YEAR IN REVIEW 8:30-9:00



Congratulations 5 Year North Veterans

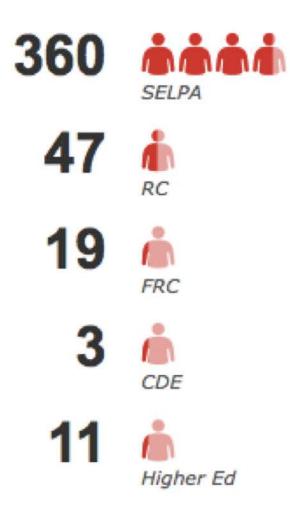
Patti Bangs	Michela Figini-Meyers	Susan Navarrette	Marissa Saldate
Laurene Beto	Monica Filoso	Karla Packwood	Virginia Sanchez-Salazar
Laura Blackburn	Grecian, Gina Grecian	Kim Patalingiug	Rebecca Sanders
Mary-Anne Bosward	Tami Henneberry	Kathryn Pedgrift	Katrina Smith
Jody Burriss	Maribel Hernandez	Ron Pekarek	Tamara Soemali
Anne Byrne	Karen Honkala	Julie Peterson	Liza Stack
Maria Byrne 🛛 🔨	Kelly Inderbitzin	Lorien Quirk	Michele Villarreal
Jacki Campos	Rozina Kapadia	Joan Ralph	Elizabeth Weber
Clare Chandler	Denise Keller	Radha Richmond	Becca Wong
Todd Chase	Patty Langston	Elizabeth Rochin	Allyson Woolworth
Melissa Claypool 🛛 🔤	Dana Loeffler	Cara Rodoni	Liz Zastrow
Joe Comiskey 🛛 🛁	Laura Machado	Melissa Rose	
Maggie Daugherty	Roxy Machuca		20
Laraine Domenico	Julia McCrone		e
•	Kimberly McFadden		
	·		

Congratulations 5 Year South Veterans

- Maria Amorim
- Michelle Anderson
- Robert Antillon
- 🐝 heri Bene
- Angel Browning
- Holly Busta
- Kim Canta
- Geri Fuchigami
- Lisa Larsson

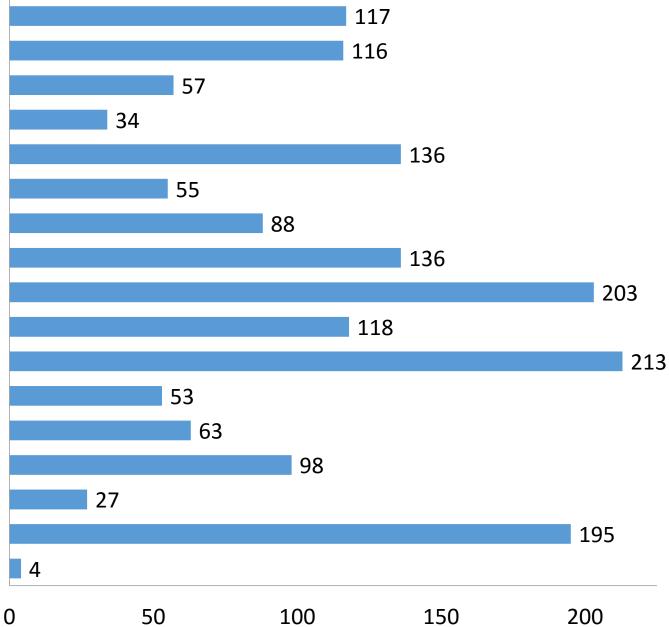
- Tibia Malotte
- Julia McCarter
- Aurora Nuno 😂
- Sheila Parisian
- Jennifer Rountree
- Nikki Stiles
- Corrine Szarvas Kidd
- Lisa Torres

2017 - 2018 CAPTAIN CADRE (N = 439)



What resources did you use/access since the 2015 CAPTAIN Summit?

