Recordings of presentations</p> <hr/> <p>All attended and provided training and follow up coaching after initial training</p> <p>Also attended in-district e-coaching support strategy sessions</p> <hr/> <p>Each cadre member from the South East Consortium SELPA</p>	<p>Time to coach and incorporate the new strategies</p> <p>Time to coach to implement new practices</p> <p>COVID</p> <p>Competing commitments</p>

Goal Area 3	GAS Score (1-4)	What influenced our <i>accomplishments</i> ?	What were <i>barriers</i> to our work?
<p><i>Improve and increase collaboration between the various agencies serving and supporting individuals with ASD</i></p> <p><u>Initial Objective (1)</u></p> <p><i>At least one Cadre member from each SELPA will attend at least one Regional debriefing meetings following a CAPTAIN training/workshop</i></p> <p><u>Secondary Objective (2)</u></p> <p><i>At least one Cadre member from each SELPA will attend at least two Regional debriefing meetings following a CAPTAIN training/workshop</i></p> <p><u>Expected level of Outcome (3)</u></p>	<p>2 NC attended debrief meetings for parent conference</p> <p>2 PVUSD</p> <p>3 Monterey/San Benito Met this Regional meetings, planning meetings for parent conference, executing parent conference</p> <p>1-SCII</p> <p>4-SCVII</p> <p>0-SEC</p>	<p>Formal debriefing meetings following workshops were not held</p> <p>Attended all regional meeting, and at least one attended a debrief</p> <p>SELPA collaborated with</p>	<p>Formal debriefing meetings following workshops were not held</p> <p>COVID non-coordinating schedules</p> <p>Competing commitments</p>

Goal Planning for 2021-2022

Goal Area 1: Collaboration to address a region's specific need, issue or challenge that relates to individual with ASD and their families

Current Level of Performance Data (0)

While some of our regions have some contact with medical professionals and other agencies serving families in the 0-3 or post secondary age group, most regions have little to no contact with medical agencies and community agencies serving families that are not specifically focused on families with special needs.

Initial Objective (1)

Form a collaborative group with Cadre members from at least two or three other agencies (FRCs, RCs, SELPAs, or LEAs) to coordinate and make contact with a medical facility/other community agency and determine the appropriate people/person to connect with to begin disseminating or sharing the information/resources that CAPTAIN can provide.

Secondary Objective (2)

With your collaborative group, schedule a 15 - 30 minute informational presentation with the identified medical facility/other community agency to share resources and information

Expected level of Outcome (3)

With your collaborative group, complete at least one presentation to the identified medical facility/other community agency

Exceeds Expected Outcome (4)

With your collaborative group,
complete more than one presentation to the identified medical facility/other community agency
or become a regular participant in their meetings and coordination of their services
or present to more than one medical facility/other community agency.

REGIONAL Problem of Practice (Related to Goal 1)

Current Problems of Practice

Families are struggling to access Early Intervention services due to staffing shortages and COVID restrictions. Families need access to general knowledge about where to go to get resources for this age group. School staff (Daycares, Child care centers, Head Start) not knowledgeable in resources available to families. Agencies supporting families and children ages 0-3 and post-secondary aged young adults need to know more about resources that are available for individuals with autism and how to access them. Agencies supporting both of these age groups need this information in order to connect families to these resources. Providing these agencies with the information and resources to support their families will improve access to early intervention and post-secondary outcomes for our students with autism (and potentially other students with other disabilities).

Resources that can be utilized to support implementation

Birth to Three Agencies to consider when reaching out: First Five, Daycares, Child Care Centers, Head Starts, Pediatricians, Medical Facilities, New Mom Centers/Parent Training Centers at the Hospitals, medical facility staff meetings, Local Community of Practice (COP) Meetings.
Resources: LTSAE Materials, Toddler Modules, AFIRM Modules, Slide decks from CAPTAIN

Post-Secondary Agencies to consider: DoR, SARC, Disability Centers at the Higher Education Programs (junior colleges and universities), Community Centers, transition teams at high schools
Resources: Local COP (Community of Practice), CA Transition Alliance and CCSEA (links on the CAPTAIN site), Slide decks from CAPTAIN

Expected Outcome

Better coordination of support services for students prior to entering the education system as preschoolers and upon exiting the system and transitioning to adulthood.

Measurement of growth

Attendance at our informational sessions. Use of google form/feedback form to gather information regarding usefulness of the information shared during info sessions and lengthier presentations. Feedback from organization and also from the attendees themselves.

Goal Planning for 2021-2022

Goal Area 2: Strategic dissemination to groups identified by the region as needing to know about ASD and EBPs/CAPTAIN

Current Level of Performance Data (0)

CAPTAIN 007 was able to hold a parent conference last year. During this conference we provided information for how to support your child during in home learning. We have the beginnings of a committee to initiate the planning for a conference as well as tools that were utilized during the previous conference. We are currently organizing subcommittees that will support our success in achieving this goal.
Many of our Cadre have not presented information to CAC or other parent groups within their local area.

Initial Objective (1)

Collaborate with a group of Cadre including representation from a FRC, RC and SELPA Cadre member for each of the 007 SELPAs. Organize/Coordinate a CAC presentation that addresses the social emotional supports/behavioral supports that benefit our students with ASD as they transition back and forth between in person and virtual activities. (develop a slide deck, make sure slide decks are accessible for families who do not speak english)

Secondary Objective (2)

With your collaborative group, schedule a CAC presentation for each region and place date/time on spreadsheet in 007 resource folder.

Expected level of Outcome (3)

With your collaborative group, provide a local training at a CAC meeting with the materials prepared in objective 1.

Exceeds Expected Outcome (4)

With collaboration from across our region, provide a regional Conference for families that addresses the social emotional supports that would benefit our students with ASD as they transition back and forth between in person and virtual activities.

REGIONAL Problem of Practice (Related to Goal 2)

Current Problems of Practice

Students with ASD are struggling to transition back to in person environments. Consider trainings for families in how to support their students through the challenges we have faced during the pandemic. Increased needs for our students related to behavior, social emotional challenges and mental health concerns have been perceived since March 2020

Resources that can be utilized to support implementation

CAPTAIN Padlet
pre-made CAPTAIN slide deck
materials from 2020-2021 CAPTAIN 007 Parent Conference

Expected Outcome

Provide parents with resources/training that introduces them to CAPTAIN and addresses the social emotional supports and behavioral supports that would benefit our students with ASD as they transition back and forth between in person and virtual activities.

Measurement of growth

Pre and post survey to find out from families who attend informational sessions/trainings whether they were able to access/utilize tools shared during the presentations. Direct follow up from CAPTAIN Cadre members with families who attend to support them in accessing if they have not been able to do so following the presentation.

