



Every Child Accountability & Tracking System

Frequently Asked Questions (FAQ)

Table of Contents

A – GENERAL	3
B – DATA/MIGRATION	8
C – PAPERLESS SOLUTIONS	12
D – TRAINING	13
E – SPECIAL EDUCATION	15
F – SERVICE DOCUMENTATION	20
G – MTSS	22

A. GENERAL

A-1 Have technical requirements been released yet?

The system is accessed via the EdCloud/IAM portal. The only technical requirements are to have a strong internet connection available to users and that a current version of their browser is installed.

A-2 Is there consideration for LEAs to provide access for Contract Providers that are not employed by the LEA?

All staff will need a UID number; All staff information should be entered into the LEA/charter school payroll system as a contractor. LEA Payroll systems update the state Staff UID system such that the user will then gain a UID. Once the contractor has a UID and is listed as active in Staff UID, their account will be automatically sent to IAM and will be ready for claiming the following day.

A-3 What is your timeline on the release of this product to your end-users? Is there a phased implementation plan?

Currently, the project release will occur in early July 2018 for Special Education and Service Documentation (Medicaid) Modules. The MTSS Module will follow in the fall of 2018, beginning with the first of three (3) phases. Updates will be communicated via the ECATS website, GovDelivery listservs, and PCG communication pathways.

A-4 Could there be monthly newsletter on ECATS published for users?

Beginning in late December 2018, monthly newsletters will be published via GovDelivery, the ECATS website and PCG communication pathways.

A-5 Will ECATS have an Analytics area?

ECATS includes a multitude of reports. They are available to different users based on the need and access level. There is Standard Reporting, Advanced Reporting and Ad-hoc Reporting.

A-6 How do we access the ECATS website?

The ECATS website can be accessed at: <http://www.ncpublicschools.org/ecats/>. Information about all three (3) modules, Special Ed, Service Documentation (Medicaid) and MTSS can be accessed on this website.

A-7 How will logins be maintained?

Logins into the ECATS system will be done through the IAM system. This is the same system used by PowerSchool for secure access.

A-8 Can multiple people still work on one student at the same within the system? Will we still be notified if there's another person working on the child?

The system will still support multiple users in the same student record and include an on-page warning that another user is working on a student's record.

A-9 We have service providers that are part of multiple LEA's. Has this been considered in the planning and accounted for with UID's and accessibility?

Users will need to be set up in PowerSchool and IAM with all relevant LEA associations. These accounts will then be imported into ECATS associated to all designated LEAs. District staff will then need to assign an appropriate role within each LEA.

A-10 Does the user need to save information as he/she goes along or does the system automatically save as you go along?

Information does need to be saved, however a number of activities completed in the system will automatically save the data for you.

A-11 Regarding user types: are there set types that can be sent to LEAs so that we can plan for who in the LEA is each type of user and what they have access to in the ECATS platform?

Yes, set user types are being established to cover the ECATS system. Districts will be provided with guidance on those user types in the coming weeks so they can begin planning who needs to be assigned to which user type.

A-12 Will EC directors be assigning the user roles/permissions in ECATS?

Who assigns user roles is a local determination. It should be someone who gets sent to district level training to be an LEA Level Expert. Typically, this might fall to a Data Manager, but it is ultimately up to the district who takes on this task.

A-13 Will districts be able to customize user types in addition to the state user types? What about for PCG customers who contract for additional modules like 504, EL, and gifted?

There will be standardized user types for the ECATS modules. PCG will work directly with any districts purchasing Add-On modules to ensure user types are set up appropriately.

A-14 Where are the PPT presentations from the March Institute located?

PowerPoints from the March Institute presentation will be posted on DPI's ECATS website.

A-15 Will be 504 be included on this?

PCG's 504 Module is not included in the statewide ECATS system. Districts choosing to purchase the 504 Module can contact PCG directly to purchase that as an add-on directly with PCG. Should districts choose to do that, it will function as an integrated module within the system.

A-16 Were there any changes to the trans tab from what we currently have in districts who use it now?

PCG will work directly with any districts using PCG's Transportation Add on Module.

A-17 When sharing with other district staff, specifically, IT, what will we need to ensure ECATS is running smoothly from their area of need?

Districts should ensure good internet bandwidth; additionally, one point of advice is to encourage your IT departments to avoid putting the URL "go18.pceducation.com" on any firewall-associated blacklists.

A-18 Is there a listserv that receives updates regarding ECATS?