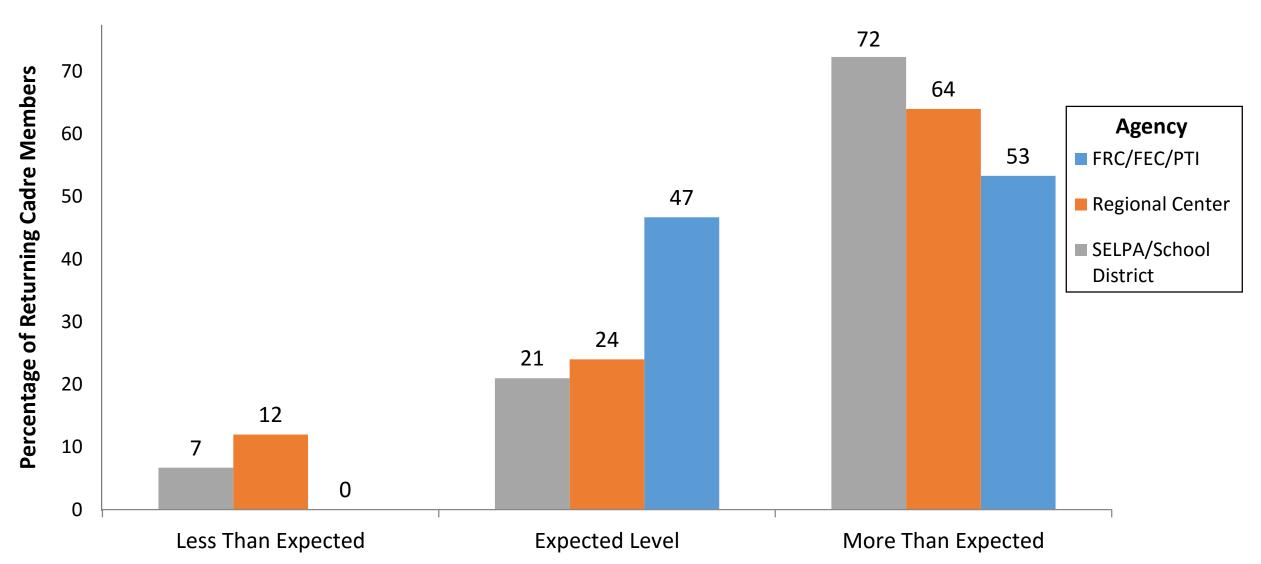
Introduction to CAPTAIN PPT/Video on CAPTAIN Website National Autism Centers National Standards Report USC-UCEDD Website Including Autism Fact Sheets Department of Developmental Services Website National Professional Development Center ASD Toddler Resources from NPDC - ASD **CAPTAIN Leadership Team Members** Other CAPTAIN Cadre Members Autism Internet Modules (AIMS) **PENT Website and Resources CAPTAIN** Summit Resources **Diagnostic Center Website** Learn the Signs, Act Early MIND Institute Website **FRC/FEC** Website **AFIRM Modules** Other



