

Goal Area	GAS Score (1-4)	What influenced our <i>accomplishments</i> ?	What were <i>barriers</i> to our work?
<p>1. Increase knowledge about ASD and EBPs in our community: Each local/regional member train the selected local community agency that supports social/emotional support and learning.</p>	<p>16 members scored their region Scores were averaged = 1.6 Score: 2</p>	<p>Monterey County: Workshop end of July with Monterey County Behavioral Health including all counselors and therapists who serve general education and special education students in our schools Monterey County: Training for Preschools through Early Development Services a organization that serves 23 sites providing daycare and preschool service San Benito: reached out to CMH and SELPA - started the process of reaching out SELPA 2 - did 2 CAC parent presentations Visual Supports, Prompting and Reinforcement SELPA 3 - year long training for Paras; 7 topics covered for “information” and ideas that could be implemented “the next day”. Santa Cruz - Rethink Autism = Social Emotional online component Also partnered with NPS Compass - SELPA 7 - SCUSD - support on teams coming together for EHRMS, Behavior for all staff, parent training on - Visual support plus Behavior strategies for parents - Visual supports, prompting, paraeducator training Michele Villarreal - SE SELPA - Tried to connect with Momentum Health</p>	<p>Across the board every felt that the shelter in place requirements across our region hampered our momentum moving forward with the specific goals we were to address. While we were doing amazing things within each of our regions they were not specifically aligned to the details of this goal. Our efforts to work specifically with agencies that address the social-emotional needs to our students as a focus were initiated but, our efforts working with all types of agencies that serve our students in other domains often were the focus of our efforts. Each Cadre member worked to meet the needs and requests that were presented and provided lots of information to many agencies that provided emotional support through these trying time.</p>

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<p>2. Increase implementation and fidelity of use of the identified EBPs by providers and implementers: Observation with the use of implementation checklists to 80% completion by at least one member from each SELPA/agency.</p>	<p>12 members scored their region Scores were averaged = 1.5 Score: 2</p>	<p>San Benito: (Cassandra) and Monterey: (Patti) both were working with implementation checklists - but after pandemic hit, priorities had to change.</p> <p>San Benito: (Shannon and Cassandra) - also, priorities shifted as teachers were learning how to do distance learning</p> <p>Many people expressed that so many great things were achieved, but not aligned with vision that was identified last year.</p> <p>Shift from coaching to consultation occurred in many areas of our region.</p> <p>Shift to parent support and trainings shifted and the use of the implementation checklists for these activities was not a focus.</p>	<p>See previous column</p>

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<p>3. Improve and increase collaboration: One cadre from each SELPA/Subgroup will present and host in two shared presentations of EBPs (across SELPA/Subgroups) one with a subgroup that is further away.</p>	<p>7 members scored their region Scores were averaged = 2.23</p> <p>Score: 2</p>	<p>At the beginning of last year, goal was for frequent communication amongst local members of our Regions Cadre.</p> <p>Mark shared lots of great work with Sheriffs' Depts (several agencies) using the materials Casandra from San Benito put together.</p> <p>Michele V - Cassandra put together drive where people could upload and share presentations.</p> <p>Thanks for the reminder that it is there!</p> <p>Need to ask Cassandra's permission to access folder (so no accidental deletes or changes)</p> <p>Mark - shared resources with several teachers, AFFIRM and others, has also been working with intern teachers and USC</p> <p>Suggested reaching out to New Teachers project</p> <p>Valerie W - shared that she worked with CSUMB professors, John Carl - does autism trainings</p> <p>Namita - CAL State East Bay - gave info to Speech and Language about CAPTAIN; SJSU also has Communication Program</p> <p>Laurene - coach for SJSU, have had 15-18 interns at a time and through supporting individual teachers in using AFFIRM modules</p> <p>IN EPIC - also teaches about EBPs</p> <p>Mary-Anne - does trainings for EPIC program autism class on EBPs</p> <p>Zahra - has started working with adult program at SCU they have their own preschool; put on hold with pandemic</p>	<p>Work has been initiated, but need to follow through with many of these opportunities.</p>

Goal Planning for 2020-2021

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

<i>Current Level of Performance Data (0)</i>	Captain cadre members have been providing a variety of informational sessions and trainings covering many domains (not just social emotional) depending on the needs of the agencies we are collaborating with to disseminate information and support implementation.
<i>Initial Objective (1)</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>Secondary Objective (2)</i>	Each SELPA will connect with the identified community agency and/or school support personnel that supports social/emotional/behavioral health.
<i>Expected level of Outcome (3)</i>	Each SELPA will train the identified community agency and/or school support personnel that supports social/emotional/behavioral health.
<i>Exceeds Expected Outcome (4)</i>	Each SELPA will provide follow up to the identified community agency and/or school support personnel that supports social/emotional/behavioral health.

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

<i>Current Level of Performance Data (0)</i>	Currently providing coaching and support using some of the tools that have been provided through CAPTAIN but not able to reach fidelity in our coaching by following a specific process to provide this level of support.
<i>Initial Objective (1)</i>	At least one Cadre member from each SELPA will attend the e-coaching CAPTAIN Workshop on December 9, 2020.
<i>Secondary Objective (2)</i>	At least one Cadre member from each SELPA will attend the regional e-coaching debrief.
<i>Expected level of Outcome (3)</i>	Those Cadre members who attend the the regional debriefing of the e-coaching training will disseminate the knowledge to other Cadre members from their SELPA.
<i>Exceeds Expected Outcome (4)</i>	70% of the Cadre members in CAPTAIN 007 will implement at least one new coaching practice.

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>	We meet quarterly for our mandatory regional meetings with good attendance.
<i>Initial Objective (1)sss</i>	At least one Cadre member from each SELPA will attend at least one Regional debriefing meetings following a CAPTAIN training/workshop
<i>Secondary Objective (2)</i>	At least one Cadre member from each SELPA will attend at least two Regional debriefing meetings following a CAPTAIN training/workshop
<i>Expected level of Outcome (3)</i>	At least one Cadre member from each SELPA will attend at least three Regional debriefing meetings following a CAPTAIN training/workshop
<i>Exceeds Expected Outcome (4)</i>	At least one Cadre member from each SELPA will attend at least four or more Regional debriefing meetings following a CAPTAIN training/workshop