You can join GovDelivery 'ECATS Delivery Team Announcements' listserv at: https://public.govdelivery.com/accounts/NCSBE/subscriber/new?topic_id=NCSBE_114. Project updates will periodically be sent via GovDelivery listservs and posted on the ECATS website. PCG will also send project updates through their communication pathway.

A-19 Are the Medicaid and MTSS Modules part of ECATS initially or do they have to be purchased separately?

Special Ed, Service Documentation (Medicaid) and MTSS Modules are all part of the ECATS product and will be made available to all LEAs free of charge. The Special Ed Module is required; Service Documentation (Medicaid) and MTSS are optional for LEAs. Medicaid Fee-for-Service billing is to be done directly by LEAs, either through self-submit or through contracts with third-party billers or PCG.

A-20 Will we be using ECATS this school year at all?

No, ECATS will go into production at the beginning of the 2018-19 school year.

A-21 Where is the secure server PCG is to provide? How will logins be maintained?

The PCG servers are located in PCG's secure data centers. Log ins for ECATS will all be channeled through North Carolina's EdCloud portal with access managed by IAM.

A-22 What will happen to the small subset of records within CECAS that was used to denote AIG students (no EC data)? The status of these student is "pending", there is no EC Data.

All records that are associated with an LEA and fall within the extraction period, no matter the status, will be extracted from CECAS.

A-23 What are the minimum technical requirements for ECATS to run at the LEA?

Per the RFP requirements, ECATS is required to support all major browsers currently supported by their vendors (i.e. receiving ongoing security and functionality support), including the current and 2 versions prior. In many cases, EdPlan will run on older browsers as well, however some functionality may be limited.

A-24 What happens to students who transfer between LEAs/Charters during the "blackout period"?

When ECATS goes live in July, it will begin receiving data feeds from PowerSchool. The initial feed from PowerSchool will set a student's first LEA assignment in ECATS. If the student's location on the first day of PowerSchool data feeds is different from the student's location when historical data was pulled, and if the receiving district wants access to the historical record, it will need to request a transfer of records from the prior district (a process completed within the ECATS system).

A-25 In relaying information today about the "blackout period", my accountability director expressed concern with the date due to testing accommodations being pulled for testing. How will this be handled regarding EOG and EOC testing?

The "blackout period" should occur after all state testing is completed. It is highly recommended that prior to the "blackout period", reports for testing accommodations are run and printed for any administration of assessments that occur during data migration.

A-26 Usually we hold our IEPs in CECAS until June 6-10 so that the current year's accommodations show in CECAS until the last day of testing. This year we plan to close our documents early (May 31) in preparation for the "blackout period". Will this impact negatively on the accountability testing process? Will we still be able to view documents/accommodations in CECAS over the summer (for the summer testing staff-RTA, credit recovery, etc.)

The "blackout period" will not begin until June 16, 2018. The "blackout period" should occur after all state testing is completed. It is highly recommended that prior to the "blackout period", reports for testing accommodations are run and printed for any administration of assessments that occur during data migration. Once CECAS shuts down at the appointed date, there will be no local view available. Documents should be downloaded to provide information on testing accommodations as needed by each LEA.

A-27 Will the log in to ECATS be the same password as the PowerSchool password? Will there be an ECATS icon under the IAM system?

The login to PowerSchool uses NCID and ECATS will use NCID as well so they will be the same login. There will be an icon under the IAM system for ECATS.

A-28 It is understood that any meeting that occurs during the CECAS "blackout period" will be completed on existing state forms. Then ECATS will be available and the understanding is that we will then type in the meetings that occurred on "old state forms" into ECATS once it is available. Since the forms are changing, will this information "match up" from old forms to new forms? While we all understand that policy did not change with the creation of the new forms, the forms are quite a bit different. Teachers may struggle typing information from old forms onto new (different) forms should this be required of them. Are there any tips or suggestions?

Specifics regarding the transfer of documents/data created during the “blackout period” will be communicated to the field as soon as possible. We are sensitive to the burden that this may create for an LEA; therefore, careful consideration is being given to an appropriate solution.

A-29 On the message board, you gave the example of posting a message for the entire group. Can a message be sent to just one teacher?

No, right now this is not an option. There are many targeted alerts built in to the system that will send to individual users, but there right now is not a platform for messaging back and forth in this way.

A-30 Will teachers still be able to do a statewide search for when they receive new students, to keep from duplicating?

Student records are not created in ECATS by users. They are populated from PowerSchool. The PowerSchool process for identifying students is not changing as part of ECATS.