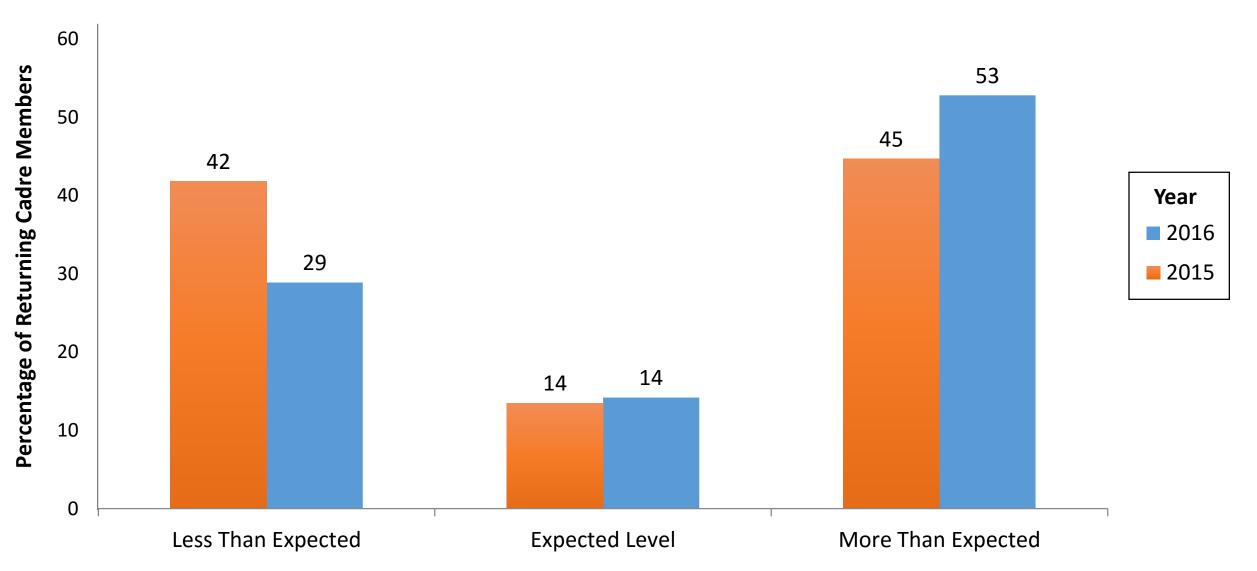
How Are We Doing on Our CAPTAIN Goals?



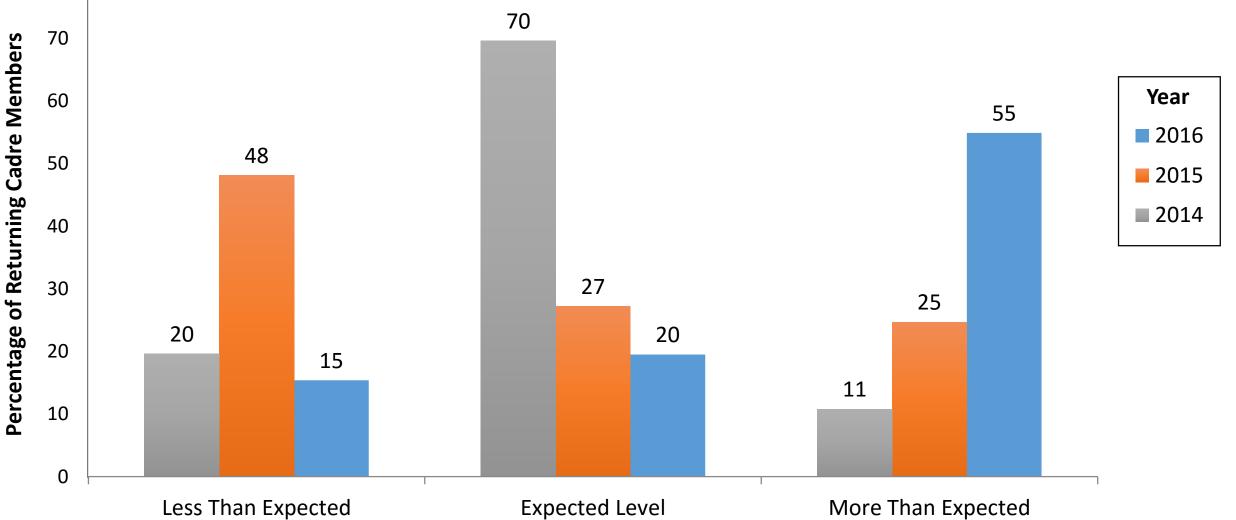
Goal 1: Increase Awareness of ASD and EBPs Through Training by Agency 2016



