**SUPERVISOR’S INTERVIEW**

|  |
| --- |
| **Interview Participants** |
| Name of Early Intervention Program |  |
| Supervisor(s) Interviewed |  |
| Date of Monitoring |  |
| Chairperson |  |
| **Instructions for Completing the Interview Process** |
| Prior to or during the Verification, there may be opportunities to gather information for the questions in the interview process, for example during the Verification entrance meeting. If the information is not addressed during the Verification, discuss the items in this document with the Early Intervention coordinator/program supervisor prior to developing the Program Report.  |

**CF-1:** **Does the infant toddler or preschool Early Intervention program use child find data to evaluate the effectiveness of the child find system and implement quality improvements?**

* How does your program ensure the identification of an appropriate number of eligible children that reflect local demographics?
* How does your program reach out to at-risk groups?
* How does your program ensure the identification of an appropriate number of children in at-risk groups?
* How does your program use PELICAN data, Family Supports Needs Assessment, and local data to analyze the child find system and make changes, including the data from the most recent local program Determination?
* How does your program collaborate with the LICC, referral sources, and other agencies that support young children in the identification of eligible children?
* How does your program ensure child find activities occur in a fiscally responsible manner?

**EE-1:** **Does the preschool Early Intervention program have procedures for screening preschool children referred to the local program to ensure efficient eligibility determinations? (Preschool Only)**

* How does your program ensure screening is utilized for children who are suspected of having a developmental delay but not for children that meet other disability categories?
* How does your program ensure parental consent and adherence to other procedural safeguards relating to screening?
* How does your program ensure screening does not delay the evaluation?
* How does your program utilize screenings conducted by other Early Intervention programs, health, education, or social service agencies?
* How does your program use PELICAN data and local data to review, evaluate, and revise the screening process, as needed?
* How does your program supervise staff that are conducting screenings?
* How does your program ensure that screenings occur in a fiscally responsible manner?

**EE-2: Does the infant toddler and preschool Early Intervention program have an efficient and effective process in place to determine initial and continued eligibility?**

* How does your program supervise evaluators and ensure appropriate determinations of eligibility?

 How are different evaluation teams utilized for initial and annual evaluations?

* How does your program train evaluators in the administration of evaluation tools and eligibility determinations?
* How does your program review or monitor the use of informed clinical opinion (ICO) with evaluation teams?
* How does your program use PELICAN data and local data to review eligibility determinations, including data from the most recent local program Determination?
* How does your program ensure children who no longer meet eligible criteria are exited from the program?
* How does your program ensure activities focused on the determination of eligibility occur in a fiscally responsible manner?

**PS-1: Does the infant toddler or preschool Early Intervention program track all complaints, follow procedural safeguard timelines, identify systemic issues, and use data to implement quality improvements?**

* How does your program track and review complaints on an ongoing basis (e.g. local complaints, local conflict resolution meetings, state complaint investigations, requests for IFSP/IEP facilitation, mediation, and due process)?
* How does your program identify and implement quality improvements based on the identification of systemic issues generated by complaints?
* How does your program ensure complaints are resolved based on timeline requirements?

**PI-1: Does the infant toddler or preschool Early Intervention program have an efficient and effective process in place to provide oversight and systemic review of the IFSP/IEP process?**

* How does your program supervise IFSP/IEP teams, the IFSP/IEP planning process, and the content of the IFSP/IEPs, including special considerations?
* How does your program ensure the IFSP/IEP is developed within timelines, including entering information into PELICAN?
* How does your program train IFSP/IEP teams to have the skills and expertise needed to develop high quality IFSP/IEPs?
* How does your program use PELICAN and local data to oversee the IFSP/IEP process, and IFSP/IEP regulatory compliance, including data from the most recent local program Determination?
* How the program ensures that IFSP/IEPs are developed in a fiscally responsible manner?

**SD-1: Does the infant toddler or preschool Early Intervention program have a system in place to monitor the effective and efficient provision of services on the IFSP/IEP?**

* How does your program monitor and evaluate the effectiveness and efficient provision of services on the IFSP/IEP?
* What forms of communication are utilized to ensure regular communication with families?
* How does your program inform families about community activities, resources, advocacy services, local support groups, and family networks?
* How does your program review and evaluate documentation of service delivery (i.e., session notes, attendance records) to ensure documentation meets all programmatic, fiscal, and timeline requirements?
* What data does the program utilize to ensure services are being delivered as designated on IFSP/IEP?
* How does your program provide feedback to providers to ensure service delivery documentation, and communication with families meet quality standards?
* **Infant/Toddler Only:** How does your program review service coordination notes to ensure documentation meets all requirements?
* **Infant/Toddler Only:** How does your program provide feedback to service coordinators to ensure service coordination notes meet quality standards?
* How does your program ensure the provision of services occurs in a fiscally responsible manner?

**TR-1: Does the infant toddler or preschool Early Intervention program collaborate in an effective and efficient manner to determine the eligibility of children who are transitioning from infant toddler to preschool Early Intervention services?**

* How does your program coordinate evaluation services to eliminate duplication of evaluation resources while determining eligibility for the Early Intervention preschool program during transition at three, including children who are referred to EI close to their third birthday?
* How does your program use PELICAN and local data to review, evaluate and revise coordinated evaluation strategies as needed?
* How does your program ensure the required participants are at the transition meeting and the transition meeting is held at mutually convenient place and time?
* How does your program ensure the infant/toddler service coordinator is invited to the IEP meeting, if requested by the parent? **(Preschool Only)**
* How does your program ensure eligibility determinations during transition at three occur in a timely and fiscally responsible manner?
* How does your program discuss the similarities and differences between the infant/toddler and preschool program with the family?

**FO-1:** **Does the infant toddler or preschool Early Intervention program have a system in place to analyze fiscal data to ensure the effective and efficient fiscal management of the program, including long-term fiscal planning?**

**(Ensure the program details the types of reports used, frequency, and how they are used (use this as a guide for the conversation).**

* How the program uses reports to manage the fiscal operations of the program?
* How the program analyzes encumbered funds and reviews overall utilization to manage funds?
* How the program analyzes patterns and makes predictions for the utilization of funds?
* The process for long-term fiscal planning?
* How the program ensures effective and efficient MA billing?

**FO-3: Does the infant toddler or preschool Early Intervention have a system in place for data management in order to ensure accurate, valid, reliable, and timely data entry?**

**(As a guide to the question, have a conversation about the reports included in the data management worksheet and how you review it and will act upon any problems. Also inquire as to what other “EI related data” is used to support these efforts to manage fiscal responsibilities.)**

How the program ensures that staff collects and enters data into PELICAN consistently, accurately and in a timely manner.

* How the program ensures valid and reliable data, including identifying data anomalies and errors and their timely correction?
* How the program uses data to manage the program and improve performance?

**FO-4: Does the infant toddler or preschool Early Intervention ensure that all Early Intervention personnel, including contracted personnel, meet all necessary qualifications including qualifications for MA and ITF Waiver? Additional staff from the program may support responses to this question, such as the business office staff or SBAP assigned support staff that review MA eligibility (depending on the structure/organization). The Chairperson may refer to questions from the fiscal procedure checklist.**

* The process for reviewing the qualifications of newly hired staff.
* The process for compliance with the Medical Assistance bulletin related to screening of employees and contractors for exclusion from participation in federal health care programs and the effect of exclusion on participation.

**Item FO-5: Does the infant toddler or preschool Early Intervention program ensure that all Early Intervention personnel, including contracted personnel, meet necessary pre-service and annual training requirements?**

* The process for reviewing the qualifications of all staff, including newly hired staff.