

Goal Area	GAS Score (1-4)	What influenced our accomplishments?	What were <i>barriers</i> to our work?
<p>1. Increase knowledge about ASD and EBPs in our community: Central Valley CAPTAIN will bring in at least one expert in the field to present to our cadre on evidence-based practices that address behavioral/mental health needs to train us for working in our communities.</p>	<p>1, other benchmarks not met We have PPTs for Autism/Mental Health, we were headed in the right direction</p>	<p>Continuing to work with the partnerships we have had in the past.</p>	<p>COVID-19 closures/pandemic emergency procedures in place made it less of a priority because time/energy was focused on providing safety and basic educational needs within the communities we serve</p>
<p>2. Increase implementation and fidelity of use of the identified EBPs by providers and implementers: Half of our Central Valley CAPTAIN SELPAs will train at least one Related Service Provider group on "Autism 101" and at least one EBP determined by the needs assessment (initial objective).</p>	<p>Met 3</p>	<p>Continuing with working towards individual CAPTAIN goals and many were done early in the year (pre-COVID).</p>	<p>COVID-19 closures/emergency procedures in place.</p>
<p>3. Improve and increase collaboration: Central Valley Regional Center will serve as the organizer and facilitator of a collaborative meeting between Central Valley CAPTAIN SELPAs and ABA vendors to develop a transition plan from early start to preschool.</p>	<p>2, making progress towards it</p>	<p>Knowledge of ABA organizations and local resources. Connecting with local BCBAs</p>	<p>COVID-19 closures and emergency procedures made this goal less of a priority and the cadre discontinued focusing on this goal. Changes in ABA agencies and so many new vendors to look at approving with the RC, over age 3, funding is with insurance so RC doesn't always have the connections</p>

Goal Planning for 2020-2021

Goal Area 1: Increasing knowledge about ASD & EBPs in our community

<p><i>Current Level of Performance Data (0)</i></p>	<p>Shifting focus from previous goal, nothing has been provided related to COVID-19 trainings</p>
<p><i>Initial Objective (1)</i></p>	<p>ID roles that need to learn about autism and EBPs with distance learning and hybrid learning plans in 1 of our SELPAs</p>
<p><i>Secondary Objective (2)</i></p>	<p>ID needs for students with Autism with distance learning and hybrid learning plans in 2 of our SELPAs (these 2 SELPAs had to also meet objective 1)</p>
<p><i>Expected level of Outcome (3)</i></p>	<p>Help IEP Team members identify which EBPs apply best for student needs within the distance learning and hybrid learning environments in 3 of our SELPAs (these 3 SELPAs had to also meet objectives 1 and 2)</p>
<p><i>Exceeds Expected Outcome (4)</i></p>	<p>Provide training with the use of pre-post knowledge test (i.e., may use the beta-testing training) on 3 EBPs that were identified to be supportive in the distance learning or hybrid learning model (across 3 SELPAs, and all 3 SELPAS had to also meet objectives 1-3) The attendees at these trainings MUST be able to identify 3 ways that the EBP can be used virtually</p>

Goal Area 2: Increasing implementation and fidelity of use of identified EBPs by providers and implementers

<i>Current Level of Performance Data (0)</i>	Created and shared “Autism 101” , 3/6 SELPAs trained on Autism 101, and 3/6 trained on specific EBP to DIS staff in 2019-2020 school year.
<i>Initial Objective (1)</i>	Follow-up with previously coached staff to see if additional coaching to fidelity would be helpful OR identify one IEP Team member to partner with for beginning the coaching model with at least one person identified for 6/7 SELPAs.
<i>Secondary Objective (2)</i>	Identify 1 EBP and complete a training (i.e., AFIRM module) in order to start the coaching process with the previously identified team member (from objective 1) for 4/7 SELPAs
<i>Expected level of Outcome (3)</i>	Use the Coaching Model and use of a fidelity checklist for one EBP with any of the identified coachees for 3/7 SELPAs
<i>Exceeds Expected Outcome (4)</i>	Central Valley Cadre will nominate 3 coachees for the CAPTAIN fidelity certificate (show 80% fidelity across 3 months).

Goal Area 3: Improve and increase collaboration between the various agencies serving and supporting individuals with ASD

<i>Current Level of Performance Data (0)</i>	Created report based on identified ABA vendors, but have not identified parent support groups; had team members, but may need to regroup. EPU is meeting with groups of 60-70 parents for parent support.
<i>Initial Objective (1)</i>	<u>Identify subcommittee</u> to identify parent groups (CAC, FRC, online, facebook, etc....) across 4/7 SELPA regions.
<i>Secondary Objective (2)</i>	Create an outreach method (e-mail, electronic flier, PeachJar, paper flier, etc.) to connect to families to provide notice of use of EBPs.
<i>Expected level of Outcome (3)</i>	Survey parents/caregivers regarding need for creating a training/conference based on biggest area of need, with possible breakout rooms based on the survey.
<i>Exceeds Expected Outcome (4)</i>	Provide a training or conference to parents/caregivers regarding use of CAPTAIN resources and EBPs in order to open a door for improved parent collaboration.

Reach out to parent support groups