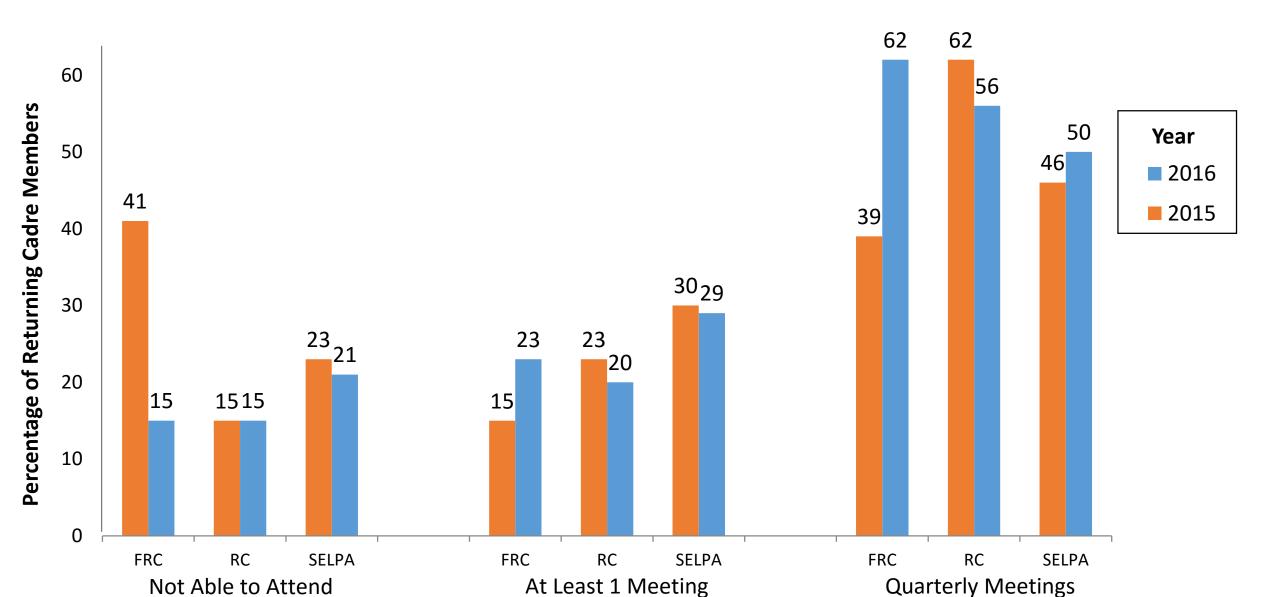
Percentage of SELPA Nominated Cadre Meeting Training Requirements on Specific EBPs



Goal 2: Increase Fidelity Through Coaching (SELPA Only)

