

# OLTS In-School Exit Interview

## Sample Script

1-8 - Black Lettering: Descriptive narrative about what the interviewer has already done, or information that the interviewer will share that with the student in the interview that does not need to be scripted.

*A-J - Red Italic Lettering: Sample scripts for using during interviews.*

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| 1. | <p>You, the interviewer, have already obtained permission. You have already filled out the names and contact information for the phone interview. You can ask about social media and preferred ways for contact the following year.</p> <p>Additional information could be collected to increase the likelihood of reaching the student one year later. You might ask: Who the student would like contacting them for the follow-up interview; Which model of communication is their preference. Which social media do they use frequently, like Facebook, Twitter, Instagram; and Do they have any relatives or good friends still attending this high school next year. <i>Script in D.</i></p> <p>The script begins and when there is a natural break, there will be three red dashes (---) in between sentences. Consider taking a pause to let the information sink in, ask if there are any questions, look and see if the student looks confused or is not listening, and then move on to the next sentence. This will also help you slow down.</p> | <i>This space can be used for notes or additions to the script</i> |
| A. | <p><i>Say: "The Permission form tells you that you've been chosen for the Ohio Longitudinal Transition Study. We call it the OLTS, for short. Each school in Ohio has to do this every five years. This year is our turn.</i></p> <p><i>---</i></p> <p><i>Did you know that every state has to do this? Every school in the United States has to do this every five years.</i></p> <p><i>---</i></p> <p><i>We use this data to improve services for future students. We interview you now and in one year. What you tell us will make a big difference in the development of more effective special education and secondary transition programs for our future of students with disabilities."</i></p>   |  |
| 2. | <p>Point out the survey number on the front page of the Exit survey. Tell the student this is how the surveys are coded in the online OLTS data system. Their answers are anonymous and their opinion is confidential. The packet with their contact information does not leave the school.</p> <p>Open the OLTS packet and show the student there are exit instructions and the EMIS/Record Review, already filled out, on the next two pages.</p> <p>Point out the In-School Exit Survey (pages E-2 and E-3). Provide an overview of what will be asked.</p>   |  |
| B. | <p><i>Say: "These questions ask what you plan to do after leaving high school. For example, if you plan to work part-time, I mark that down. Right here. And, you can have more than one thing you want to do. You can plan to work part-time and go to college. Then, I would mark both down. Here and Here.</i></p> <p><i>---</i></p> <p><i>Some questions will ask your opinion on activities and how prepared you feel for life after graduation. We want to know your opinion, if you thought something was great or if you thought something did not help at all. It's up to you - just tell me your honest answers to the questions I read to you.</i></p> <p><i>---</i></p> <p><i>I am going to get started and read these questions out loud to you. Let me know if you don't understand something. Ok? Or if you need more time to answer."</i></p>  |  |
| 3. | <p>Read each exit survey question to the student. As needed, paraphrase and provide examples when students do not understand the question.</p>   |  |

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|    | <p>If the question or a part of the question is not applicable, then you can skip, leave it blank, or mark N/A, if appropriate. You may also leave a question, or part of a question blank if a student is not responding. <i>Answer Amy – how will the interviewer know if it is not applicable? If the survey directions indicate?</i></p> <p>Allow enough time for the student to answer. Do not assume their answers, even if you know what their answer will be. Even if you know personally or professionally different, their plans will show a level of understanding and perception about themselves and their future.</p> <p>Your job as the interviewer is to read the questions in a neutral tone, make sure the question is understood, and mark the student’s response on the data collection sheet.</p> <p>Once you are done with the survey, ask the student if they have any questions.</p>  |  |
| C. | <p>Say: <i>“Thank you for answering these questions. In about a year, someone from this district, will contact you using the information on this front page.”</i></p>   |  |
| 4. | <p>Tell the student you need to go through a few more steps to make sure everything is covered.</p> <p>Flip the OLTS Packet from the Exit Survey to the next page where the Post-Exit Checklist and Follow-Up Instructions are located. Encourage the student to ask questions as you go through the five steps on the Post-Exit Checklist.</p>   |  |
| 5. | <p>Post-Exit Checklist Step 1:</p> <p>Remind the student that it is really important to speak with them next year. Stress the purpose of the OLTS is to find out what the district did well and what the district could do to improve services for future students.</p> <p>The span of time, beginning April 1, 2020 and ending August 31, 2020, is when the district will try to contact them for an interview over the phone.</p> <p>The Permission Page contents will be used to contact them. Stress that the information is confidential and anonymous.</p> <p>Depending on your pre-planning activities, your team might want to ask additional questions regarding ways to contact them the following year or preferences relating to who might be contacting them the following year. If your team feels they have enough information to contact them the following year, then just ask them if they thought of anyone to add and move on to the next step.</p> |  |
| D. | <p>Say: <i>“Do you have anybody else you want to add to your contact list?</i></p> <p><i>Do you have any relatives or friends who will still be in this high school next year? Do you mind if I add their name? Is there anyone in particular you want to contact you next year? I will put their name down and try to have them be the one who contacts you next year if possible. Thank you, I will add them now.”</i></p> <p>Check off Step 1.</p>   |  |
| 6. | <p>Post-Exit Checklist Step 2.</p> <p>Describe the survey (22 questions vs. 12 on exit) and even though it is longer, it will still only take about 20 minutes of their time to complete. Show the 3 pages of questions (F-1 thru F-3) and add that not all students will have to answer all questions.</p> <p>Summarize the general types of questions, which includes – what they are doing; reasons why they aren’t working or going to school as planned; how satisfied they are with what they’re doing and if they are having any issues or troubles the interviewer can provide contact names or numbers to get help or access services.</p> <p>Show the student Question 1 on the Follow-up Survey.</p>   |  |

