ECATS Training-Planning for LEAs

ECATS Delivery Team

Agenda

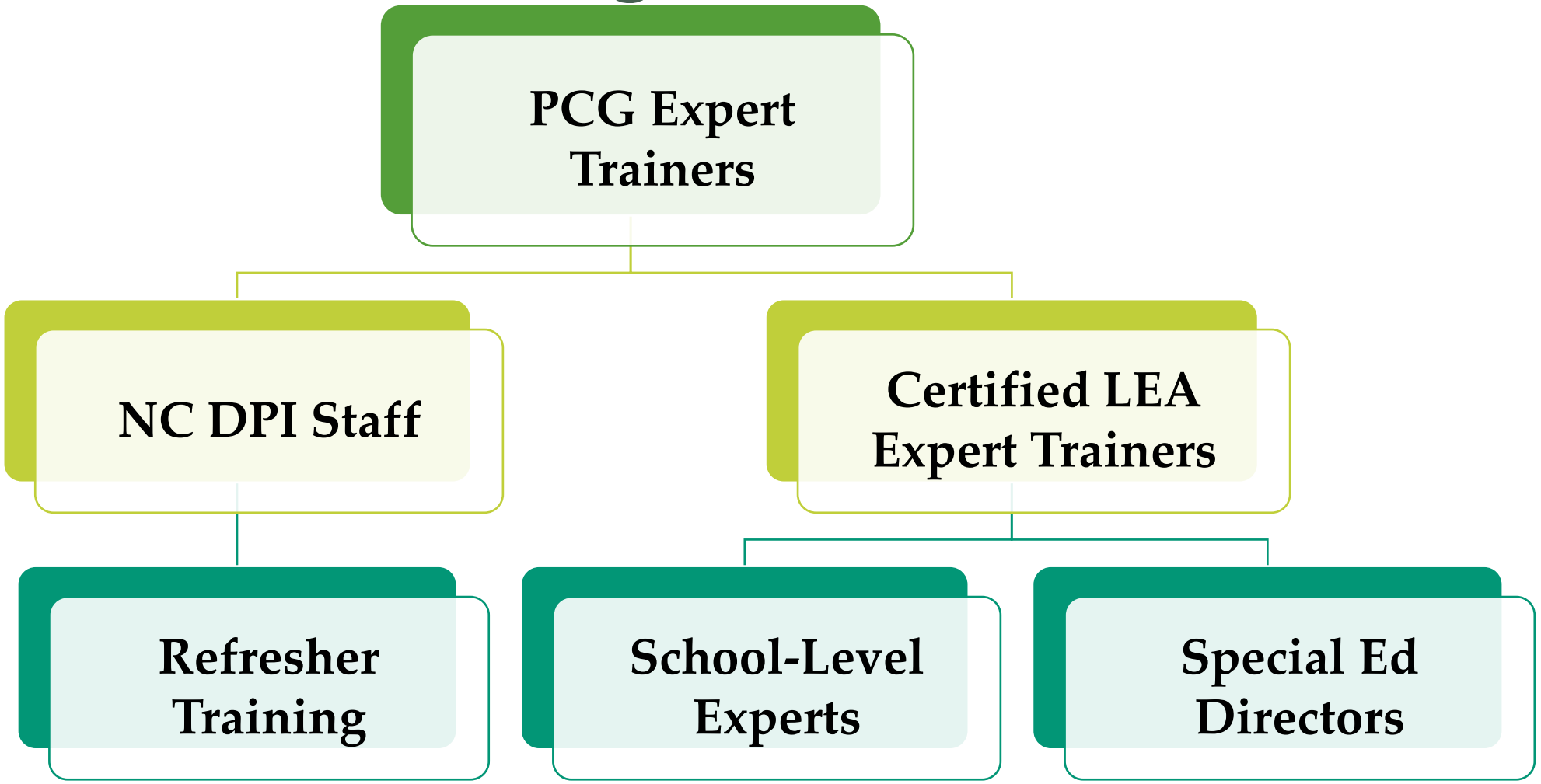
- Lessons learned from CECAS
- Training approach to ECATS
  - Recommended Training Groups
  - Training Group Goals
- Changes to Training/Support
- Development of LEA Training Plan
- Updates
  - Preparing for Count Submissions
  - Transition to ECATS

Lessons Learned from CECAS

Discussing lessons learned will assist with planning future training sessions in a way that will facilitate learning from experience in order to avoid repeating past mistakes or reinventing the wheel.

