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Interview Protocol - School Liaisons

Date _____

State _____

School (if applicable) _____

Installation _____

Role (e.g., school liaison, school principal) _____

Project team member conducting the interview _____

[Note: Question sections (e.g., Advance Enrollment, Military Student Identifier) may not be asked in the order displayed below. For example, for states with a Purple Star Schools program, that section will be asked first; for states without an Advance Enrollment program, that question will be last.]

Thank you for agreeing to participate in this project. Before we get started can you please confirm that you are [insert role]. Great, thank you! The first thing we are going to do is go over the consent form.

[go over consent form, ask if they have any questions, answer those questions]

We are going to ask you some questions about four specific initiatives that are supported by the Department of Defense. These initiatives are intended to support the educational success of military-connected children. We will also ask about partnerships between the military installation and the local school and about other programs that may be available to support military-connected students' educational success.

You may not know the answer to some of these questions and that is fine. If you do not know the answer to a question, you can just say that that do not know the answer or that that particular topic does not fall under your job duties/purview.

Advance Enrollment (for the 34 states with the policy)

First, we are going to ask you some questions about Advanced Enrollment.

1. Are you familiar with Advance Enrollment?
 - a. *If yes:* Can you describe the purpose of Advance Enrollment?

[After the first question is asked, if they do not know what Advance Enrollment is:]

Advance Enrollment is a policy in some states where military-connected students are allowed to enroll in school before they are physically present in the school district. Does that sound familiar at all?

[if the answer is no, do not ask any more questions in this section and move on to next section]

2. Are students and families aware of Advance Enrollment and its purpose?
3. Do you know or have a sense of approximately what percent of military families PCSing to your area have requested Advance Enrollment in the last year?
4. Is there any difference in the way Advance Enrollment is implemented for students receiving special education services or with a disability vs. in general education?
 - a. *If yes:* What are those differences?
5. In what ways is Advance Enrollment having an impact on student outcomes?

- a. *If participant says that it is not:* Do you have any thoughts on why it is not having an impact?
6. Please discuss any differences in impacts on students based on whether the student is in general education vs. students who receive special education services or who have a disability.
7. Are there any real or perceived barriers to families using Advance Enrollment?
 - a. *If yes:* Can you describe the barriers?
8. Do families with a student who receives or is eligible to receive services under an IEP or 504 plan experience any barriers to using Advance Enrollment?
 - a. *If yes:* What are the barriers?
9. Can you think of anything that could be done to improve Advance Enrollment or its implementation?

Advance Enrollment (for the 17 states without the policy)

- 1a. Does the state, school district, or school allow military-connected students to be enrolled in school before they are physically present in the district (e.g., on the basis of military permanent change of station orders)?
 - a. *If yes:* Can you describe that process?

The Interstate Compact on Educational Opportunity for Military Children (for all 50 states/DC)

Next, we are going to ask some questions about the Interstate Compact on Educational Opportunities for Military Children. For the following questions we will be referring to it as “the Compact.”

10. Are you familiar with the Compact?
 - a. *If yes:* Can you describe the purpose of the Compact?

[After the first question is asked, if they do not know what the Compact is:]

Through the interstate compact, all states have enacted legislation intended to make transferring from one school to another school easier for military-connected students and schools. Does that sound familiar at all?

[if the answer is no, ask only the three questions about the IEP/504 plans, if applicable, and then move on to next section without asking any other questions]

11. In general, are students and families aware of the Compact and its purpose?
12. Are school personnel making use of the Compact to help with course placement, extra-curricular activity participation, graduation, and special education services implementation?
 - a. *If yes:* In what way?
 - b. *If no:* Why do you think they are not?
13. Please discuss any difference in the way the Compact is implemented for students receiving special education services or with a disability vs. in general education?
14. When military-connected students with an existing IEP or 504 plan transfer into schools in this area, how long does it typically take for them to receive comparable services?
15. Under what circumstances do military-connected students with an existing IEP or 504 plan who transfer into schools in this area receive a new evaluation?
16. On average, how long does it take for a new IEP/504 evaluation of a military-connected student to occur upon moving to the area?

17. Is the Compact having an impact on students' experiences and outcomes during school transfers?
 - a. *If yes:* In what way?
 - b. *If no:* Why do you think it is not impacting students' experiences?
18. Is there any difference in the impact on students based on whether the student is in general education vs. students who receive special education services or with a disability.
 - a. *If yes:* What are those differences?
19. How does the Compact address or impact the transfer of students from OCONUS DODEA schools or to OCONUS DODEA schools?
20. Are families experiencing any real or perceived barriers when attempting to use the Compact?
 - a. *If yes:* What are the barriers?
21. Can you think of anything that could be done to improve the Compact itself or how it is implemented?

Military Student Identifier

Now, we are going to ask questions about the Military Student Identifier.

22. Are you familiar with the Military Student Identifier?
 - a. *If yes:* Can you describe the purpose of it?

[After the first question is asked, if they do not know what the Military Student Identifier is:]

This is a federal law requiring schools to ask whether students have a parent in the military. Does that sound familiar at all?

[if the answer is no, do not ask any more questions in this section and move on to next section]

23. Do you believe that most military families, are self-identifying as such?
 - a. *If no:* Why do you think they are not?
24. Is there any difference in the way the Military Student Identifier data are used for students receiving special education services or with a disability vs. in general education?
 - a. *If yes:* In what way?
25. Is the Military Student Identifier having an impact on student outcomes?
 - a. *If yes:* In what way?
 - b. *If no:* Why do you think it is not having an impact?
26. Please discuss any difference in the impact of the Military Student Identifier on student outcomes based on whether the student is in general education vs. students receiving special education services or with a disability.
27. Do families encounter any real or perceived barriers to identifying as military families or to using Military Student Identifier data?
 - a. *If yes:* What are those barriers?
28. Are there any real or perceived barriers to identifying as military families or to using Military Student Identifier data for families with children receiving special education services or with a disability?
 - a. *If yes:* What are those barriers?
29. Can you think of anything that could be done to improve the Military Student Identifier itself or how it is implemented?

