

A large, stylized number '007' rendered in a metallic gold color with a 3D effect and a slight shadow. The '0's are oval-shaped, and the '7' is a bold, blocky digit. The number is positioned in the background, centered horizontally.

CAPTAIN 007

Regional Goals

2024-2025
School Year

Goal Area 1 (Collaboration): How can the cadre collaborate to address the region’s specific need, issue or challenge that relates to autistic individuals and their families	
<i>Current Level of Performance Data (0)</i>	During the 2023-2024 school year, each Area Collaboration Team within our region developed resources and dissemination materials (i.e. brochures, slide decks etc) to be used during presentations to targeted agencies. These agencies were identified as agencies in need of increased training/knowledge on how to implement EBPs in order to address the inequities individuals with autism face when trying to access inclusive settings (care providers, educational resources and other supports). These developed resources are stored in a shared drive and resulted in at least one training/presentation with an identified agency typically within the area of our region where the materials were developed.
<i>Initial Objective (1)</i>	Each Area Collaboration Team will spend time as a group exploring materials placed in the drive by other areas.
<i>Secondary Objective (2)</i>	Each Area Collaboration Team will identify resources they would like to use with an agency from within their area and will initiate contact with the agency to set up collaboration and potential training date and place information regarding the agency contact on the appropriate spread sheet in the regional drive.
<i>Expected level of Outcome (3)</i>	Each Area Collaboration Team will use or adapt material created by another area in one training
	Each Area Collaboration Team will use or adapt material created by another area in two or more trainings

Goal Area 2 (Dissemination): How can members of our regional network strategically disseminate to groups identified by the region as needing to know about autism and EBPs/CAPTAIN

Current Level of Performance Data (0)

Increasing inclusivity in mainstream settings. Consider targeting training for general education teachers, probationary teachers or teachers on waivers as well as personnel in inclusive environments outside of the school setting that individuals with Autism are accessing. Regional data showed that we are reaching a relatively small number of teachers and providers in inclusive settings.

Dissemination Goal: Each Area Collaboration Team will provide training and resources on ASD and EBPs through a neurodivergent affirming perspective to personnel supporting inclusive settings, general education teachers, support personnel (cafeteria workers, yard duty supervisors, bus drivers, etc) parents/caregivers, and community partners (Church groups, little leagues, ymca programs, etc.)

Initial Objective (1)

Each Area Collaboration Team will develop an outreach plan to survey potential agencies interested in hosting a training/event to learn more about ASD and EBPs from a neurodiversity affirming perspective, develop a plan for organizing this event with 1 identified agency and develop new materials or revise materials from within the drive to create a program to meet the needs specific to the agency.

Secondary Objective (2)

Each Area Collaboration Team will create communication/advertising (materials/flyers/media) targeting the specific audience for the upcoming trainings on ASD and EBPs from a neurodiversity affirming perspective and will disseminate this information to the representatives including general education teachers, support personnel, parents/caregivers, and/or community partners in the identified inclusive settings.

Expected level of Outcome (3)

Each Area Collaboration Team will develop and deliver at least 1 professional development workshop in their area of our region on ASD and EBPs from a neurodivergent affirming perspective, that are inclusive of representatives of general education teachers, support personnel, parents/caregivers, and/or community partners in inclusive settings.