- Basic Computer Skills
- Content Background Knowledge
- Training Scenarios
- EC Specialists
- Know Your Audience
- Assess, Assess, Assess

Training Approach to ECATS: **Training of Trainers**

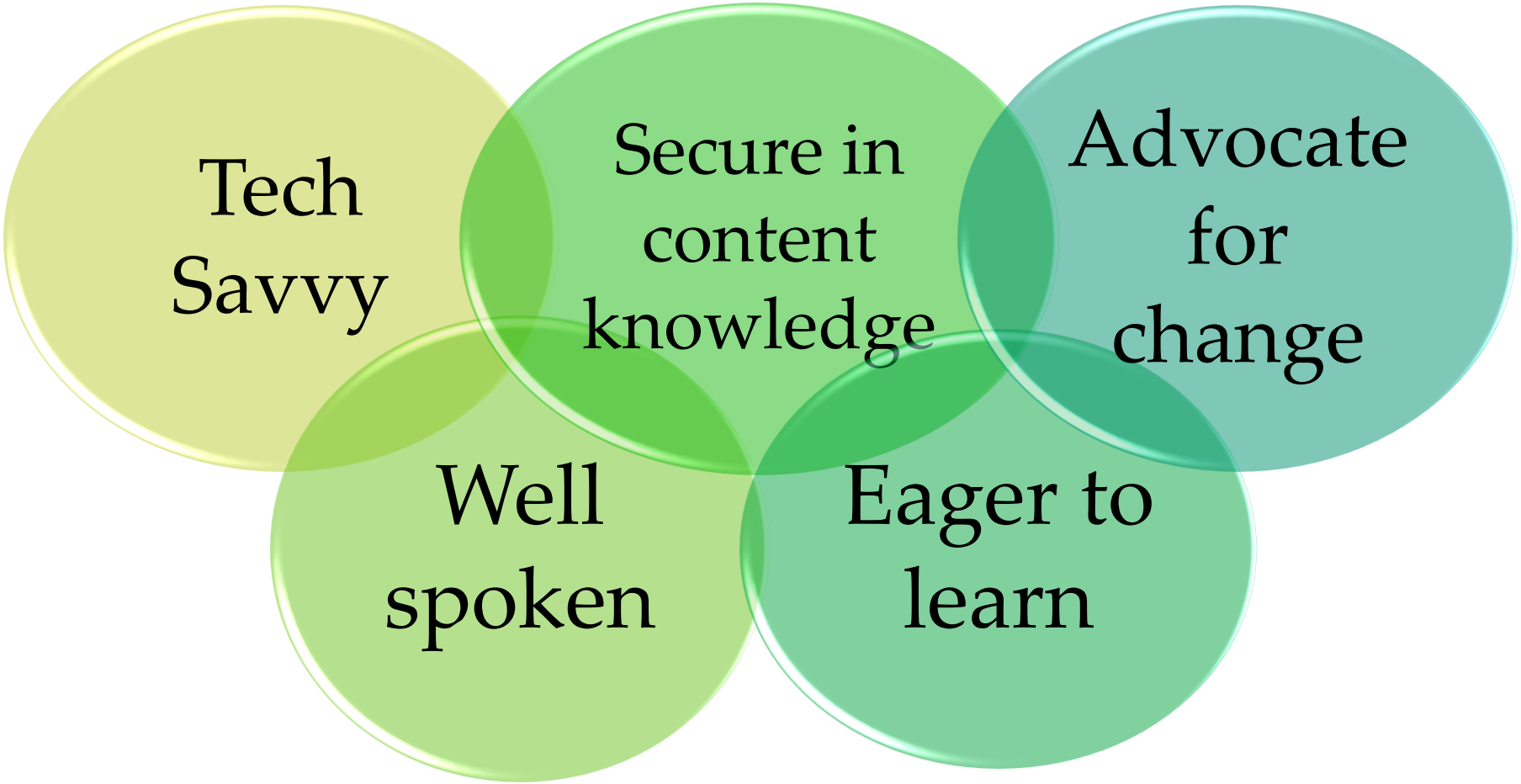


Training Approach to ECATS: **Training of Trainers**

Certified LEA Expert Trainers

- LEAs/Charters/SOPs should carefully select representatives who are comfortable with technology and who will serve as the lead contact and support for their local users.
- These individuals will serve as a "district system administrator" and as key contacts for colleagues; they will be integral to enhancing acceptance of the new system.

Training Approach to ECATS:
Certified LEA Expert Trainers



Training Approach to ECATS

Training Sessions for Certified LEA Expert Trainers

- Instructor-led lectures with hands-on practice in the application
- Question and Answer forums
- Training time will vary from two to six hours
- Trainers will receive a training script
- Focus on:
  - Training the functionality of the system
  - Effective training techniques
  - How to provide user and system support

Recommended Training Groups

Certified LEA Expert Trainers	Special Education Directors	School Level Experts
• Trained by PCG • LEA Staff • Special Education Teachers • Related Service Providers • General Education Teachers (MTSS)	• Trained by Certified LEA Expert Trainers • LEA Directors • Administrative Supports	• Trained by Certified LEA Expert Trainers • School District Staff • Special Education Teachers • Service Providers

Recommended Training Groups

Certified LEA Expert Trainers	Special Education Directors	School Level Experts
• System functionality training • User and system support training	• Management of compliance issues • Access to system dashboard and reports	• School District Staff • Special Education Teachers • Service Providers

Training Group Goals

Certified LEA Expert Trainers	Special Education Directors	School Level Experts
• Become trainers on planning/case management, evaluation, service logging and reporting	• Understand Key Performance and Compliance Indicators	• Become **school-level trainers** on plan/case management, evaluation and reporting

Changes to Training and Support:
Transition from CECAS to ECATS

CECAS LEA Leadership Team

