MAY REGIONAL DIRECTOR’S MEETING

May 8-11, 2018
Follow-up: March Director’s Advisory Committee

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Release pdfs of Forms + Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2</td>
<td>Release User Guides with Screenshots</td>
</tr>
<tr>
<td>Goal #3</td>
<td>Provide “Orientation/Sneak Peak” Video of the Platform</td>
</tr>
<tr>
<td>Goal #4</td>
<td>Train data managers for minimum reporting requirements in dark/grace period</td>
</tr>
<tr>
<td>Goal #5</td>
<td>EC Director Training (Advanced Reporting/Standard Reports/Administrative Tasks)</td>
</tr>
<tr>
<td>Goal #6</td>
<td>Share Baseline Descriptions of User Permission/Roles for Access Planning</td>
</tr>
<tr>
<td>Goal #7</td>
<td>Release a Parent Letter to Introduce ECATS and Explain Transition</td>
</tr>
</tbody>
</table>
Agenda

• User Types/Permissions/Roles
• Widgets/Dashboards
• Reporting
  • Standard Reports
  • Advanced Reporting
  • Federal Reports

• Resource Overview
  • Quick Reference Guide
  • End User Manual
  • New Forms
  • Parent Letter

• Data Management Activities
  • Preparation for Transition
  • Upcoming Training
User Types: Roles & Permissions
(Goal #6)
What gives a user access?

NCEdCloud IAM Account
- Account creation through the staff UID system
- Granting access to RapidID/NCEdCloud

PowerSchool Associations
- School Associations = ECATS icon(s) in RapidID/NCEdCloud
- Assigns staff to their class rosters
- Updated Information sent from PowerSchool to ECATS nightly
What gives a user access (cont.)?

User Type

Categorical group of permissions assigned to a staff member in ECATS

Manages what a staff member can both do and see
How do I know which user type to use?

- Is this staff member primarily responsible for working at the administrative or central office level?

- Is this staff member seen as a School Lead/EC Coordinator in the school or LEA?

- Does this staff member work only with data, or do they lead IEP meetings?

- Is this staff member responsible for delivering and recording special ed/related services prescribed on the IEP/PSSP?

- Does this staff member work at one school or multiple schools?

- Does this staff member need access to all students at their school(s)?
## User type levels

### District
- LEA Administrator 1
- LEA Administrator 2
- LEA Administrator 3
- LEA Data Manager
- Service Provider 2
- EC Administrator

### School
- School Administrator 1
- School Administrator 2
- School Data Manager
- General Education Administrator
- EC Teacher 2
- General Education Teacher 2

### Student
- Service Provider 1
- General Education Teacher 1
- EC Teacher 1
How are user types assigned to staff?
<table>
<thead>
<tr>
<th>User Type Name</th>
<th>LEA Rep</th>
<th>Special Ed Rep</th>
<th>Gen Ed Rep</th>
<th>Interpreter of Results</th>
<th>Case Manager</th>
<th>Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Administrator 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Administrator 2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LEA Administrator 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>School Administrator 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrator 2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School Data Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Data Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Provider 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Service Provider 2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EC Administrator</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General Education Administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EC Teacher 1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EC Teacher 2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General Education Teacher 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Teacher 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Widgets and Dashboards (Goal #5)
What are Widgets and the Dashboard?
Widget: Announcements

Welcome to the ECATS home page! In this announcements pane, look for regular updates regarding all things ECATS.
## Upcoming Meetings

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>3:00 PM</td>
<td>James D. IEP Meeting</td>
<td>July 08</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td>No Meetings Entered</td>
<td>July 09</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td>No Meetings Entered</td>
<td>July 10</td>
</tr>
<tr>
<td>Monday</td>
<td>8:00 AM</td>
<td>All Staff PD</td>
<td>July 11</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12:00 AM</td>
<td>ESY Session Ending</td>
<td>July 12</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>No Meetings Entered</td>
<td>July 13</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>No Meetings Entered</td>
<td>July 14</td>
</tr>
</tbody>
</table>
Widget: My Compliance