A-31 If a program specialist has admin rights and needs to help a school prepare paperwork for a meeting, how do they select the student to use the forms?

They can search for the student with the student's information (name, ID, etc.). Then, click on the student's name.

A-32 What steps do LEAs need to take if we use one of the 8 vendors? Will that automatically be available? What if individual schools do not all use same ones. 1 star, 1 iready, etc. Will that matter?

As part of the implementation process, we will be asking LEAs to provide a list of interventions and progress monitoring tools (including vendors). We will reach out to ensure that we have an appropriate data sharing agreement between vendor, PCG and LEA.

A-33 What do we use for paperwork from July 1-October 1.

For EC processes, LEAs may use current state forms, local forms or begin migrating to the stand-alone .pdfs of the new forms once released to the field. As of October 1, 2018, the expectation is that all EC documents are generated and printed directly from ECATS. For MTSS, since there currently are not any statewide forms for Intervention Planning, continue to use your LEA forms.

A-34 So based on the MTSS component being a part of ECATS, it appears that all regular education teachers and school leaders need access to ECATS also, correct?

Yes, all Gen Ed teachers and School Admins will have access and should receive training.

A-35 In the ECATS training planning PowerPoint it discusses upcoming Count submissions. Does completing test counts that are discussed for CECAS users only or do current PCG users have to complete all those test count submissions early as well?

Yes, all Gen Ed teachers and School Admins will have access and should receive training.

A-36 Are there options for translating documents for parents of other languages?

Yes.

B. DATA/MIGRATION

B-1 Will the student as an English learner be imported from power school?

Yes, we will be receiving a flag from PowerSchool that identifies the student as an English Learner.

B-2 Will EOG/EOC DATA. And student grades upload from MTSS?

Yes, EOG/EOC data and grades will upload from PowerSchool for use in the appropriate ECATS modules.

B-3 What types of information do we need individuals to have for pilots (NCID number?) How will people access the database?

Users will be added to the system via a feed from the State ODS. All LEA based ECATS users will need to have a UID to access the system through IAM. This is true for both pilot and roll out.

B-4 Will you pull in users and permissions for existing Easy users? Or will the district input these manually after the migration?

User information including UID and other demographics will be pulled from the State ODS, using primarily job code as the basis for access; there will be a local LEA process at roll out to align users to roles since districts sometimes use job codes in different ways and therefore permissions cannot be done on a statewide basis. LEA staff responsible for role assignment will need to complete that activity prior to LEA users having access to processes and student records.

B-5 When a student transfers from another district in state, does the EC information automatically transfer over when they enroll?

The student record will appear in the new district according to data feeds to reflect the LEAs PowerSchool instance and then the users can complete the transfer of the EC documentation within ECATS.

B-6 In our district there are 3 different length of school days. 6hours 30 Mins, 6hours 45 mins, and 7 hours. Will ECATS be able to take that into account when calculating service time?

ECATS can support lengths of day (LoD) in one of 3 ways - School wide, School/Grade, and Custom for a student.

B-7 Will data entered in ECATS during the pilot be wiped out when CECAS data is migrated?

Yes, the data entered into ECATS during the pilot will be removed so all data can migrate into the new system in the proper way. During the pilot, participating LEAs will enter data in their current system as well as ECATS.

B-8 How do users access archived records?

DPI will maintain a copy of these archived records and the user can submit a request through the Remedy OnDemand system for needed information.

B-9 Will PowerSchool still be the authoritative source for demographics after ECATS rollout?

Yes, PowerSchool will still be the authoritative source for demographic data.

B-10 How long will we be able to access CECAS records once the migration to the new system takes place?

NCDPI will maintain an electronic copy of all CECAS records. LEAs needing to obtain CECAS data log a ticket through the Remedy OnDemand ticketing system to request such data. The current year plus three (3) years prior will be uploaded into ECATS.

B-11 Is there a final day for CECAS? Meaning, will there be a final date to have historical data moved over?

The current date for CECAS to shut down is June 16, 2018, so data can be moved into the new ECATS system. Please watch the ECATS website and monthly newsletters for more information.

B-12 Will there be a linking process to PowerSchool?

Yes, ECATS will link to PowerSchool as the authoritative Student Information System (SIS).

B-13 For EdPlan users, what data will come over from CECAS? Any?

For current EdPlan users, any federal report data being migrated will come from CECAS, which has been North Carolina's authoritative state-run system for generating reports for OSEP. Other historical data mirroring that coming from CECAS (for current CECAS districts) will come from EdPlan (for current EdPlan districts).

