

**Sample Script for Telephone Contact: Directions for School Staff Conducting Interviews**

**Indicator 14: Post-school Outcomes**

National research shows that exiters are more likely to respond to an approach from someone they know and trust. Consider having teachers, counselors, or other well-liked staff do the outreach. **This is not a requirement, but it is the most effective strategy you can use to ensure a high response rate.**

**Preparation for a Telephone Contact**

1. Check the *Student Contact Information* data sheet your district completed last spring to see if the former student will need any special accommodations to fully participate in the survey. Arrange for the accommodations before placing the call.
2. To be prepared for computer or internet problems, have a blank print copy of the *Massachusetts After High School Survey* available before each telephone call. Note that this year, the survey is available in English, Spanish, Portuguese, Chinese, Vietnamese, and Haitian Creole, both online and as paper versions. So, consider having copies of appropriate translations available as well.
3. If you are unable to reach the former student, it is acceptable to obtain survey information from the parent or guardian, if you are confident the information is accurate.
4. Open the survey portal on your computer: <https://bit.ly/WorkSchoolSurvey2024>
5. Remember to bookmark this address in your browser so you can open up a new survey quickly.

**Sample Script and Prompts for a Telephone Contact**

* Hello, may I speak to (Student Name)?
* Hi (Student Name), this is (Survey Team Member Name) from (High School Name).
* I am calling to ask you a few questions about what you have been doing since you graduated/left school.
* You may remember that last year we asked you to give us your phone number, address, and email addresses on a form, and we discussed calling you in a year with a survey.
* Well, now I am calling with the survey questions. Most of them are yes/no questions so it should take less than five minutes. Is this a good time?
  + Great!
  + No? When would be a better time for me to call you back?
    - Let me give you my telephone number too. Do you have a piece of paper and a pen?   
      My name is (Survey Team Member Name); it is spelled (Name Spelled Out). My telephone number is (Telephone Number), and my email address is (Email Address).

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| **Before starting the survey, select English or** | **another available language.** |
| Using the dropdown menu found at the top right-hand corner, select the language in which you would like to complete the survey on behalf of the student.  **Which language?**   * English * Spanish * Portuguese * Chinese * Vietnamese * Haitian Creole | |
| **Using the Online Survey**  Navigating through the survey should be mostly intuitive. On each page, one or more survey questions will appear, and there are “Back” and “Next” buttons at the bottom of each page. Each time “Next” is clicked, the survey will check that all required answers were entered and are in the required format. If all is as it should be, the survey will proceed to the next page and question. If the program finds anything missing or out of format, you will be asked to check and correct any errors found. Once that is done, click “Next” again.   * Because of this feature, we suggest that you review the entries on each page before clicking on “Next”.   The online survey is built to automatically offer certain questions based on previous answers. For example, if the exiter answers that they have not had a job, the online survey will not ask about wages. The survey program also automatically numbers each subsequent question sequentially based on which questions have previously been displayed.   * The Sample Script below includes every possible question, numbered sequentially. Because the question numbers for each question can and will vary, the numbers in this document may be different from those that appear in the online survey as you are conducting an interview. Therefore, if you are looking for background on a particular question, search the wording of the question, not the question number.   If you would like to become familiar with the survey before conducting the survey with former students:   * Open the survey link (<https://bit.ly/WorkSchoolSurvey2024>) and enter “test1” or “testing1” in the Former Student’s Name fields. If you want to practice again just try to use a different number each time. | |

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| **ONLINE SURVEY QUESTIONS** | **WHAT YOU SHOULD DO:** |
| **Question 1:** *Please tell us about yourself. Who are you?*   * *I used to be a high school student and left high school about one year ago.* * *I work for the district.*   **Question 2:**  *If you work for the district, please enter your name and role.*  *First:*  *Last:*  *Role:*  \*This question is required. | To open the online survey for interviewers, select:   * *I work for the district.*   As soon as you click on ***“I work for the district,”*** an additional question will appear: **“*If you work for the district, please enter your name and role.”*** |
| **Question 3:** *Former Student's Name:*  *First:*  *Middle:*  *Last:*  \*This question is required. | Type the former student’s First, Middle, and Last names in the appropriate fields. |
| **Question 4:** *Date of Birth*  \*This question is required. | Type the former student’s Date of Birth in this field (mm/dd/yyyy), or select the correct date from the provided calendar. |
| **Question 5:** *In which district did you attend high school? (Note: Even if you attended a private school, please list the district that paid your tuition.)*  **\***This question is required. | Select your school district from the drop-down list. |
| **Question 6:** *School staff, please include the former student’s SASID* | Enter the former student’s SASID in the space provided to proceed to the first survey question for the former student you are contacting. (Note: Former students are not asked to provide their SASID number if they complete the online survey by themselves.) |