- LEA Administrator
- Data Manager
- Teacher
- CECAS Contact

ECATS LEA Team

- Certified LEA Expert Trainers
- School Level Experts

Development of LEA Training Plan

- Preliminary Work:
  - Secure a training location.
  - Ensure that system requirements are on all computers that will be used during training.
  - Send training invitation with training date(s) and location(s) via email or announcement to training participants at least 4 weeks, if possible, prior to the training.
  - Create sign-in sheet and evaluation form.
  - Check necessary existing training login information to ensure access to the training application.
  - Provide participants with training handouts prior to training or have printed and ready to provide during the training session.

Development of LEA Training Plan

- Training Day Prep:
  - Ensure that equipment is connected and working properly (i.e., video projector is recognized by the computer).
  - Provide training participants with the agenda and objectives.
  - Have available the printed or electronic evaluation forms for training participants to complete at the end of the training session.

Development of LEA Training Plan: **District Level Guidelines**

- The number of School Level Experts across the LEA may be one or more Experts per school.
- Districts may find that more Experts are necessary, may decide that the Certified LEA Expert Trainers will train ALL Special Education teachers themselves, or may identify a group of Special Education Facilitators to assist with training for Special Education Teachers district-wide.
- The best approach for each district is likely dependent upon size and resources.

Development of LEA Training Plan: **District Level Guidelines**

- LEA Experts are responsible for training within their district:
  - School Level Experts per module per school
  - School-Level Administrators
  - Other Users/Data Managers at the School or District Level
  - Related Service Providers
- School Level Experts may be responsible for training within their school:
  - EC teachers
  - Other School-Level Users as needed

District Level Training Example

School District:	NC School District A	
LEA Expert Trainers (Special Education):	Trainer A	Trainer B
LEA Expert Trainers (Service Documentation):	Trainer C	Trainer D

