Goal Area	GAS Score (1-4)	What influenced our *accomplishments*?	What were *barriers* to our work?
1. **Increase knowledge** about ASD and EBPs in our community	3	• --	• --
2. **Increase implementation and fidelity** of use of the identified EBPs by providers and implementers	2	• --	• Some districts have union regulations about providing coaching to certificated staff
3. **Improve and increase collaboration** between the various agencies serving and supporting individuals with ASD (done all together)	3	• Had great collaboration • Cadre Caravan was a success; Cadre members were able to see various classrooms and programs across the age span	• --

Goal Planning for 2018-2019

Goal Area 1: Increasing knowledge about ASD & EBPs in our community	
Current Level of Performance Data (0)	Our general education teachers may not have a strong understanding of the EBPs that can be used in their classrooms
Initial Objective (1)	Provide training and resources on the core EBPs as identified by the Administrator Checklist to at least 4 general education teachers; will be done across 6 districts within the Cadre
Secondary Objective (2)	Provide training and resources on the core EBPs as identified by the Administrator Checklist to at least 8 general education teachers; will be done across 6 districts within the Cadre
Expected level of Outcome (3)	Provide training and resources on the core EBPs as identified by the Administrator Checklist to at least 10 general education teachers; will be done across 6 districts within the Cadre
Exceeds Expected Outcome (4)	Provide training, resources, and coaching on the core EBPs as identified by the Administrator Checklist to at least 4 general education teachers; will be done across 6 districts within the Cadre

Goal Area 2: Increasing implementation and fidelity of use of identified EBPs by providers and implementers	
Current Level of Performance Data (0)	Cadre members feel comfortable with the CAPTAIN coaching tools, but would like administrative support with classroom observations and program recommendations regarding autism-specific classrooms
Initial Objective (1)	Discussion of the Administrator Walkthrough Checklist to increase awareness of the necessary components and environmental supports needed within an autism-specific classroom; will be done with at least 1 administrator across all 12 districts represented within the Cadre
Secondary Objective (2)	Conduct an observation of an autism-specific classroom with a site administrator; will be done with at least 1 administrator across all 12 districts represented within the Cadre
Expected level of Outcome (3)	Using data collected from walkthrough, a future professional development plan will be developed for the site to train on specific EBPs; will be done with at least 1 administrator across 6 districts within the Cadre
Exceeds Expected Outcome (4)	Using data collected from walkthrough, a future professional development plan will be developed for the site to train on specific EBPs; will be done with at least 1 administrator across 9 districts within the Cadre

Goal Area 3: Improve and increase collaboration between the various agencies serving and supporting individuals with ASD	
Current Level of Performance Data (0)	Various special and general educators, as well as parents, may be unaware of CAPTAIN and the resources available for students with ASD; if they are aware of CAPTAIN, they may not have knowledge of the specific EBPs
Initial Objective (1)	Hold a training for autism-specific teachers on the overview of CAPTAIN and the EBPs
Secondary Objective (2)	Hold a training for autism-specific teachers and related service providers on the overview of CAPTAIN and the EBPs
Expected level of Outcome (3)	Hold a training for autism-specific teachers, related service providers, and general educators on the overview of CAPTAIN and the EBPs
Exceeds Expected Outcome (4)	Hold a training for autism-specific teachers, related service providers, general educators, and parents in collaboration with Regional Center on the overview of CAPTAIN and the EBPs