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| Please begin the substantive part of each interview (next page) with a question such as “Please tell me a bit about what you have been doing since you left high school.” How the former student or parent/guardian responds can provide you with insight into the scope of the interview and provide context for understanding survey responses. | |
| **QUESTIONS** | **PROMPTS FOR THE FORMER STUDENT** |
| **Question 7:** *At any time since high school have you had a job?* | If the student pauses before answering, help the student to understand the question. For example, you could say:   * + - This question is asking if you have worked for pay at all since you finished school.     - It can be any type of work that you got paid for.   **If the student says “*No*,” “*I don’t know*,” or does not give a response, the next question to appear will be “*Are you looking for a job?*”** |
| **Question 8:** *What kind of job did you have?* | You may read through the seven options, or you may wait for the student to explain.  If the student pauses before answering, help the student to understand the question. For example, you could say:   * This question is asking where you have worked since leaving high school. * What is the name of the place where you worked?   *This prompt may help you determine the type of employment in which the student participated.*  *It may also be helpful to name a few local examples, e.g. several companies in the area, a local provider, etc.*   * What did you do at work? * Did you have a job coach?   Most people with disabilities work at jobs and jobsites that are very much the same as those where their peers without disabilities work. Only a small fraction of former students with disabilities are likely to wind up in non-competitive employment.  Students who needed low levels of support while in school are unlikely to be employed in non-competitive employment. However, the minority of special education students who receive intensive levels of support while in school may be employed in non-competitive employment.  Typically, non-competitive employment includes one or more of the following characteristics:   * Working only, or mostly, with others who experience disabilities * Receiving training and support from community agency staff including, for example, job coaches, counselors, therapists, and aides * Being paid less than minimum wage *Go to next page*   If you believe that a former student is working in a non-competitive job, note this in the Question 8 response “Other” and include details about their job in the “Write in” field next to it. |
| **Question 9:** *What is/was the name of the place you work/worked the longest?* | Enter the name of the business or worksite and any information that may indicate that employment is not competitive employment as defined for Indicator 14, i.e., that the former student works only with others who have disabilities. |
| **Question 10:** *If you count all the days you have had a job would it add up to 90 days? (About 3 months)?* | If the student pauses before answering, help the student to understand the question as appropriate.  For example, you could say:   * Did you ever have to work on a holiday? * Which one(s)? * Did you work in between these holidays?   This prompt can act as an anchor to help you, the surveyor, to determine the length of time a student is/was employed. If a student worked at the same job on Halloween, Thanksgiving, New Year’s Day and Valentine’s Day, then you know that the student is/was employed longer than 90 days; you can mark “yes” on the survey.  **Remember that 90 days is a minimum and may include more than one job and that jobs do not need to be consecutive. Click on “Yes” even If they worked more than a total of 90 days.** Help the student figure out how long they were employed in each position and then add the length of each job together. Each calendar date can only be counted once; **if the student concurrently worked two or more jobs on the same calendar days, do not add that time together.** |
| **Question 11**:  *Did you work about 20 hours per week or more?* | If the student pauses before answering, help the student to understand the question. For example, you could say:   * This is about half the time of a full-time worker. * How many hours did you usually work in a day? (What time did you usually get to work? What time did you usually leave?) * How many days did you usually work in a week? (Which days did you usually work?)   *By determining the number of days/week the student worked and the number of hours/day the student worked, you can calculate whether a student worked 20 hours/week or more. Go to next page*  **The 20 hours can be an average; if a student works 15 hours one week and 25 hours the next week, then “yes” should be checked.** |
| **Question 12**: *Did you earn Minimum Wage or more? (Include tips.)*  Remember that minimum wage was $14.25 per hour in 2022 and $15.00 in 2023 and 2024.  (Include tips) | If the student pauses before answering, it may be that they are uncomfortable talking about how much they earn. If this seems to be the case, assure them that their answers are all private and confidential.  As appropriate, help the student to understand the question. For example, you could say:   * Did you earn tips? * When you left work, about how much money had people given you in tips each time? (The student may estimate.) * How much did you get paid per hour in your pay check?   *For students who earn tips, you can calculate an estimate of the student’s pay rate by adding the base pay/hour and an hourly average of tips earned per shift.*  **Please note: Student pay rate must be determined in order to classify their work experience as “competitive employment” or “other employment” as defined by Indicator 14.** |
| **Question 13**: *Are you looking for a job?* | Note that “Yes” should be checked for students receiving unemployment benefits. |
| **Question 14**: At any time since leaving high school have you enrolled in a course(s)? | If the student pauses before answering, help the student to understand the question. For example, you could say things like:   * Are you taking any classes right now? * Even though you are not taking classes right now, did you take any classes after high school? * Have you gone to school since leaving high school?   **If the student answers “no,” the next question will be the last survey question, Question 18:** *If you could tell your high school one thing, what would you tell them?* |
| **Question 15:** What kind of course(s) did you take? | You may read through the options, or you may wait for the student to explain. If the student explains, verify the answer before checking it on the survey. For example:   * You took a class at a community college; okay, that would be a 2-year program, right? * You took a class at a community college, but you weren’t in a 2-year program; okay, that would be continuing education, right? *Go to next page*   If the student pauses before answering, help the student to understand the question. For example, you could say:   * What is the name of the program you went to? * How long does it take to finish that program? * What was the name of the school that you went to? * Are/Were you taking classes to get a college diploma? * Are/Were you taking classes to get a career certificate? * What is the title of the class that you went to? * Where is/was your class held? * What kind of things do/did you learn?   *These prompts may help you determine the type of proprietary or community-based program in which the student participated.* |
| **Question 16.** What was the name of the school or program? | Enter that name of the program and where it is located. |
| **Question 17:** Did you complete one or more courses? | If the student pauses before answering, help the student to understand the question. For example, you could say:   * + - Did you get a grade?     - Did you pass the class? |
| **Click on Next.** | **The next screen to appear will be the “Thank You” screen.** Close the web browser window. |