



Executive Director's Report 2/22

CAPS Identity and Marketing:

- Invest in our identity, stay ahead of the curve with programs and services and keep CAPS distinctive.
- Expand exposure and continue to solidify our reputation
- Met with Mahar, Fitchburg, and Narragansett and have meetings scheduled with Athol and Quabbin regarding their current satisfaction with programming, services and potential future needs
- Met with FSU and Worcester State University
- Intern from FSU began at Gateway 2/1
- Define the essence of CAPS identity and who we are as an organization
- Stay current with the needs of districts, families and students and with best practices that meet the needs of our students and differentiate us from our competition
- Districts shared potential ideas for additional programming and services. Currently researching the viability of these ideas
- Expand Family support and connections in the community
- Develop a marketing plan for our identity and position both internally and externally

Comprehensive Student Programs and Services:

- Maintain and grow high quality comprehensive and fiscally viable programs for the very diverse student population that we serve
- Establish and continue best practices to sustain strong academic programs and create optimum learning spaces for students and staff
- Created a math committee at Gateway to explore and choose a DESE approved "high quality" math curriculum in order to apply and receive funding from DESE for the materials and PD.
- Continue to create a continuum of programs that allow for students to remain within our programs throughout their school career if their disability dictates the need, programs that will support transition within CAPS as well as to adult life
- Research and develop additional vocational programming for students across all CAPS programs
- Have been in conversations with a retired Information Technology Vocational Teacher to begin discussions for creating programming for CAPS students.
- Research and identify ways that services can be provided within district schools
- Hired additional related service providers to meet the needs of member districts
- In continued discussion with districts regarding the potential of CAPS employees working in classrooms within the district as well as to provide supervision of in-district staff.
- Given Covid, be open minded, creative and out of the box thinkers about our service models going forward as we re-discover student needs

Quality Staffing:

- Retain and hire the most qualified personnel to support our programs; our staff must be experts in the field. Professional Development for staff is of utmost importance for this to be true.
- Continues to be a work in progress
- Discover expertise within our agency and create time and opportunities for staff to meet as well as creative ways to provide professional development

- Related Service Providers have conducted several PD workshops for classroom teachers and paraprofessionals in the satellite programs
- Develop comprehensive onboarding, training and mentoring programs
- All onboarding is now completed electronically
- Find resourceful, strategic and cost effective ways to improve professional development both within our agency as well as what we are able to provide to districts
- Continues to be a work in progress

Financial Resources:

- Support fiscally responsible growth to support operations and proposed initiatives
- Explore potential new revenue generating services to districts by identifying any gap areas or needs we can fill
- Stay current with DESE and other grant opportunities for Collaboratives
- CAPS received the DESE Summer Program Reimbursement Grant (Fund Code 437) in the sum of \$200,000. The purpose of this state grant is to reimburse public school districts and Collaboratives for the costs of summer school and other summer programming (for expenses or obligations incurred April – September 2021) intended to remedy and reverse COVID-19 pandemic-related learning loss.
- Will submit an application for DESE’s Accelerating Math Grant. This funding source would supply curriculum and professional development but no funds would be released to the Collaborative. Once Vendors are identified they would directly invoice DESE for these costs.
- Identify and evaluate options that meet compliance with collaborative’s fiscal regulations
- The Collaborative is currently exploring whether the potential of teachers utilizing Donors Choose would be appropriate given Collaborative fiscal regulations. Continues to be a work in progress
- Continue practices and analysis to manage the uncertainty and unpredictability of enrollment and evaluate the fiscal resources and implications of strategic priorities

Enrollment update:

- Enrollment is at 162.
- Satellite Programs have 6 referrals and have not had to turn any students away due to space constraints or staffing issues.
- Gateway has 10 referrals and 2 students who have been accepted but have not enrolled yet
- Since October Gateway has had 43 referrals, accepted 17 and turned away 16 due to space constraints and staffing issues. The other 10 chose other programs or never responded to attempts to schedule interviews.