B-14 When LEAs need to document EC process info using paper forms during the "blackout period" will they be able to enter prior dates in ECATS when ECATS becomes available. (for example, if ECATS rolls out August 2018, will users be able to enter data from June/July 2018 in ECATS)?

The system will allow paper forms, which were completed by hand during the "blackout period", to be data-entered into the new system.

B-15 Will we be able to pull in attendance, behavior, grades and test data from power school to enter in the present levels?

Yes, this will be available through 'review existing data' tool for substantiating performance for a present level area. Filling out the present level of academic and functional performance will be a free-form entry.

B-16 Is existing data field populated and/or is this narrative information entered manually?

This data is a mix, defined by the authoritative source. For instance, grades will be imported from PowerSchool, eligibility determination assessments will be entered directly into ECATS.

B-17 Will the system allow for data tracking by evaluation type (for tracking by provider type/by initial/ re-evaluation)?

Yes, this is tracked when the eligibility determination is finalized.

B-18 What happens if info for demographics is wrong in PowerSchool? How do we change it?

LEA teams will need to update the demographic information in PowerSchool and then it will flow into ECATS on a nightly basis; due to multiple system updates involved, users should anticipate two business days to see PowerSchool updates reflected in ECATS.

B-19 For data migration, what if someone was referred prior to three previous years ago or exited from a service more than 3 years ago?

The IEP Data migrated from current systems into ECATS will cover all students who were actively identified as EC during that migration window. For example, if a student was Eligible and receiving supported through an IEP during year 1 of the migration period, but was subsequently Exited from EC, they would still be included in the data migration plan. All current finalized IEPs that fall in the migration window documented in a current system will be included in the migrated data set.

B-20 If students have forms that were created but have remained in draft and never finalized will those be transferred over? Do we need to go in and have all draft forms deleted? (i.e. forms that may have been created but then meeting never occurred and have just remained in DRAFT in CECAS)?

Do not plan to have these documents transferred over. If you would like a document to transfer, please finalize it prior to CECAS going offline.

B-21 With transfer to ECATS what does "closed out" mean. If in a CECAS status such as pending or no EC service...do they need action?

Teams should work to complete the Special Ed process through to documenting parent acceptance or rejection of an IEP. If the student's most recent (i.e. Current) IEP has a status of Pending or other "in process" statuses, the dataset may not be as complete as for those IEPs that reflect a finalized status.

B-22 Does the special factors area populate from PowerSchool?

Yes, for EL eligibility, everything else is entered directly in to the IEP.

B-23 Will previous assessments entered in CECAS (DEC 3) migrate to ECATS to be use/stored in the assessment summary?

Prior Assessment information will not be included in the CECAS data migration.

B-24 Will the general education teachers' names come from PowerSchool so it doesn't have to be changed every year by EC staff?

Will the general education teachers' names come from power school so it doesn't have to be changed every year by EC staff?

B-25 With multiple sources of data (i.e MAP and mClass), if those systems produce very different/contradicting scores, how does the MTSS system analyze/classify those to determine whether additional support is needed?

The imported data from the different vendors will be using the same thresholds that the vendor recommends. If a LEA has more than one vendor for Benchmarks, the benchmark score that is within the "lowest" range will trigger the indicator--red, stop sign, yellow square, green circle or blue diamond.

B-26 Are SwD included in the EWS and intervention response data?

All students are included in the EWS.

B-27 Can you require information be input into specific sections? (Ex. Interventions)

Information that is required for intervention plan finalization is highlighted with a red outline in the field-textbox, dropdown or multi-select.

B-28 Will mClass information/results be pulled over automatically to ECATS or will we input that information by hand?

PCG is working with eight vendors, include Amplify to be able to automate data integration, to remove the need for hand entering data.

B-29 Data from other vendors into MTSS module... will this feed forward into LEP module for evaluation, present levels and continuation of progress monitoring.

It is expected that imported assessment data will be available for inclusion in special education documentation.

C. PAPERLESS SOLUTIONS

C-1 Will electronic signatures options or “Easy Fax” options be available for signatures or would we have to purchase these?

ECATS will provide a pro-rata share of paperless storage to districts using PaperClip, PCG's tool allowing upload of documents into a student record. Districts can contract with PCG directly if they want to increase their paperless usage, including adding on EasyFax.

C-2 To what extent will 'paperclip' be available? Will it be required?