School Type	# of Schools	# School Level Experts	# School Administrators	# Related Service	# Other Users
High Schools	2	2	4	4	4
Middle Schools	1	1	2	2	2
Elementary Schools	5	5	5	2	7
Preschool/Other	0	0	0	0	0
TOTAL:	8	8	11	8	13

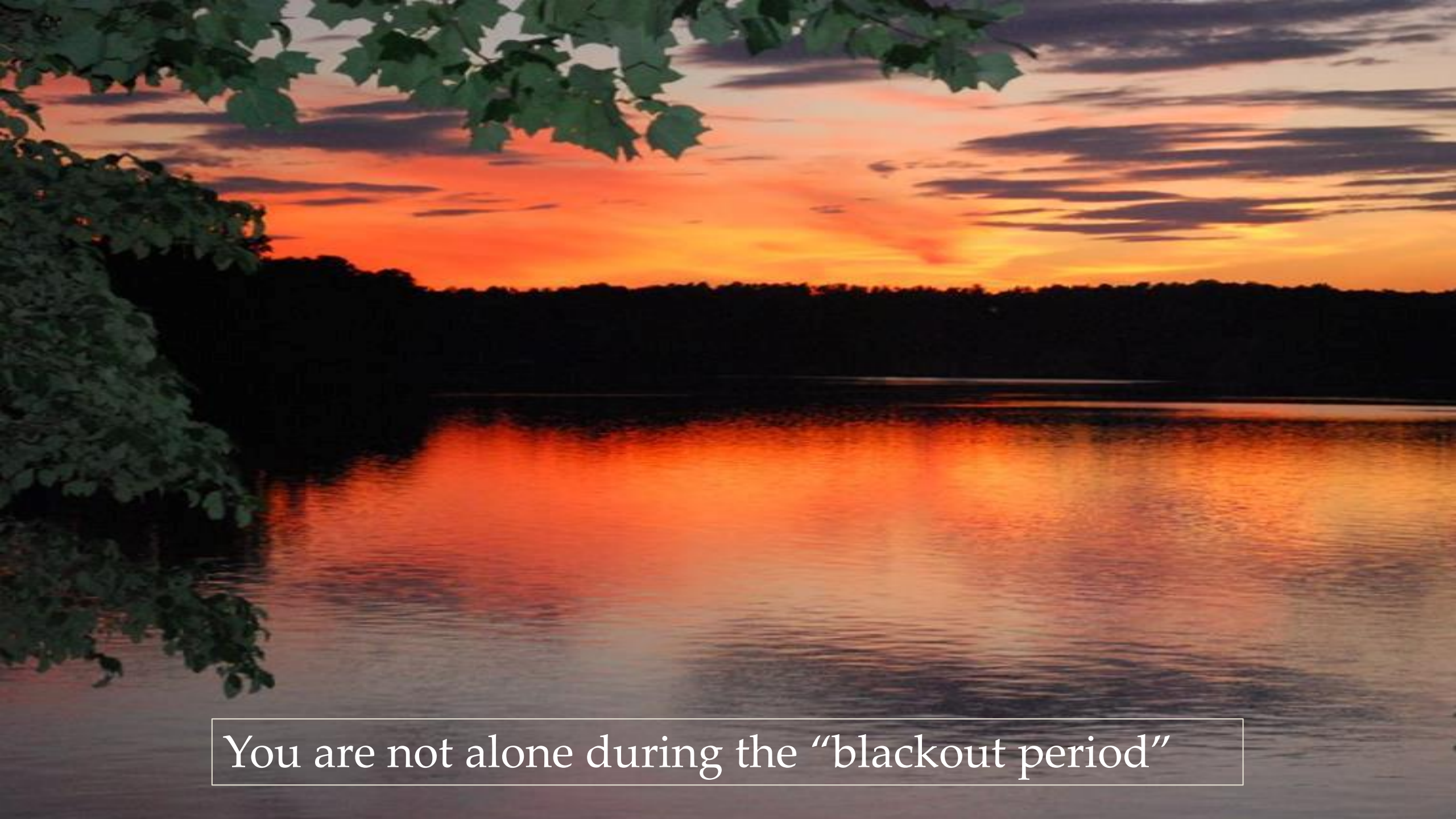
Trainings Conducted by Certified LEA Expert Trainers Within the District:	Number of Sessions Needed Across the District:
Trainings Needed for School Administrators (Conducted by combo of LEA Expert Trainers from each module):	1
Trainings Needed for Other Users (Conducted by combo of LEA Expert Trainers from each module):	1
Trainings Needed for Special Education - Assuming 1-2 Experts per school in attendance. (Conducted by Trainer A, Trainer B):	1
Trainings Needed for Service Documentation (Conducted by Trainer C, Trainer D):	1

