



**CAPTAIN 101 North:  
Humboldt, Del-Norte, Mendocino, Lake  
County**

**Making Implementation Happen. Bridging the Research to Practice Gap.**

<b>Goal Area 1: <i>Increasing knowledge about ASD &amp; EBPs in our community</i></b>	<b>GAS Score (1-4)</b>	<b>What influenced/supported our <i>accomplishments</i>?</b>	<b>What were <i>barriers</i> to our work?</b>
<p><b><i>Increase opportunities to connect with districts and internal staff (SELPA's and Regional Centers) to discuss needs assessments and develop a needs assessment and implementation plan:</i></b>  Expected Outcome: Needs assessment developed, used, and implementation plan created with at least 1 staff member/school team per cadre</p>	<p>2.5</p>	<p>All team members were able to use a needs assessment with at least 1 person/team</p> <p>Some team members were able to use a needs assessment, and created an implementation plan.</p> <ul style="list-style-type: none"> <li>-Easy access to various types of needs assessments: FBA's, APERS, CAPTAIN Website with assessments</li> <li>-The APERS self-assessment and the training needs assessments are quick and easy to complete without worrying about fidelity</li> <li>-Lake, Mendo, and Humboldt have easy access to other team members that can pull district or site data from SEIS (CDE also has easy access to dashboard info)</li> <li>-Access to staff/district team members that are motivated to continue to build capacity and improve best practices</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher capacity because of staff and covid (e.g., split time, additional procedures, etc.)</li> <li>-Hiring crisis-low on staff, or staff that are working are split between many different roles</li> <li>-District focus: districts have not been concerned with building capacity, but maintaining what they already have in place</li> </ul>

<p><b>Goal Area 2: <i>Increasing implementation and fidelity of use of identified EBPs by providers and implementers</i></b></p>	<p><b>GAS Score (1-4)</b></p>	<p><b>What influenced our <i>accomplishments?</i></b></p>	<p><b>What were <i>barriers</i> to our work?</b></p>
<p><b><i>Provide coaching on specific EBP's for service providers or school site team members to build the capacity for the school or agency.</i></b>  <b><i>Expected Outcome:</i></b> 3 staff members coached per school cadre and/or 3 vendor providers per service coordinator cadre</p>	<p>2</p>	<ul style="list-style-type: none"> <li>-Previous relationships and coaching that was created/established before the pandemic was able to be maintained during school closures, hybrid learning, distance learning, etc.</li> <li>-SELPA directors/RCRC created time and space for coaching (all regions are building into their service design)</li> <li>-Flexibility in various types of coaching: coaching on EBP's, coaching coaches, coaching on training, coaching other SELPA or RCRC team members</li> </ul>	<ul style="list-style-type: none"> <li>-Attempting to develop coaching relationships and have staff carve out time while navigating the pandemic (coaching relationships that were established pre-covid were able to continue)</li> <li>-Cadre availability: some cadre were home with their kids, also being the "teacher" for their child (availability)</li> <li>-Emergency behavior referrals that took away time from planning and prevention</li> </ul>

<b>Goal Area 3: <i>Improve and increase collaboration between the various agencies serving and supporting individuals with ASD</i></b>	<b>GAS Score (1-4)</b>	<b>What influenced our <i>accomplishments</i>?</b>	<b>What were <i>barriers</i> to our work?</b>
<p><b><i>Reach out to non-public or other county services (e.g., mental health) or agencies and increase team meetings and planning for the use of EBP's with mental health providers. Expected outcome:</i></b>            Communication with completed needs assessment and a minimum of 2 meetings</p>	<p>2</p>	<p>-Collaboration with mental health providers that are employee's of the SELPAs (pre-developed relationships with EBPS already established)</p>	<p>-Cadre time to complete a needs assessment with mental health providers</p>

**Goal Area 1 (Collaboration):** How can Cadre Collaborate to address the region's specific need, issue or challenge that relates to individual with ASD and their families

<i>Current Level of Performance Data (0)</i>	Meetings and/or collaboration occur, but on an individual basis
<i>Initial Objective (1)</i>	1 meeting completed with 1 service provider from a different entity in rural areas, in relation to promote evidence-based practices for individuals with ASD and their families
<i>Secondary Objective (2)</i>	A minimum of 2 meeting completed, with at least 2 service providers from different entities in rural areas, in relation to promote evidence-based practices for individuals with ASD and their families.
<i>Expected level of Outcome (3)</i>	Quarterly collaboration with a minimum of 2 service providers from different entities in rural areas, in relation to promote evidence-based practices for individuals with ASD and their families
<i>Exceeds Expected Outcome (4)</i>	Quarterly collaboration with a minimum of 2 service providers from different entities in rural areas, in relation to promote evidence-based practices for individuals with ASD and their families, as well as a needs assessment, coaching and/or implementation plan.

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

<i>Current Level of Performance Data (0)</i>	Most workshops or trainings utilize the pre/post quizzes, without prior needs assessments or data reviewed regarding the district or area needs. Information sharing sessions are completed 1-3 times per year
<i>Initial Objective (1)</i>	Each region will complete 1 workshop, training, and information sharing session, and utilize the pre/post test quizzes provided by CAPTAIN
<i>Secondary Objective (2)</i>	Each region will complete 2 workshops, trainings, and information sharing sessions, as well as follow up post data or tests (completed without prior data or needs assessment reviewed)
<i>Expected level of Outcome (3)</i>	Using assessments, surveys, or other data, each region will complete 2 workshops, trainings, and information sharing sessions, as well as follow up post data or tests
<i>Exceeds Expected Outcome (4)</i>	Using assessments, surveys, or other data, each region will complete 3 workshop, training, and information sharing session, as well as follow up post data or test