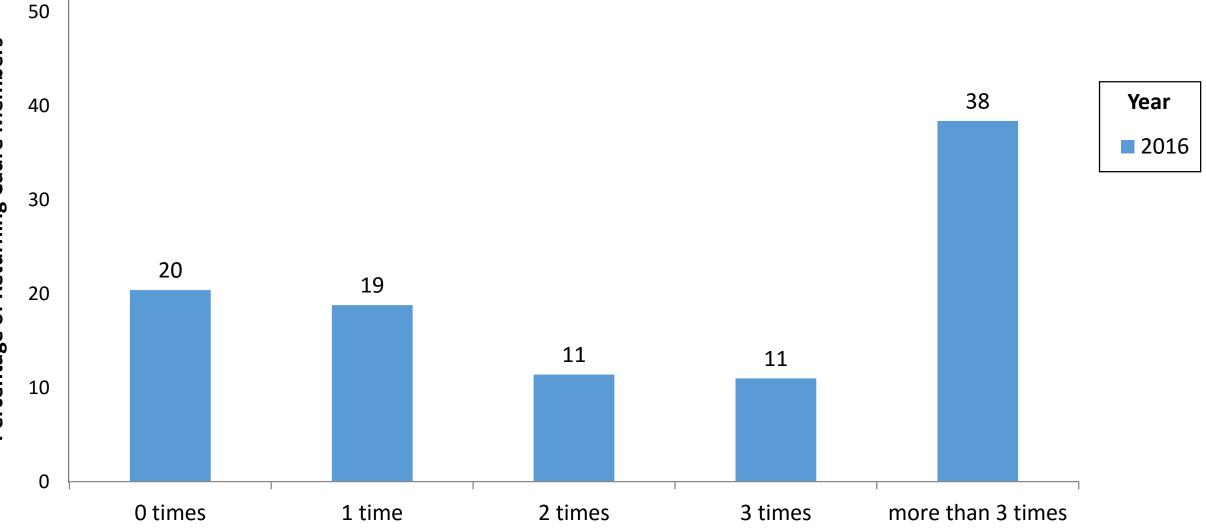


Goal 3: Increase Interagency Collaboration Through Local Collaboration Meetings



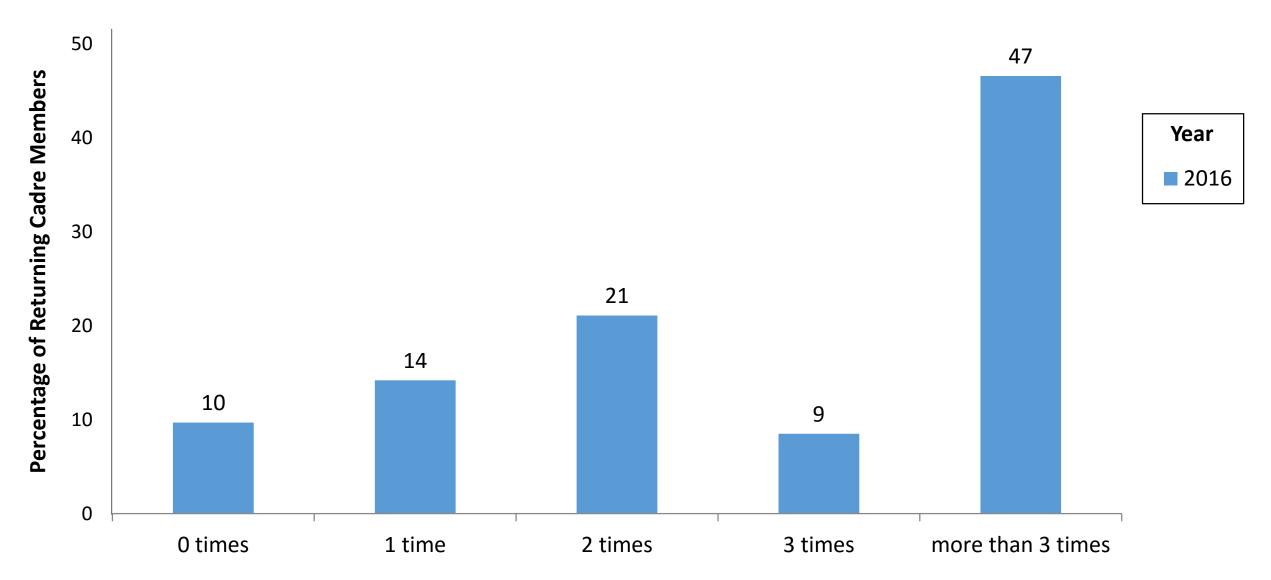


Since the last summit, how many times have you met with your agency leaders (SELPA Director, Regional Center Chief Counselor or Clinical Director, Family Support Agency Director) to discuss CAPTAIN activities, Regional Plans and/or work related to the CAPTAIN requirements?