My Compliance

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Compliance</td>
<td>67%</td>
</tr>
<tr>
<td>In Compliance</td>
<td>17%</td>
</tr>
<tr>
<td>In Compliance</td>
<td>17%</td>
</tr>
<tr>
<td>Coming Due</td>
<td>40%</td>
</tr>
<tr>
<td>Out of Compliance</td>
<td>60%</td>
</tr>
<tr>
<td>Initial</td>
<td>0%</td>
</tr>
<tr>
<td>IEP</td>
<td>0%</td>
</tr>
<tr>
<td>ISP</td>
<td>0%</td>
</tr>
</tbody>
</table>

Eligibility or Current Reevaluation (not a future date)
Widget: My Caseload
Widget: My School(s) Compliance

LEA Level Administrator View

School Level Administrator View
### Widget Drilldown: My Schools to My Staff

<table>
<thead>
<tr>
<th>CP</th>
<th>Cal</th>
<th>Name</th>
<th>School(s)</th>
<th>Students</th>
<th>Title</th>
<th>User Type</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clinician Test</td>
<td>-All-</td>
<td>1, 5</td>
<td>Test User</td>
<td>Service Provider 2</td>
<td><a href="mailto:Email@email.com">Email@email.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daniel Test</td>
<td>TS, TS-1, TS-2</td>
<td>1, 0</td>
<td>EC Teacher 2</td>
<td>EC Teacher 2</td>
<td><a href="mailto:Email1@email.com">Email1@email.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Ed. Test</td>
<td>TS</td>
<td>3, 0</td>
<td>Special Education Teacher</td>
<td>EC Teacher 1</td>
<td><a href="mailto:Email2@email.com">Email2@email.com</a></td>
</tr>
</tbody>
</table>
Widget: My Reports

- Caseloads as of a Point in Time: 04/23/2014
- Services Prescribed vs Delivered (pdf): 04/23/2014
- IEP's Due (pdf): 04/23/2014
Widget: Students by Disability
Reporting

(Goal #5)
Standard Reports
Report Selection Page

Accommodations Report - School/Grade/Class/Test (xls) - Caseload

This report offers substantial flexibility in displaying class and testing accommodations for students. Filter by: Date of Accommodations, School, Grade, Disability, Regular Participation, Testing Participation Areas, Student Status Fields: Student Name, Student Code, School Code, Grade, Case Manager, Disability Code, Participation Area (test or class), Accommodation

Overdue Eligibility/IEP Report (xls)
Every Child Accountability Tracking System

Report Creation Page

- School:
  - Test School
  - [ ] AE
  - [ ] UG/NG
  - [ ] OS
  - [ ] P0
  - [ ] P1
  - [ ] P2
  - [ ] P3
  - [ ] Pre-Kindergarten
  - [ ] Kindergarten
  - [ ] First Grade
  - [ ] Second Grade
  - [ ] Third Grade
  - [ ] Fourth Grade
  - [ ] Fifth Grade
  - [ ] Sixth Grade
  - [ ] Seventh Grade
  - [ ] Eighth Grade
  - [ ] Ninth Grade
  - [ ] Tenth Grade
  - [ ] Eleventh Grade
  - [ ] Twelfth Grade
  - [ ] Thirteenth Grade
  - [ ] Graduated

- [ ] CHECK ALL
- [ ] CHECK NONE

- [ ] CHECK ALL
- [ ] CHECK NONE
### Report Results

For the accommodations report, the following results are returned:

<table>
<thead>
<tr>
<th>Student Code</th>
<th>School</th>
<th>Grade</th>
<th>Case Manager</th>
<th>Disability</th>
<th>IEP Begin Date</th>
<th>IEP End Date</th>
<th>Participation Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>123456789</td>
<td>EAH</td>
<td>9</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>Course Assessments - Math 1</td>
</tr>
<tr>
<td>123456790</td>
<td>EAH</td>
<td>10</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>CTE Post-Assessment</td>
</tr>
<tr>
<td>123456791</td>
<td>EAH</td>
<td>11</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>Final Exam - English Language Arts I</td>
</tr>
<tr>
<td>123456792</td>
<td>EAH</td>
<td>12</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>Final Exam - World History</td>
</tr>
<tr>
<td>123456794</td>
<td>EAH</td>
<td>14</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>Final Exam - Math 2</td>
</tr>
<tr>
<td>123456795</td>
<td>EAH</td>
<td>15</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>PreACT (Grade 10)</td>
</tr>
<tr>
<td>123456796</td>
<td>EAH</td>
<td>16</td>
<td>Steven Smith</td>
<td>OH</td>
<td>2/16/2018</td>
<td>2/15/2019</td>
<td>Course Assessments - Biology</td>
</tr>
</tbody>
</table>
Advanced Reporting
Federal Reports
Resource Overview
Quick Reference Guide

(Goal #2)
Quick Reference Guide

ECATS™ Quick Reference Card
A resource for EC Teachers and Related Service Providers

Logging In

1. To login to ECATS, go to the NCEdcloud IAM Service and select the icon for ECATS.
2. Note: If you do not have a login to NCEdcloud IAM Service, you need to claim your account or have an NCID account created. Contact your local NCID representative.

Main Menu & Messages
1. The Main Menu Announcements can be used by your district and NCDPI to post messages and add information regarding updates or scheduled site maintenance.
2. The Resources section at the bottom of the page has school

2. Either search for a specific student by entering their Last Name, Student ID or other information or scroll to bottom and click ‘View My Caseload’.
   - The student’s name will not appear on your caseload unless you have been added as IEP Team Member for that student.
     To add yourself to a student’s IEP Team, follow the ‘Team Tab’ instructions below.
3. Choose the specific student by clicking on their blue hyperlink name.
   - From here, an additional menu will appear!
4. Fill out the following tabs to complete the IEP Process for the specific student.

Adding Users to IEP Team:
1. Select the “Team” link from the Student Information dropdown
2. Select the Case Manager (if you have permission) from the drop down menu. If you are the Case Manager, your name will appear here.
3. Click the ‘Select IEP Team’ button to add IEP Team Members.
4. To add an IEP Team Member, simply check the box next to the left of the name.
# TABLE OF CONTENTS

WHO IS PUBLIC CONSULTING GROUP (PCG)? ................................................................. 3  
PCG’S EDUCATION SERVICES PRACTICE AREA (ESPA) ........................................... 3  
ECATS SYSTEM OVERVIEW ...................................................................................... 4  
ECATS GENERAL INFORMATION ............................................................................ 6  
MAIN MENU TAB ...................................................................................................... 8  
STUDENTS TAB ........................................................................................................ 9  
STUDENT INFORMATION ......................................................................................... 16  
INVITATION DOCUMENTS TAB .............................................................................. 30  
REFERRAL PROCESS TAB ......................................................................................... 38  
CONSENT TAB ....................................................................................................... 47  
ELIGIBILITY PROCESS TAB .................................................................................... 52  
IEP PROCESS TAB .................................................................................................. 61  
PRIOR WRITTEN NOTICE TAB .............................................................................. 83  
PSSP PROCESS TAB ................................................................................................ 87  
REEVALUATION PROCESS TAB ........................................................................... 104  
MANIFESTATION DETERMINATION TAB ............................................................... 115  
DISCIPLINARY CHANGE IN PLACEMENT TAB ..................................................... 116  
DOCUMENTS TAB .................................................................................................. 118  
MANAGING YOUR CASELOAD ............................................................................. 120
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>💸</td>
<td>STOP: It has been &gt; 1095 days (3 years) since this student’s Eligibility Date. The student’s eligibility has expired. A triennial re-evaluation is due.</td>
</tr>
<tr>
<td>🟢</td>
<td>WARNING: It has been &gt; 1035 days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.</td>
</tr>
<tr>
<td>🟠</td>
<td>STOP: It has been &gt; 365 days since this student's IEP was developed. The current IEP has expired.</td>
</tr>
<tr>
<td>⚠</td>
<td>WARNING: It has been &gt; 335 days since this student's IEP was developed. The current IEP will expire soon.</td>
</tr>
<tr>
<td>🔴</td>
<td>STOP: It has been &gt;97 days since the initial referral. The 90-day timeline has been exceeded.</td>
</tr>
<tr>
<td>🔵</td>
<td>Warning: It has been &gt;77 days since the initial referral. The 90-day timeline is due soon.</td>
</tr>
<tr>
<td>✅</td>
<td>The student has a current eligibility and a current IEP/PSSP.</td>
</tr>
<tr>
<td>✅</td>
<td>This student is currently classified as a general education student.</td>
</tr>
</tbody>
</table>

