

ECATS Training-Planning for LEAs

ECATS Delivery Team



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

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

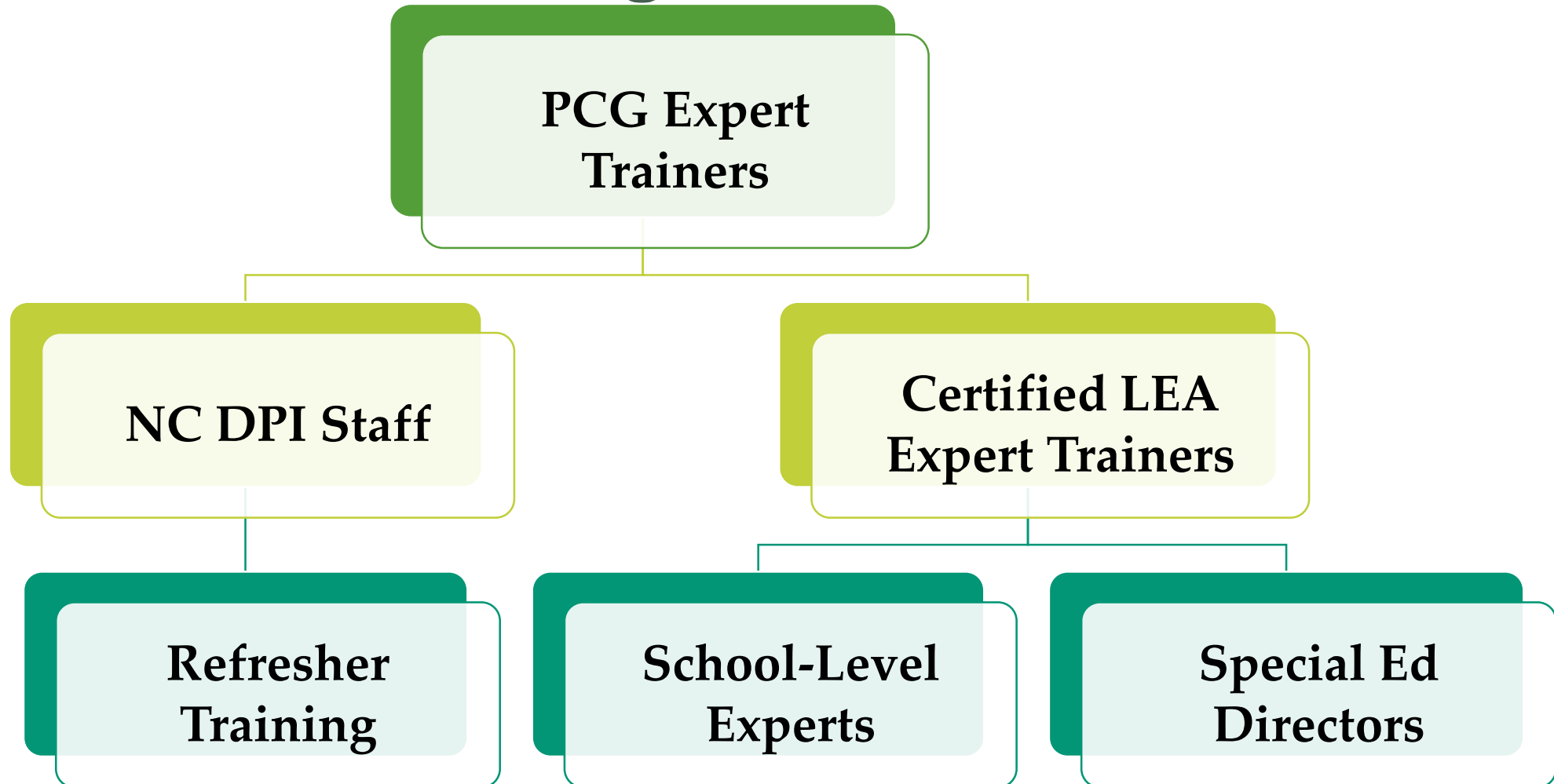
EC Specialists

Know Your
Audience

Assess, Assess,
Assess

Training Approach to ECATS:

Training of Trainers



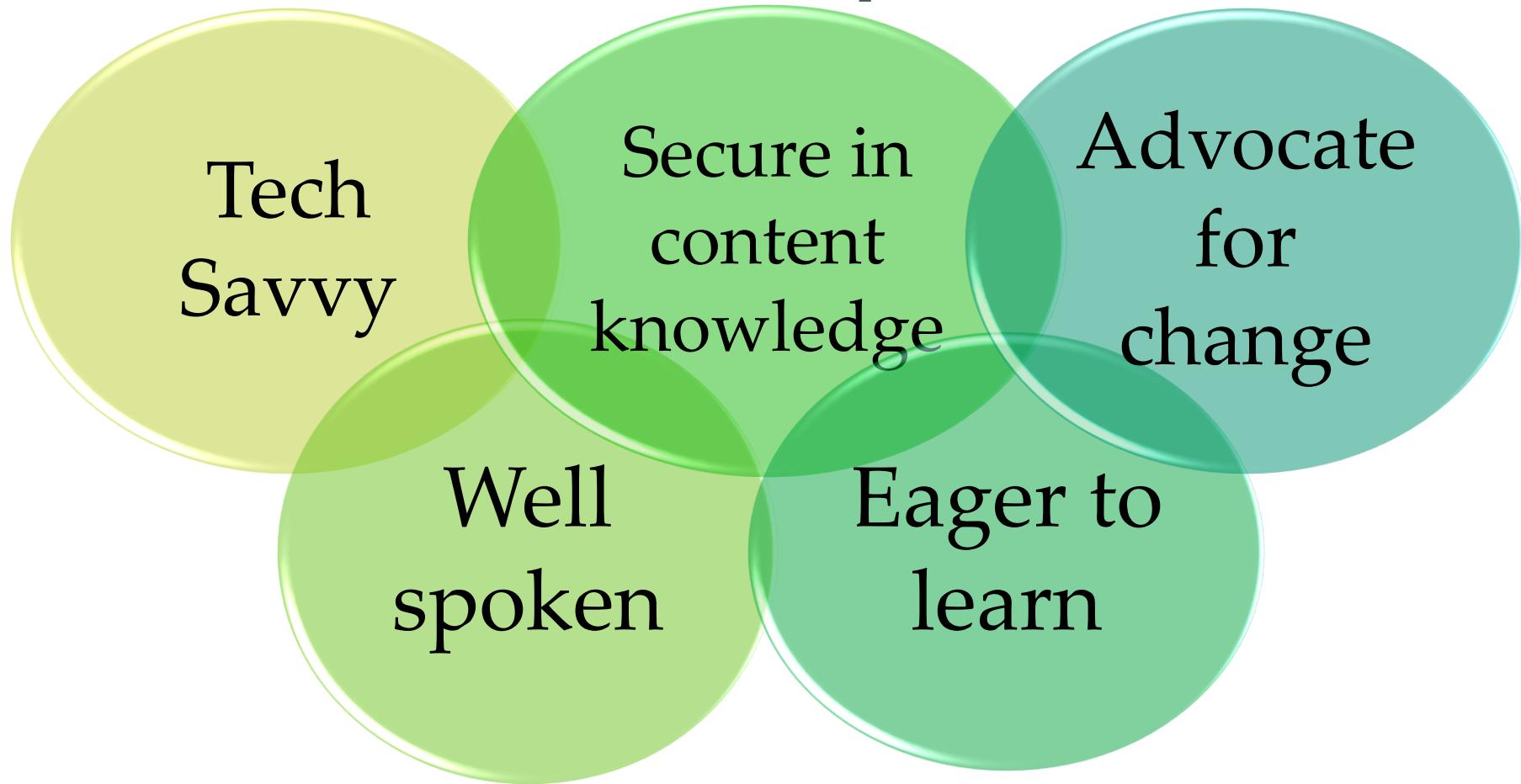
Training Approach to ECATS:

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

- Trained by PCG
- LEA Staff
- Special Education Teachers
- Related Service Providers
- General Education Teachers (MTSS)

Special Education Directors

- Trained by Certified LEA Expert Trainers
- LEA Directors
- Administrative Supports

School Level Experts

- Trained by Certified LEA Expert Trainers
- School District Staff
- Special Education Teachers
- Service Providers

Recommended Training Groups

Certified LEA Expert Trainers

- System functionality training
- User and system support training

Special Education Directors

- Management of compliance issues
- Access to system dashboard and reports

School Level Experts

- School District Staff
- Special Education Teachers
- Service Providers

Training Group Goals

Certified LEA Expert Trainers

- Become trainers on planning/case management, evaluation, service logging and reporting