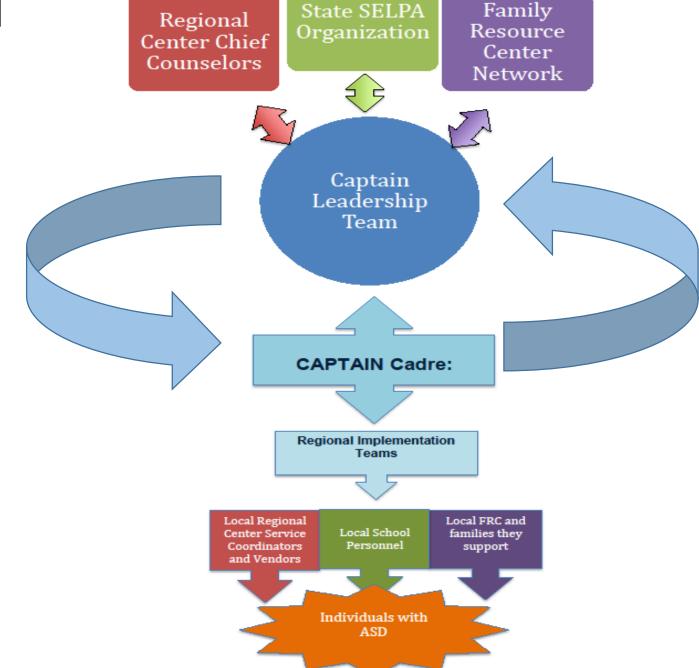


Percentage of Returning Cadre Members

Since the last summit, how many times have you met with your direct supervisor (person who directs your daily work) to discuss CAPTAIN activities, Regional Plans and/or work related to the CAPTAIN requirements?



Improving Communications and Connections Even More:



New Leadership Team Members Who Are Also Cadre Members and Participate in Regional Planning Teams

CAPTAIN Region	Current Leadership Team	
101 North	Vacant	
North State CAPTAIN	Cathy Wyman	
Capital CAPTAIN	Amy Anderson, Patty Schetter	
CAPTAIN Hook	Rolf Athern, Susan Scott, Staci Johnson, Tara Sizemore-Hester, Monica Adrien	
CAPTAINS of the East Bay	Cari Yardly, Ann England	
CAPTAIN Bridges	Karin Jinbo	
CAPTAIN 007	Heather Maurin	
Central Valley CAPTAIN	Ananda Aspen	
CAPTAIN Kern	Lisa Knott	
CAPTAIN of the New Wave	Roshelle Chavez, Jennifer Fisher, Nitza Fregosi	
CAPTAIN LA	Soryl Markowitz	
CAPTAIN X	Awit Delusong	
OC CAPTAINS	Vanessa Smith	
CAPTAIN San Diego	Jessica Suhrheinrich, Diane Storman	
CLIC	Sharon Floyd	
Super 14	Arpi Arabian	
CAPTAIN 805	Leslie Comstock, Regina Reed, Michelle Dean	

Helping to Identify ASD Earlier: Learn the Signs. Act Early.

Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

If you have concerns about your child's development and live within the greater Sacramento Area, here is who you can call for further support:

> WarmLine Family Resource Center Parent Training and Information Center 916-455-9500 or 1-844-455-9517 warmlinefrc.org

Family SOUP Serving Yuba, Sutter, and Colusa Counties 530-751-1925 familysoup.org

> Alta California Regional Center 916-978-6400 altaregional.org



Centers for Disease Control and Prevention www.cdc.gov/ActEarly 1-800-CDC-INF0 Special Education Local Plan Areas (SELPA)

Sacramento County Office of Education - SELPA 916-228-2500 scoe.net/services/id510/Pages/default.aspx

Elk Grove Unified School District - SELPA 916-686-7780 blogs.egusd.net/specialed/

Sacramento City School District - SELPA 916-643-9163 scusd.edu/special-education

San Juan Unified School District - SELPA 916-971-7525 sanjuan.edu/Page/292

Folsom Cordova Unified School District - SELPA 916-294-9007 fcusd.org/Domain/637

Placer County Office of Education - SELPA 530-886-5873 placercoe.k12.ca.us/departments/selpa/Pages/default.aspx

Yolo County - SELPA 530-668-3787 www.ycoe.org/selpa

Colusa County Office of Education - Special Education 530-473-1350 ccoe.ss9.sharpschool.com/departments/special_education

El Dorado County Office of Education - SELPA 530-295-2228 edcoe.org/educational-services/