**Student Compliance Overview**

Every student in ECATS has a compliance symbol associated with their name. When viewing the caseload, the compliance symbols are a quick way to see which students are in or out of compliance, as well as students who have approaching deadlines. Definitions of compliance symbols are located below.
New Forms

(Goal #1)
Headers and Footers

Student’s Full Name

Student’s UID# = PowerSchool ID

C: EC File, Parent/Guardian

Student ID#: Student’s UID# = PowerSchool ID
Pre-Planning

Draft
Draft documents are intended to provide an opportunity to:

• Plan appropriately for upcoming meeting; and

• Develop proposals for the IEP Team to consider.

Final Documents
• Record the IEP Team’s final decisions.

Pre-planning is not pre-determination unless draft documents include decisions that must only be made by the IEP Team.

Examples include:
• Eligibility Determination
• Accommodations/Modifications
• Placement
• Services
Referral

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Date School Received Written Referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral Source:</td>
<td>Referral Source Position:</td>
</tr>
</tbody>
</table>

**Meeting Date** = The date the IEP team meets.

**Date School Received Written Referral** = The beginning of the 90-day timeline.
Prior Written Notice

EXPLANATION OF ACTION(S) REFUSED:
3. Description of action(s) refused:

4. Explanation of why the agency refused to take the action:
6. A description of other options that the IEP Team considered and the reasons why those options were rejected:
**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Meeting Purpose:**
- Initial
- Annual Review
- Addendum

**Meeting Date:**

| From: | To: |

**From** = The date this IEP begins
This should match the date to implement on the PWN.

**To** = 365 days from the date of the MEETING

The date of the IEP Team Meeting
### IEP

#### Student Profile

#### Present Level(s) of Academic and Functional Performance

<table>
<thead>
<tr>
<th>Area(s) Assessed</th>
<th>Source of Relevant Information</th>
<th>AREA(S) IN NEED OF SDI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include date of assessment and baseline data. Scores should be self-explanatory. If not, an explanation must be included.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

#### Consideration of Special Factors:

| YES / NO | If yes, location in the IEP |

#### Secondary Transition
Reevaluation

The IEP Team has decided that formal evaluations are needed to determine:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>If the student continues to have a disability, or a different disability area is suspected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the student continues to need special education and related services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Programming: Development of the Individualized Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Present levels of academic achievement and functional performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.</td>
</tr>
</tbody>
</table>
Related Services Support Plan

**Supports for academic, functional, personal changes or circumstances (if applicable):**
What information is known about the student that will assist in developing an individualized education program? □ Not applicable at this time

This text box is available within the Present Levels of Academics and Functional Performance section of the IEP. It can be use to describe the related services support that may be needed. This correlates to the the “Description of Student Needs” section on the current RSSP.
Related Services Support Plan

**Supports for school personnel:**
Describe consultation and/or training for school staff to meet the unique needs of the student.