PaperClip will be available to all LEAs on a proportionate basis; final determinations are still in process. Additional paperless storage and methodologies can be purchased directly from PCG by districts.

C-3 Will ECATS have attachment capabilities for signature forms, psych, speech evaluations, etc.?

Yes, ECATS will have attachment capabilities.

C-4 Can you upload psychology reports and attach to evaluations?

This is possible, but it is important to coordinate with teachers to make sure enough capacity is allocated for uploading consent signature pages. Additionally, it is important to note that assessment data found in those reports must be entered as part of the official student's EC record on the Assessment Tab within ECATS. Attaching external documentation is helpful for record keeping but does not automatically update the digital content of the student's record.

C-5 Will there be a requirement to upload signature pages into ECATS after meetings?

For parent consent to evaluate and consent for services, yes.

C-6 What is requirement for uploading signatures?

Required for parent consent to evaluate as well as parent consent for services.

C-7 Will it be required that all LEA/charter schools upload electronically to EdPlan signature pages, reports, etc.? I know that Paperclip or another electronic system will be used but will it be required for everyone to make sure documents (signature pages, consents, reports) are in the system electronically.

Yes.

C-8 Does paperless storage mean there will be electronic signatures for IEP documentation?

Paperclip will be available for those consent items requiring a parent signature.

D. TRAINING

D-1 How many representatives will each LEA be able to send to the train the trainer training?

PCG and DPI are in the process of determining how many spots each LEA will receive to accommodate the variety of LEA sizes across the state.

D-2 Will training cover all modules at once or will they be program specific?

Trainings will be module specific; every attempt will be made not to have conflicting trainings at the same time so that representatives who may need to attend all of them can do so.

D-3 Will the training offer support for what is to be filled in on new forms/interface?

Trainings will guide the attendees through the system and provide support for how to interact with the system and fill out the appropriate fields to generate the required EC forms. Additional supplemental policy training may be provided by DPI as needed.

D-4 If you have one trainer for EC and one for regular education, will both people be able to be trained?

Yes, Districts will have the opportunity to send multiple representatives to training. DPI and PCG are in the process of determining how many spots each LEA will get to accommodate the variety of LEA sizes across the state.

D-5 Will there be a training site with a sample school to use for training?

Yes, there will be a Training LEA available to all users with some sample schools and sample student data set up for training and "play."

D-6 Could you provide information on how I can obtain information about new developments and trainings?

The ECATS website will provide project information, which can be accessed at: <http://www.ncpublicschools.org/ecats/>. Project updates will periodically be sent via GovDelivery listservs, posted on the ECATS website and through PCG communication pathway.

D-7 At CASE it was stated that LEAs should develop a plan for ECATS roll out, including choosing 'train-the-trainer' participants. Would you give further clarification?

Recommendations on how to prepare for the roll out were made during a presentation at each Regional Directors'/Charter Coordinator meeting in December. Please refer to the slide presentation from those meetings. It is also suggested that LEAs begin now to think about training users and determining who will attend ECATS training. A Train-the-Trainer model will be used, with online and face to face professional

development, and webinars available. It is important that LEAs make sure to send the right people to the training that will be provided.

D-8 When will LEA designated CECAS administrators receive training in order to plan to train their staff? Should we plan to include our principals, 504, and MTSS team coordinators in our training sessions?

Local data managers will be included in the statewide train the trainer model training. Each LEA will determine their training plan, using the train the trainer model. This afternoon's activity will assist with your training plan at the LEA level.

D-9 When will training be provided for districts not in the pilot?

Districts will be largely trained upon go live; some catered training may be provided in early summer for Data Managers for data entry. We acknowledge that DAC requested training for Directors at their next quarterly Regional Directors meeting. We are attempting to provide information or demonstration which can be shared at those meetings in some form.

E. SPECIAL EDUCATION

E-1 How will we handle transportation needs during blackout?

PCG will work directly with any districts using PCG's Transportation Add on Module.

E-2 Our vendors used CECAS data to populate the Medicaid Administrative Claim documents. Will this still be accessible as we request IEP, numbers for secure upload to our vendor Fairbanks?

The new data system, when fully implemented, will provide the same information. Until statewide implementation of ECATS, CECAS will continue to provide this information.

E-3 For the “blackout period”, will teachers be using new forms or old forms?

Until the official rollout of ECATS, including during the blackout period, LEAs may use current state forms, local state forms or the stand-alone .pdfs of new forms as they become available.

E-4 How will new forms affect Third-Party Users?