30. Are there ways that the Military Student Identifier and other state-collected data could be used to better help military families make educational decisions for their children in general education?
 - a. *If yes:* What are they?
 - b. What about for their children who are eligible for special education services or who have a disability?
 - i. *If yes:* What are they?

Purple Star School Program (or other name of similar initiative) (for the 30 states with a program)

The last specific initiative we are going to ask about is the <insert name of the state's version of the Purple Star School Program>.

31. Are you familiar with the [Purple Star School Program/name of that states' military-friendly school designation program]?
 - a. *If yes:* Can you describe the purpose of it?

[After the first question is asked, if they do not know what the Purple Star School Program is:]

This is a program available in some states where schools can apply to be designated a military-friendly school. Does that sound familiar at all?

[if the answer is no, do not ask any more questions in this section and move on to next section]

32. Are students and families aware of it and its intention?
 - a. *If yes:* Does it impact decision-making around school selection?
33. Is the [Purple Star School / other name] designation being implemented in your installation area?
34. *If the Purple Star School Program is being implemented in the installation area:* Overall, what components work well and what components do not work well in the implementation of the [Purple Star School / other name] designation?
35. *If the Purple Star School Program is being implemented in the installation area:* Are there any differences in the way specific components of the [Purple Star School / other name] designation is implemented for students who receive special education services or with a disability vs. in general education?
 - a. *If yes:* Can you please discuss the differences?
36. Is the [Purple Star School / other name] designation a one-time application process, or do schools have to renew?
37. *If the Purple Star School Program is being implemented in the installation area:* Is the [Purple Star School / other name] designation having an impact on student outcomes?
 - a. *If yes:* In what way?
 - b. *If no:* Why do you think it is not having an impact?
38. *If the Purple Star School Program is being implemented in the installation area:* Please discuss any difference in the impact of the [Purple Star School / other name] designation on students based on whether the student is in general education vs. receiving special education services or with a disability.
39. Have you encountered any barriers [to/with] the implementation of the [Purple Star School / other name] designation?
 - a. *If yes:* What are the barriers?
40. *If the Purple Star School Program is being implemented in the installation area:* Are there any real or perceived barriers to students using the services/programs used to obtain the [Purple Star School / other name] designation?

- a. *If yes:* What are the barriers?
- 41. *If the Purple Star School Program is being implemented in the installation area:* Are there any real or perceived barriers to students who receive special education services or who have a disability using the services/programs used to obtain the [Purple Star School / other name] designation?
 - a. *If yes:* What are the barriers?
- 42. Can you think of anything that could be done to improve the [Purple Star School / other name] itself or how it is implemented?

Installation-LEA partnership (for all 50 states/DC)

The next set of questions asks about formal or informal partnerships between the military installation and the local schools or school districts.

- 43. Is there a formal partnership or relationship between the installation and the school district or schools (e.g., a formal arrangement for interaction between the two)?
 - a. *If yes:* Can you describe the partnership or relationship?
- 44. Are there any informal relationships between the installation and the school district or schools (i.e., any informal information/resource sharing [e.g., educational field trips to the installation that are not part of a formal agreement])?
 - a. *If yes:* Can you describe the relationship?
- 45. *If participant answers yes to question 43 or 44:* Please discuss any difference in the way installation-school partnerships are implemented for students receiving special education services or with a disability vs. in general education?
- 46. *If participant answers yes to question 43 or 44:* Are the partnerships or relationships having an impact on student outcomes?
 - a. *If yes:* In what way?
- 47. *If participant answers yes to question 43 or 44:* Please discuss any difference in the impact of formal or informal installation-school partnerships on students based on whether the student is in general education vs. students receiving special education or with a disability.
- 48. Are there any barriers to implementing partnerships between the installation and the schools or school district?
 - a. *If yes:* What are those barriers?
- 49. *If participant answers yes to question 43 or 44:* Are there any barriers to students benefiting from any part of a partnership between the installation and the schools or school district?
 - a. *If yes:* What are those barriers?
- 50. *If participant answers yes to question 43 or 44:* Are there any barriers to children receiving special education services or who have a disability benefiting from any part of a partnership between the installation and the schools or school district?
 - a. *If yes:* What are those barriers?
- 51. Can you think of anything that could be done to improve partnerships between installations and schools?

General/concluding questions

Finally, we have a few concluding questions.

- 52. What programs or initiatives are available for military-connected students that we have not discussed so far?

53. *If there are any programs/initiatives:* What impact are they having on military-connected students?
54. What barriers are there for parents trying to access data that they need from states or school districts?
55. Is there any data or knowledge that parents do not currently have access to that would help military parents make informed decisions about their children's education during PCS – for both general and special education?
 - a. *If yes:* What is that data or knowledge?
56. How could states or school districts increase parents access to data or information needed to make informed decisions related to PCS and education?
57. What would you recommend to improve local or state policies related to supporting military-connected children?
58. Please describe your working relationship with the EFMP Family Support Coordinator or case workers.
59. To what extent does SLP and EFMP collaborate to serve families with children who are eligible for special education services or who have a disability?
60. How does EFMP policy and/or implementation impact the work you do as a school liaison?
61. Is there anything that we have not discussed that you think would be important for us to know?

That was our last question, thank you very much for answering our questions today. If you have any questions about the project, please feel free to let us know.