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the support/training of classroom interventions delegated to classroom teachers/staff. This correlates to the the “Classroom Intervention” section on the current RSSP.
### Related Services Support Plan

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support. This correlates to the “Related Service Provider Support” section on the current RSSP.

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount of Time in Minutes</th>
<th>Frequency</th>
<th>Location</th>
<th>Duration</th>
<th>Service Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Begin</td>
<td>Goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End</td>
<td>Supplemental Aids/Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accommodations/Modifications</td>
</tr>
</tbody>
</table>

**Related Services:**

- **Service**: The type of service provided.
- **Amount of Time in Minutes**: The duration of each service.
- **Frequency**: How often the service is provided.
- **Location**: Where the service is provided.
- **Duration**: The time span of the service.
- **Service Type**: What the service entails.

**Goal**

**Supplemental Aids/Services**

**Accommodations/Modifications**
Related Services Support Plan

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support and/or equipment needed. This correlates to the “Related Service Provider Support and Equipment Needed” sections on the current RSSP.
Data Management Activities

(Goal #4)
Preparation for Transition
Review and Revise Data Management Practices

• Monitor compliance symbols carefully

• Advance planning will be necessary for all IEP Team members in order to facilitate contributions to DRAFT documents

• Determine local practices for the window of time permitted for DRAFTS to be FINALIZED after IEP Team meetings are held – DPI will establish the maximum (days not months!)

• Federal reporting elements are generated as EC business is conducted
  • DO NOT WAIT to input data
Preparing for Transition

Dark Period

• June 18 - July 7th
• Data Migration from CECAS/3rd parties to ECATS
• Stand-alone forms must be used during this time
• EC business must not be interrupted if it needs to occur during this window
• Track key federal reporting data elements

Grace Period

• July 7th – October 1st
• Local training continues
• NEW EC business is generated in ECATS as it occurs and upon the LEA’s completion of its training plan
• LEA-level Data Managers should input federal data reporting elements in both CECAS and ECATS for all EC business conducted during the Dark Period. This also occurs for the Grace Period until the LEA establishes the start time for teachers/staff to begin data entry for EC processes.
Preparation for Transition

CECAS Reports to Review
Review Closed Services by Student Report to identify student records that need to be exited or need an updated plan/IEP documented in CECAS.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>S/N</th>
<th>Sex</th>
<th>Date of Birth</th>
<th>Age</th>
<th>Last IEP</th>
<th>Last Eval IEP</th>
<th>Alt LEA</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL DATA ERROR, DATA REQUEST</td>
<td>LD</td>
<td>M</td>
<td>08/31/1968</td>
<td>50</td>
<td>1/10/2014</td>
<td>SW-BC Training LEA</td>
<td>SW-PC Training School</td>
<td></td>
</tr>
<tr>
<td>APRIL DATA ERROR, DELETE</td>
<td>DD</td>
<td>F</td>
<td>03/10/2001</td>
<td>10</td>
<td>5/15/2016</td>
<td>SW-BC Training LEA</td>
<td>SW-PC Training School</td>
<td></td>
</tr>
<tr>
<td>APRIL ERROR, CORRECT IN RECORD</td>
<td>CH</td>
<td>M</td>
<td>12/27/1987</td>
<td>30</td>
<td>12/17/2015</td>
<td>SW-BC Training LEA</td>
<td>SW-PC Training School</td>
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</tr>
<tr>
<td>April Error, Patty</td>
<td>DD</td>
<td>F</td>
<td>01/05/1995</td>
<td>20</td>
<td>10/15/2014</td>
<td>SW-BC Training LEA</td>
<td>SW-BC School</td>
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</tr>
<tr>
<td>APRIL ERROR TEST, DELETE</td>
<td>DD</td>
<td>M</td>
<td>09/10/2007</td>
<td>10</td>
<td>5/25/2015</td>
<td>SW-BC Training LEA</td>
<td>SW-PC Training School</td>
<td></td>
</tr>
</tbody>
</table>
Review the **Timely Placement Progress Report** (Indicator 11) to identify student records that need to be completed with initial placement documentation.
Review the *Early Childhood Outcomes Report* (Indicator 7) to ensure the category “Other Grades” in the total count displays zero.
Review the *Periodic Export Student List Report* to identify exited student records that will be counted in the 2018 September Exit Count.
Review the Periodic Export Student List Report for December Child Count to identify active student records that will be counted in the December 2018 Child Count.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Reported Race</th>
<th>Primary Handicapping Condition</th>
<th>Age</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECEMBER DATA ERROR</td>
<td>01/20/2009</td>
<td>M</td>
<td>Two or More</td>
<td>OH - Other Health Impairment</td>
<td>9.83</td>
<td>SE-EC Training School</td>
<td>03</td>
</tr>
<tr>
<td>March, Mary</td>
<td>06/06/2012</td>
<td>M</td>
<td>White</td>
<td>SI - Speech or Language Impairment</td>
<td>6.41</td>
<td>SE-EC Training School</td>
<td>PK</td>
</tr>
</tbody>
</table>