All LEAs and SOPs will use the new Forms in ECATS. There will be no third-party users for the Special Ed Module.

E-5 Will I need to schedule IEP meetings before the “blackout period”?

Yes. Our recommendation is that for any IEPs or reevaluations coming due between June and September, the meetings be scheduled prior to the “blackout period.” This creates a potential opportunity for LEAs to have all standard EC business current and included in the data migration while creating an expanded window for transition into the new system in the fall.

E-6 Will Closed/Verified child forms on non-Close/Verified parent forms be migrated?

All close/verified forms that are within the extraction period will be extracted from CECAS.

E-7 Which version of the new forms, paper or electronic, is authoritative?

ECATS, which is electronic, will be the authoritative source. Additional information on procedures that require signatures will be addressed through training.

E-8 When will paper forms be available for LEAs to start reviewing and training on?

As software development based on these forms stabilizes in the coming weeks, DPI is working to make these forms available. We did not want to release prematurely and then discover a change that comes as part of the software development process. We do understand the need to have access to these forms as early as possible.

E-9 Will unentitled students migrate to ECATS (students with the Entitlement box on the Special Ed screen unchecked)?

Yes, all unentitled student records that fall within the three years plus current year extract period, will be extracted from CECAS.

E-10 Will LEAs need to verify COSF records prior to the “blackout period” so that the data will pull from Indicator 7?

We are reviewing indicator reports. It is our expectation that COSF data will be imported into ECATS. Reviewing/confirming COSF data prior to the “blackout period” would be best practice, as the count period closes 6/30. This will make submission much easier as LEAs must contend with fewer unknowns.

E-11 Is selecting an area of disability for testing assessment options not considered pre-determination?

No, the referral process is triggered because someone suspected a disability. To develop an appropriate evaluation plan, the team must identify the disability that is suspected.

E-12 Please, can we get a copy of the new forms as they currently exist ASAP so we can start planning our training to roll those out?

Priority consideration will be given to this request as soon as development, testing, piloting activities are completed.

E-13 If a student is noted as ESL on their IEP, will ACCESS tests automatically pop up under the state tests?

ACCESS for ELL tests will be available for these students regardless of grade level.

E-14 Adapted vs adaptive P.E. - I see both terms in software, which is correct?

Adapted P.E., this will be addressed in the system.

E-15 How do we get students in the referral process into the EC section of ECATS?

All students will be available in ECATS, to start a referral, you can access the student even though they are general education and begin the process.

E-16 Will there be a form for a standardized BIP?

DPI is not offering a standardized BIP at this time.

E-17 Will the DEC 3 be able to pull in info from parent contacts in student records?

Currently, attempts to contact parents is not part of the eligibility document generated.

E-18 Could we have more information about the progress monitoring component?

Full training will be provided, it is good to know this is an area of interest.

E-19 Will grades be pulled into the DEC 1 from PowerSchool?

Grade information will be flowing into ECATS, and it will be available to be added to documents like the referral. The scheduled frequency for this is still being determined.

E-20 Does the consent tab replace the current Dec-2/Dec-6 process tab? Do teachers have to go back in to document the response as now?

If consent information has been completed already in the existing 2/6 process, that consent data will come into ECATS. Yes, this page does replace the existing 2/6 process tab.

E-21 Will a warning pop up before information is deleted for all forms?

If you are navigating away from a screen without saving your data, e.g. clicking a tab without first saving your data, you will be notified that you have unsaved data and have a chance to remain on the page.

E-22 Will there be a process of amending the DEC 2 if not all areas of suspected disability were picked at the initial meeting?

It depends on what is prompting the reconsideration. If the child is found not eligible but something else is suspected, it would be a new referral. If evaluations are conducted and the child is found eligible, but something else is suspected, that would be a reevaluation. Both processes provide opportunities to update consent.

E-23 Integration of related services to goals - Often times Visual Impairment is attempted to be integrated, however it is a direct service not a related service. Is there a safe guard to prevent that? For example, will integration of services only be allowed for related services.

It is available as an option, the team needs to determine if integration of a goal and service is appropriate.

E-24 If a teacher is not progress monitoring, will that area show up non-compliant in the admin view?
No.

E-25 When updating assessments, is historical data overwritten and lost?

No, for formal assessments recorded in the assessment summary, historical isn't overwritten unless deliberately done so. On the log, additional dates/scores can be added if the assessment is ever re-administered.

E-26 Based on the missing assessments needed can it “self fill” the needed tests?

