

Addendum B

SERESC Staff Interview Protocol

Introduction

1. Please describe your responsibilities/roles at SERESC (both present and past).
2. How long have you been on staff with SERESC?
3. Have you participated in any Program Approval or Focused Monitoring visits?
 - 3a. If yes, which ones and what was your role?
4. Are you / have you been involved with any of the indicator review activities?
 - 4a. If yes, which indicators and what is/was role?

Focused Monitoring

5. How are students selected for samples (and who does the selecting)?
 - 5a. Why are the samples random?
6. How is the size of each sample determined?
 - 6a. Why do you suppose FM teams do not select larger samples?
 - 6b. What are the barriers that prevent FM teams from selecting larger samples?
7. Who reviews files during the on-site IEP review process?
8. Are interviews conducted as part of the FM process?
 - 8a. If so, are interviews about individual students or broader, general issues?
 - 8b. If so, are interview comments/results used to support findings of noncompliance? If yes, how?
9. Describe how a finding of noncompliance is made in the FM process.
 - 9a. Who is involved?
 - 9b. What roles do SERESC and NHDOE staff play?

10. What is SERESC's role in producing the report?

11. Please describe the process by which NHDOE "signs off" on reports...is there an approval process of some kind?

Indicator 13 Transition

12. Please describe the monitoring process for this indicator.

13. We understand that the State is using two methods of gathering data for this indicator: from certain districts receiving FM visits and from other districts *not* receiving FM visits. Do you know how these districts are selected?

14. How are particular students' files selected?

15. From reading the FFY 2009 APR, it appears that the State only reviewed 19 files statewide for this hypothesis – why so few?

15a. In your view, what are the barriers to reviewing more transition files?

Program Approval

16. How are particular students selected for case studies?

17. Selection of students

17a. How many students are selected?

17b. Who makes the determination of how many students will be selected?

17c. How is that decision made (what are the considerations/criteria)?

18. What are the barriers that prevent PA teams from conducting additional case studies?

19. The 2010 – 2011 SERESC annual report describes three areas in need of improvement: access to the general curriculum, transition, and behavior strategies/discipline. The PA case study instrument is based on these three.

19a. Why / how were these areas selected and not others?

19b. Why isn't LRE among the three areas? On the instrument, only probes A7, A8, A11, and A12 address LRE, but none of these directly address the IDEA standard for removal from general education settings.

CAPs & Improvement Plans / Action Plans

20. How are CAPs developed?

20a. How is a CAP approved?

20b. Who approves the CAP?

20c. Are there specific timelines involved?

21. How are improvement plans / action plans developed?

21a. How is an improvement plan / action plan approved?

21b. Who approves the plan?

21c. Are there specific timelines involved?

22. Does SERESC have any responsibility for tracking the implementation of these plans?

22a. If yes, who is responsible?

22b. If yes, how often is implementation / progress tracked?

22c. If info indicates a CAP / improvement plan / action plan is not being implemented fully, what is NHDOE's response?

23. Please describe the State's follow-up monitoring process (no later than one year for correction – OSEP Memo 09-02). Are SERESC staff involved?

23a. If yes, which students' data and/or files are reviewed: same ones from the initial review, different students, both types)?

23b. What are the follow-up monitoring activities?

23c. Who conducts the follow-up activities?

23d. Are follow-up reports written? If so, who produces them and can we get copies?

Results

24. What evidence exists to support the notion that the FM and PA processes are improving student results/outcomes?

24a. If objective data are not available, why do you believe this is the case?

25. Describe the training that occurs for SERESC staff to prepare you for participating in FM and program approval visits/activities.

Final Thoughts

26. How have the State's monitoring process changed since OSEP's verification visit report of January 10, 2010?

27. Does SERESC have enough resources/staffing to accomplish the desired outcomes of FM and PA? NHDOE?

27a. If not, what else is needed?

28. Do you have any concerns about processes we've discussed today? If yes, what are the concerns?

29. Do you have any recommendations to improve these processes? If yes, please describe.