Nevada County - SELPA 530-265-0611 nevco.org/programs-services/special-education/selpa/

Sierra County - SELPA 530-993-4485 sierracountyofficeofeducation.org/selpa/

Sutter County - SELPA 530-822-2900 www.sutter.k12.ca.us/Departments/SpecialEducation/

> Tahoe Alpine - SELPA 530-541-2850 ext.1026/1048 Itusd.org/departments/special_services_

Yuba County - SELPA 530-749-4873 yubacoe.org/Page/14



For parents of children from birth to 4 years



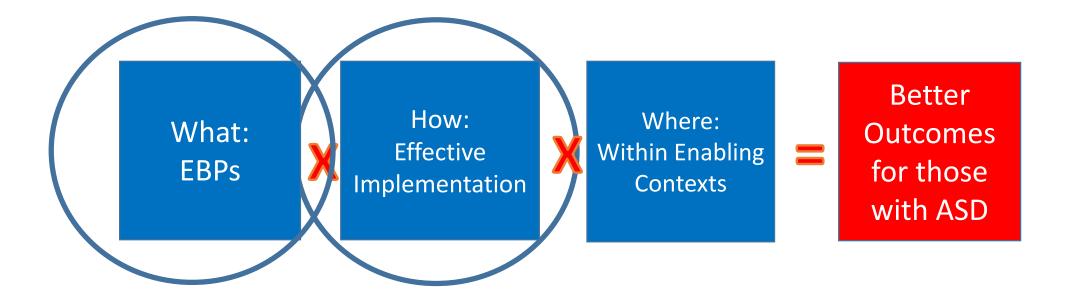
Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

This brochure developed and provided by

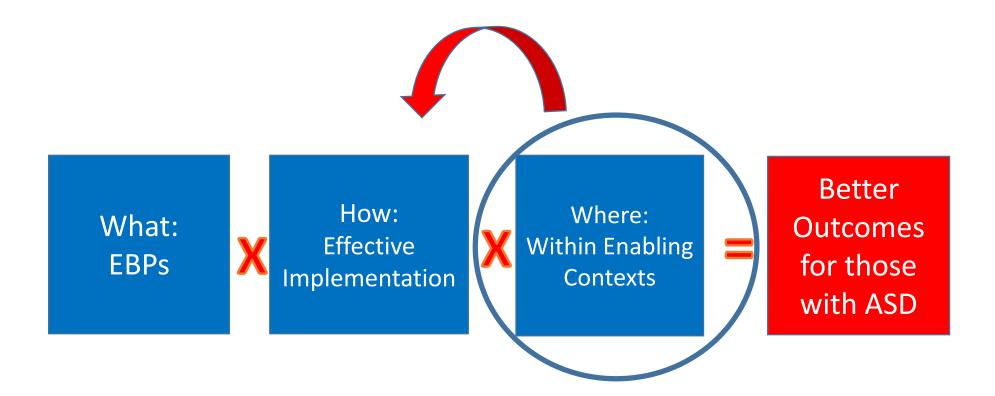


Over 8500 Hard Copies of the Regional LTSAE Milestones Brochures Disseminated Across CA

What Has CAPTAIN Focused on So Far?



What We Are Examining Next:



Exploring Multi-Level Systems Factors Facilitating Educator Training and Implementation of EBP



- Funder: IES Goal 1 (exploratory)
 - Dates: 9/1/2017 8/31/2020







Personnel

Primary Investigators:

- Aubyn Stahmer, UC Davis and Jessica Suhrheinrich, SDSU
- Project Manager/Community Co-Investigator: Patty Schetter
- Co investigator: Dr. Elizabeth Hassrick (Social Network Analysis)

Advisory Board:

CAPTAIN Leadership Team

Consultants and Additional research Staff:

- Dr. Sam Odom & Dr. Sally Rogers (NPDC)
- Dr. Aaron Lyon (Assessment)
- Maureen Burness (Policy)
- Dr. Li (Statistician)