Not at this time. This was considered, but we must strike a balance between what is technically possible and what is a team decision.

E-27 If you indicate an outside agency will be attending a meeting, can it automatically generate Permission for Outside Agency to attend?

Permission for outside agency is a separate document, so that permission can be gathered from the parent prior to distributing a formal invitation.

E-28 Can we see the drop-down options on the IEP progress report?

Right now, the options available are stock options for testing. The list is configurable and will be defined with DPI.

E-29 Where is the student invitation? Will it populate the information in from the parent invite is you choose that the student will be invited?

Student invitation is completed as part of the overall invitation, a unique iteration will print for the student automatically with the same information the parent will receive.

E-30 Should we print ROAs now for IEPs that run through next spring?

Yes.

E-31 When a student is referred for an EC evaluation, will "yes" need to be manually checked in PowerSchool (which is the procedure for CECAS)?

No, you will no longer need to select the box in PowerSchool indicating the student is referred. For ECATS, all students enrolled in the LEA will be available for starting the referral process.

E-32 Can you enter the progress monitoring data from and iPhone or iPad while teaching or does the teacher have to go to the laptop?

Yes, the system is compatible with mobile devices.

E-33 Under special factors does the student have behaviors that impede learning...will ECATS pull up or link to FAB or BIP forms? Or is each LEA responsible for individual forms?

FBA's and BIP's are not currently included in the scope of ECATS.

E-34 Can we at least get draft of what components will be required in new forms?

This is in the works the ECATS team is wanting to deliver this well in advance of go-live.

E-35 How much will be pulled over to the Prior Written Notice from everything else done at the meeting?

Prior written notice will not auto-populate from meeting documentation, though certain sections do reference the existing assessment data if appropriate.

E-36 Will there be paper copies of all forms if internet is not available?

Yes.

E-37 As BIP is part of the IEP, can we develop a state model and put it in ECATS?

BIP will not be part of initial go-live with ECATS. It has been discussed, but no formal decision for including a state-wide form has been made.

E-38 For a student that comes with an out of state IEP, how will we enter comparable services into ECATS for data tracking purposes?

There is a method available for indicating that a student is being served through a comparable services plan (CSP). It is emphasized that the referral process for these students does start right away.

E-39 We are currently a paper pencil district; however, we do enter required data in CECAS. Are there steps we could take to facilitate our sites we transfer to ECATS? Is it true that we will only be required to complete IEPs as they come due in the 2018-2019 school year?

Part 1: Closed/verified data that exists in CECAS currently will be transferred in to ECATS. There is a process for managing the transition period, but the expectation for the coming school year is that, once trained, documentation will be completed in ECATS. Part 2: Yes. LEAs will complete IEPs inside the system as they come due during the 2018-2019 school year.

E-40 How would we address transfer IEP's if the system isn't up at the start of school?

There is a process that will be made available for managing IEP documentation as LEAs transition to ECATS. For documenting critical dates and data points, this process could be used. As all LEAs are trained, full document records can be transferred.

F. SERVICE DOCUMENTATION

F-1 Can you provide a contact name and email or phone number so that I can inquire about having Medicaid Services contracted through PCG?

The Medicaid contact at PCG is Laura Canter. She can be contacted at: lcanter@pcgus.com. Other Medicaid vendors are also available for billing services. LEAs are free to contract with any billing vendor of their choice (or none). DPI will provide that contact information if/when requested and as it is available.

F-2 Does ECATS affect how LEAs bill for direct Medicaid Services?

No, billing is to be done directly by LEAs, either through self-submit or through contracts with third-party billers or PCG. The Service Documentation Module is a process-based and user-friendly Documentation Interface. Data from the Service Documentation Module can be used to prepare Medicaid claims.

F-3 Is there anything else that would affect the financial side of our Medicaid Program? Will we have to pay a fee to submit claims to Medicaid?

The Service Documentation Module provided through ECATS will provide the ability to document services. Billing will be done directly by LEAs, either through self-submit or through contracts with either PCG or other third-party vendors.

F-4 If we won't have a Medicaid filter option, does this mean we will need to create POCs for every child who receives a related service?

Yes, Plans of Care do need to be created for every student receiving therapy services. The creation of Plans of Care for service delivery is a licensure requirement and practice standard for therapists, not a Medicaid requirement.

F-5 Is the "plan of care" different than the IEP goal?

Yes, the Plan of Care is a separate document from the IEP that is completed by the serving therapist. It parallels a teacher's lesson plan, and covers how the therapist will support student achievement of IEP goals.