Special Education Directors

- Understand Key Performance and Compliance Indicators

School Level Experts

- 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

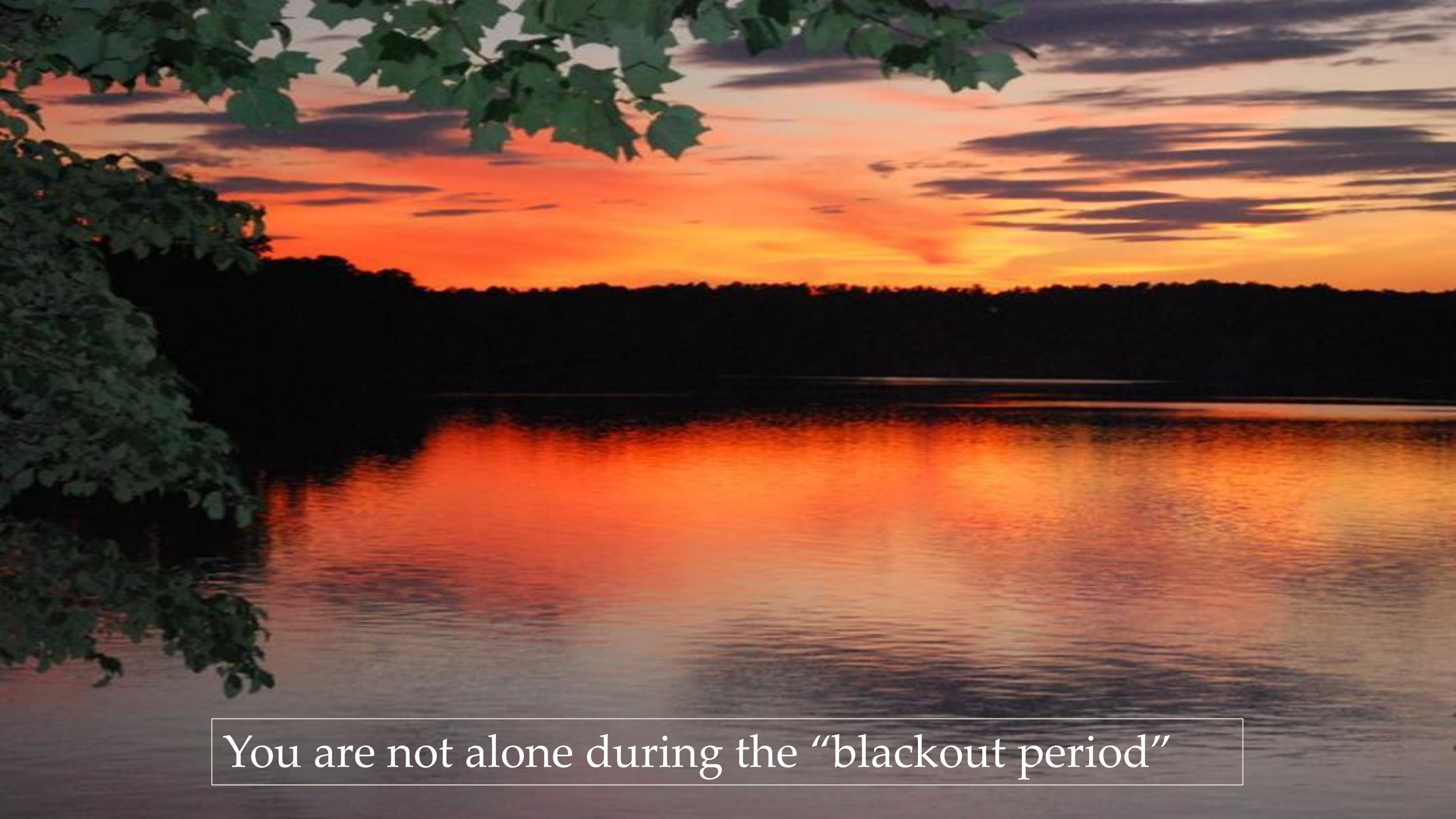
<u>Trainings Conducted by Certified LEA Expert Trainers Within the District:</u>	<u>Number of Sessions Needed Across the District:</u>
Trainings Needed for School Administrators (Conducted by combo of LEA Expert Trainers from each module):	1
Trainings Needed for Other Users (Conducted by combo of LEA 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

