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Computer-based Tracking as a Prevention Tool: A Case Study

Presented by: Jennifer K. Perrella,
César Chávez Schools for Public Policy,
Special Education Department

Gerold Milledge,
District of Columbia Public Schools,
Office of Special Education

- I. Main Sources of Complaints
 - A. Child-find
 - 1. Nationally
 - 2. DCPS
 - B. Compliance violations
 - 1. Nationally
 - 2. DCPS

- II. What Data to Track and Why
 - A. Demographic data
 - B. Timeline data
 - C. Services & Hours
 - 1. Required
 - 2. Provided
 - D. Transition
 - E. ESY
 - F. Transportation
 - G. Complaints

- III. On-line Forms
 - A. Eligibility
 - B. Initial
 - C. Annual Review
 - D. Re-evaluation
 - E. Resolution meetings
 - F. Mediation results
 - G. HODs
 - H. Other

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- IV. U.S. Department of Education: Electronic Submission
 - A. Environment Codes—Disability—Age
 - B. Disability—Age—Ethnicity

- V. Tracking Reduces Complaints
 - A. DCPS statistics
 - B. Internal Accuracy Audit Processes
 - C. Platinum Standard Audit Process
 - 1. Why?
 - 2. Proof it works
 - D. Folder Transfer Review Process
 - 1. Why?
 - 2. Proof it works
 - E. Platinum Standard Audit Process
 - F. Folder Transfer Review Process

- VI. District of Columbia Public Schools: When, Why, and How
 - A. Blackman-Jones
 - B. 1999-2000 school year
 - C. Staggered roll-out
 - 1. SETS
 - 2. EZ Forms
 - 3. ENCORE

- VII. Possible Pitfalls and How to Minimize/Avoid Them
 - A. Lack of buy-in
 - 1. Teachers
 - 2. Other service providers
 - 3. Administrators
 - B. Technical difficulties
 - 1. Lack of infrastructure
 - 2. Lack of resources
 - 3. System-wide technology failures
 - C. Charter schools and other anomalies
 - D.

- VIII. Pros and Cons of Existing Software