F-6 Does the Service Provider Workload Report generate the FTE for the caseload?

No, it helps calculate IEP contact hours, but not the FTE itself. It can be used in the calculation of the FTE.

F-7 I understood the Medicaid billing would be free next year. Has this changed?

Medicaid billing is not included in ECATS. The Service Documentation module is free, but separate contracts with PCG or other billing vendors must be undertaken by the LEA for claims to be submitted to Medicaid. Alternatively, the LEA can also bill Medicaid on their own using services documented in the Service Documentation module.

F-8 Will a way for related service providers to document 504 student services be created?

No, the 504 module is not included in the ECATS system at this time. LEAs who wish to add on the 504 module should contract directly with PCG.

F-9 Will “sentence starters” be included in the comments section to ensure all billing required components are included?

No, the Auto Text feature is specifically for therapists writing the Service Note when documenting therapy sessions. The Auto-Text feature is available for purchase outside of the ECATS Service Documentation Module but not included in the free Service Documentation Module at this time.

G. MTSS

G-1 Will the MTSS component allow us to move away from the hard copies of RTI paperwork/folders we currently use? Will the MTSS component have a piece (or allow us to create/upload a piece) that serves as a “transition plan” (replace PEP requirement a year or two ago) as students move from elementary to middle and from middle to high school?

The ECATS MTSS module will allow teams to capture information electronically. Session Law 2015-46 states: "Local boards of education shall adopt policies that direct school improvement teams to develop plans to include successful transition between elementary and middle school years and between middle and high school years for students at risk, as defined by the State Board of Education". ECATS houses and moves student information connected with individual students to the next vertical building level. ECATS does not usurp Session Law 2015-46, however, if local boards of education choose, they can incorporate the use of ECATS into the established policy.

G-2 When will MTSS component be available to districts?

The MTSS Module will roll out in the fall of 2018, beginning with the first of three (3) phases.

G-3 Does the MTSS component house a problem-solving model within it?

The problem-solving model is embedded within the platform when intervention plans are being built and analyzed.

G-4 Will MTSS Cohorts preview the ECATS MTSS system and receive training?

The pilot LEAs will see and provide feedback first; we are rolling out in phases, Fall, Winter, Spring of 18-19SY.

G-5 Are parent contacts captured within the MTSS module? If so, will these documented contacts populate into the IEP module (documented contacts/attempts requirement?)

The contacts tab is available to be used for all students. The demonstration was given within the context of Special Ed, but if an LEA would like to use the page to document all contacts, there is nothing that prevents this.

G-6 Will MTSS incorporate OR become the school assistance team at the point in which the school determines a referral for possible special education is needed?

The MTSS module will integrate with the IEP module for referral process. It will not take the place of any team in the LEA.

G-7 Can the standard treatment protocol in the MTSS module be used by EC staff to determine the intensive SDI?

This is not current functionality in the Special Ed Module. LEAs may choose to utilize this feature as appropriate in the MTSS module.

G-8 With the MTSS module, who will have access to the module to enter information for all students and who will train staff on this module and its requirements?

Each LEA assigns user types to allow for student data entry. Every LEA will determine the implementation plan that meets their own local needs.

G-9 MTSS has spoken about working with other vendors – has it been considered to work with ETS for the SOP LEA’s (prisons) that only offer the HISET as a diploma?

We can take that into consideration.

G-10 Is each LEA required to have a standard treatment protocol?

It is preferred that the LEA has a Standard Treatment Protocol; however, the module doesn't require that you have one.

G-11 Can you provide us with a list of vendors that you are partnering with for the MTSS?

AimsWeb (Pearson), mClass (Amplify), STAR (Renaissance), iReady (Curriculum Associates), MAP, Discovery Education, EasyCBM, Fastbridge

G-12 MTSS - does the Early Warning Indicator identify if a student is an EL, 504 or EC?

The EWS has columns with student identifying information that includes EL, EC and AIG. If you use the PCG 504Plan module, this information will also show in this area.

G-13 Will we be able to search for students based on course of study? For example, searching for only students on NCEXTEND1

This is not available on the advanced student search, which is where we think this question is coming from, but there is an accommodations document as well as an accommodations report, which will allow testing coordinators to pull a list of students with these assessments and their accommodations.

G-14 A lot of emphasis for MTSS is at the group level (as is appropriate). Will districts be able to “track” individual students in the MTSS system?

There is an individual student component. Even if a student is in a group, all the information is being tracked for each student and then aggregated.