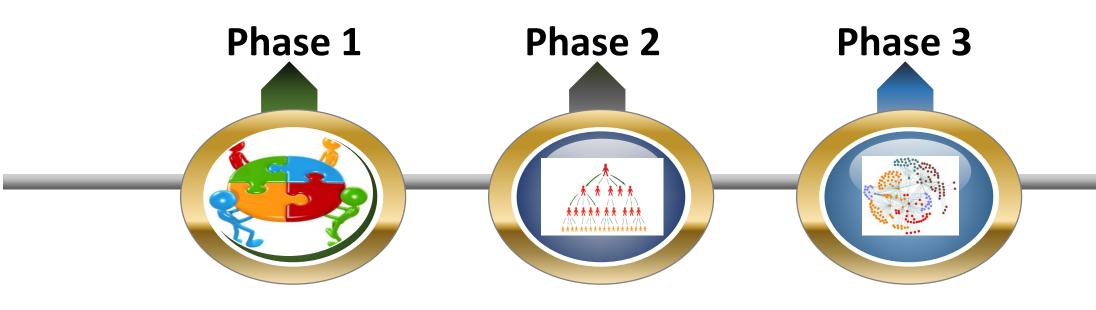




Determine the <u>system level</u> factors that affect CAPTAIN use in order to improve and disseminate the model

- 1. Identify malleable system factors related to CAPTAIN trainer outcomes (time in training; coaching; supporting staff)
- 2. Identify system variables and teacher and student outcomes
- 3. Assess how system factors affect outcomes.

Project Phases



CAPTAIN Cadre Survey/ Focus Groups Multi-Level Data on Malleable Factors that Affect Outcomes Social Network Case Study Mapping Social Dynamics of EBP Implementation

Ways You Can Help:

- Participate in Annual CAPTAIN Survey in Phase 1
- Participate in Focus Groups at this Summit
- Assist us with District Recruitment in

Phase 2

• If selected, consider participating in in



Phase 3

2017-2018 Summit Theme

Moving the Needle:

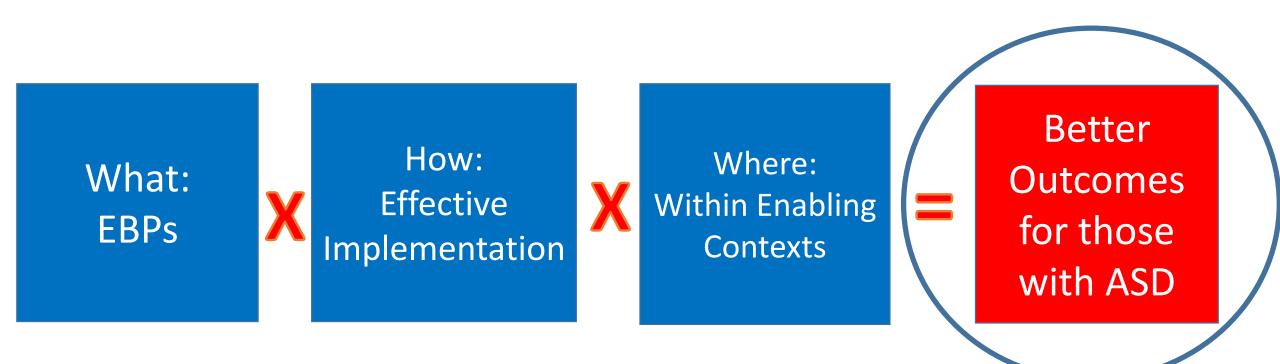
Improving Outcomes

for Students with Autism

In California



What We Are Striving For....



How Do We Know If CAPTAIN Efforts Are Working?

Moving the Needle on:



- Student academic performance, behavior and discipline referrals, time spent in least restrictive settings
- Graduation rates and post secondary outcomes including integrated and competitive employment and college
- Decreasing litigations and parent complaints
- Increasing teacher and direct provider staff feeling of self efficacy
- Decreasing disparities and access to services