

Executive Director's Report 1/10/24

CAPS Identity and Marketing:

- Invest in our identity, stay ahead of the curve with programs and services and keep CAPS distinctive.
- Website has been fully updated <https://www.capsed.net>
- New Marketing Materials will be developed with updated program information utilizing the CAPS acronym Creating Adaptive Pathways for Success. Apparel with this new logo is in process
- Expand exposure and continue to solidify our reputation
- Define the essence of CAPS identity and who we are as an organization
CAPS employees are the essence of the work that we do. "Stick with us Stipends" were dispersed at the end of December as a means of showing staff appreciation and value
- 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
- Expand Family support and connections in the community
- Working with the Commission for the Deaf to discuss how caps could potentially work with the commission and early intervention to provide education and social opportunities for Deaf students and families in the area.
- Created a Deaf Family and Community Liaison position
- Deaf Liaison is teaching Sign Language Classes at both Bigelow MS and Page Hilltop where our Deaf and Hard of Hearing Programs are located.
- Engaged in early discussions with early intervention regarding a partnership for related services and family support
- Develop a marketing plan for our identity and position both internally and externally
- continues to be a work in progress as evidenced by the above

Comprehensive Student Programs and Services:

- Maintain and grow high quality comprehensive and fiscally viable programs for the very diverse student population that we serve
- CAPS partnered with Monty Tech, in applying for an "Employment Program for Young Adults with Disabilities" grant.
- Establish and continue best practices to sustain strong academic programs and create optimum learning spaces for students and staff
- The Executive Director continues to be a member of MOEC's Curriculum Committee. The current focus is research driven reading curriculum for students with moderate disabilities
- 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
- All programs have a continuum of services from pre-K-12 or 22.
- Research and develop additional vocational programming for students across all CAPS programs
- Continuing to research funding sources to support our own vocational programming. Dr. Pellegrino has invited the collaborative to attend planning meetings with regard to the vocational partnership between Narragansett, Fitchburg and Gardner. Continues to be a work in progress.
- Moving the elementary program at Gateway has opened up space for some vocational programming. Students have begun "culinary" experiences this fall.
- Satellite programs continue to work in the community at the colonial Inn, Lickety Splits, Market Basket, Salvation Army, Walmart and MWCC

- The volunteer program continues to support all high school students in providing opportunities for students to give back to the community while developing and practicing vital life and job skills, students are currently at the Gardner Food Pantry, Valley florist, Habitat for Humanity Restore and NEADS Therapy Dog Training.
- Research and identify ways that services can be provided within district schools
- Staff members of CAPS with specialty licenses have been mentoring employees in member districts to support their staff in obtaining licenses.
- The Executive Director and Program Directors participated in DESE's "train the trainer" program for the new Massachusetts IEP. We will make ourselves available for training should districts need support.

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.
- Discover expertise within our agency and create time and opportunities for staff to meet as well as creative ways to provide professional development
- Develop comprehensive onboarding, training and mentoring programs
- All Program Directors have completed new employee training checklists that will be placed in ISOLVe for documentation purposes.
- All mentors and mentees are meeting on a regular basis
- All mandatory trainings have been completed in the Arxed platform
- 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
- Increased professional development funding
- When funding staff for outside PD require that they share and/or present information to others
- Continue to encourage staff to take advantage of the numerous free professional development opportunities offered by DESE

Financial Resources:

- Support fiscally responsible growth to support operations and proposed initiatives
- Continue fiscal analysis of the cost of adding new classrooms and restructuring current programming, the staff needed to support them as well as the required enrollment and contract billing needed to support operations.
- 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
- Identify and evaluate options that meet compliance with collaborative's fiscal regulations
- 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 180
- All programs have referrals