Total No. of Students at the LEA Level: 2
Total No. of Students Reported: 2
Upcoming Training

(Goal #4)
Pre-Roll-out Training Webcast

Goal:

To provide EC Directors and Data Managers with the information they need to manage processes and data throughout the transition to ECATS

Specifics:

• Six (6) webcasts held over a two-week time frame (repeats)
• EC Directors/Coordinators + LEA Level Data Manager
• One and one half to two hours (1.5-2) of training time
Topics to Address During Sessions

• Minimum reporting requirements during the dark/grace period
• Key Performance Indicators, such as number of annual reviews due by a specific date or overdue date violations, accessed via a system dashboard
• Functionality supporting EC Directors as they manage and monitor staff (to increase compliance with Special Education timelines).
• How to quickly access & review complete electronic file for each student
• PK-13 Educational Institution and School level reports
### Pre-Roll-out Training Webcast

**Session Schedule**

<table>
<thead>
<tr>
<th>Day:</th>
<th>Time:</th>
<th>Call in Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 21</td>
<td>2 – 3:30 pm</td>
<td>Webex link TBD</td>
</tr>
<tr>
<td>Tuesday, May 22</td>
<td>11 am – 12:30 pm</td>
<td>Webex link TBD</td>
</tr>
<tr>
<td>Wednesday, May 23</td>
<td>2 – 3:30 pm</td>
<td>Webex link TBD</td>
</tr>
<tr>
<td>Wednesday, May 30</td>
<td>11 am – 12:30 pm</td>
<td>Webex link TBD</td>
</tr>
<tr>
<td>Thursday, May 31</td>
<td>2 – 3:30 pm</td>
<td>Webex link TBD</td>
</tr>
<tr>
<td>Friday, June 1</td>
<td>1:30-3:00 PM</td>
<td>Webex link TBD</td>
</tr>
</tbody>
</table>
## ECATS: Training Supports for the Field

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Release pdfs of Forms + Directions</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2</td>
<td>Release User Guides with Screenshots</td>
<td>✓</td>
</tr>
<tr>
<td>Goal #3</td>
<td>Provide “Orientation/Sneak Peak” Video of the Platform</td>
<td></td>
</tr>
<tr>
<td>Goal #4</td>
<td>Train data managers for minimum reporting requirements in dark/grace period</td>
<td>✓</td>
</tr>
<tr>
<td>Goal #5</td>
<td>EC Director Training (Advanced Reporting/Standard Reports/Administrative Tasks)</td>
<td>✓</td>
</tr>
<tr>
<td>Goal #6</td>
<td>Share Baseline Descriptions of User Permission/Roles for Access Planning</td>
<td>✓</td>
</tr>
<tr>
<td>Goal #7</td>
<td>Release a Parent Letter to Introduce ECATS and Explain Transition</td>
<td>✓</td>
</tr>
</tbody>
</table>
Additional Questions
ECATS.Info@dpi.nc.gov