Development of LEA Training Plan: **School Level Guidelines**

- The School Level Experts may be responsible for training all Special Education Teachers within their individual school
- Other approaches may include:
  - Certified LEA Expert Trainers training all Special Education Teachers in LEA
  - "LEA Special Education Facilitators" conduct district-wide training sessions for all Special Education Teachers

School Level Training Example

Type	School	School Level Expert	# EC Teachers in the School
High School	School 1	(First Name, Last Name)	10
High School	School 2	(First Name, Last Name)	10
Middle School	School 3	(First Name, Last Name)	10
Middle School	School 4	(First Name, Last Name)	10
Elementary School	School 5	(First Name, Last Name)	15
Elementary School	School 6	(First Name, Last Name)	12
Elementary School	School 7	(First Name, Last Name)	11
Elementary School	School 8	(First Name, Last Name)	10
Preschool/Other	School 9	(First Name, Last Name)	5
		TOTALS:	93



You are not alone during the “blackout period”

Upcoming Count Submissions

- August 2018 – Indicator 7 Count
  - Complete all Exit COSF's for students leaving Pre-K in the 17-18 SY prior to 6/16/2018
  - Submit, complete, and certify a test count prior to 6/16/2018
- September 2018 – Exit Count
  - Complete as much as possible, all Exits for students in the 17-18 SY prior to 6/16/2018
  - Submit, complete, and certify a test count prior to 6/16/2018

Upcoming Count Submissions

- October 2018 – Indicator 11 Count
  - Complete all referrals (if possible) for students referred in the 17-18 SY prior to 6/16/2018
  - Submit, complete, and certify a test count prior to 6/16/2018
- October 2018 – Indicator 12 Count
  - Complete all Part C Eligibility Dates and CDSA Source and enter any Transition Delay Reason in for the 17-18 SY prior to 6/16/2018
  - Indicator 12 will close on 10/12/2018 and data will be collected by 11/15/2018
  - Charter schools do not submit Indicator 12

Transition from Old to New System

- You will use the old forms during the transition or your normal process
- Teachers will not have to be trained on new forms during “blackout period”
- You will enter key data elements into ECATS from old forms
- There will be a “grace period” that only these key elements will need to be entry into ECATS
- Only certain user roles will have access to enter key elements during this “grace period”

Key Data Points

- Referral Received by School Date
- Referral Determination Date
- Referred for Evaluation
- Consent to Evaluate Date
- Consent to Evaluate Purpose
- Consent to Evaluate Given
- Evaluation Purpose
- Eligibility Date
- Eligible
- Pvt School Non-participant Notice Date
- Consent for Placement Date
- Consent for Placement Given
- Initial Placement Date
- Initial Placement Delay Reason
- Primary Disability
- Plan Type
- Program Service Begin and End Dates
- Plan Date
- Setting
- Tests and Accommodations
- Program Services
- Part C Eligibility Date and CDSA Source
- Transition Delay Reason
- Time/Frequency per Service

Keep In Touch

Regional Trainers:

http://www.nccecas.org/contacts/index.html

Phone support:

1-919-807-HELP (4357) Press option 3, then option 1

Web portal:

https://nc-myit.us.onbmc.com

ECATS website:

http://www.ncpublicschools.org/ecats/

ECATS email:

ECATS.Info@dpi.nc.gov

GovDelivery:

https://public.govdelivery.com/accounts/NCSBE/subscriber/new?topic_id=NCSBE_114%22

Twitter:

@NCECDivision