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| E. | <p>Say: <i>“The first question asks if you went to work; postsecondary education or training (or college); or something else. There are 2 columns – one for currently and the other for during the past year.</i></p> <p>---</p> <p><i>We want to make sure we don’t miss anything you’ve done since leaving high school, even if it’s not happening right at the time of your interview next year. Maybe you went to a technical college and you happen to be off for the summer and that is when you are interviewed. Your survey would show that you did attend a technical school during the past year but are not currently, because you are on break. We won’t miss anything you did.”</i></p> <p>After each step, make sure the student understands or ask if they have any questions. Watch their face for understanding. Check off Step 2.</p>  |  |
| 7. | <p>Post-Exit Checklist Step 3:</p> <p>New questions related to <i>“competitive integrated employment”</i>. Tell the student this next step gets into more specific questions if they are working the following year.</p> <p>Even if the student did not identify employment as a plan for after graduation, it is still important to go through and make sure the student knows what each question means.</p>  |  |
| F. | <p>Say: <i>“If you’re working, we will ask a few questions about that job. Let me show you a couple questions on the 2<sup>nd</sup> page of the follow-up survey (Page F-2 in survey packet).</i></p> <p>---</p> <p><i>Question 11 asks if you are making the same amount of money as your coworkers who are doing the same job as you.</i></p> <p>---</p> <p><i>Do you understand the question? For example, if you make minimum wage and you started the job recently, do you think your coworker, who started around the same time as you, is earning minimum wage as well?</i></p> <p>---</p> <p><i>What this means is that you are not earning less than a coworker who is doing the same job. Your pay is equal, or the same.</i></p> <p>---</p> <p><i>How could you find out that information? Ask questions.</i></p> <p>---</p> <p><i>What is minimum wage in Ohio? It is \$8.15 an hour.”</i></p>   |  |
| G. | <p>Say: <i>“Question 12 asks if you have the same benefits as your coworkers.</i></p> <p><i>Do you know what benefits are? I’m sure you’ve heard of them but may not know exactly what they mean.</i></p> <p>---</p> <p><i>Benefits are related to your job.</i></p> <p>---</p> <p><i>When you’re working, you will have money taken out of each check for taxes. We all do. You might also have money taken out for benefits and you will be able to see this on your pay stub, whether you get a paper check or have your money directly deposited into a bank.</i></p> <p>---</p> <p><i>Work related benefits might include medical insurance for your health, your teeth, or your eyes; social security, unemployment insurance, and workers’ compensation; paid sick leave and vacation days. We might even ask if you are going to get pay raises or promotions.</i></p> <p>---</p> <p><i>This will all depend on where you work and how many hours a week.”</i></p> |  |
| H. | <p>Say: <i>“Questions 14 and 15 ask if you work and interact with others to get your job done and how much of your day is spent working with other people. Never? Sometimes? Always?”</i></p>  |  |
| I. | <p>Say: <i>“Do you understand why we ask these questions?”</i></p> <p>---</p> <p><i>We want to know if you are being treated the same as anyone else, with or without a disability</i></p>   |  |

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|    | <p><i>at your work or even in college.</i></p> <p>---</p> <p><i>It is also important for you to know. You should be treated like everyone else and have the same opportunities (for pay raises, promotions); Make the same amount of money for the same work; Have the same amount of paid vacation days.</i></p> <p>---</p> <p><i>This is also why we try to link you to adult and other community services in case you need support after you leave high school.” Check off Step 3.</i></p>   |  |
| 8. | <p>Post-Exit Checklist Step 4:</p> <p>Ask the student if they have any questions about the follow-up survey.</p> <p>Ask them to think about benefits, wages, and interactions if they work; and how they should be treated the same as their coworkers in the same jobs.</p> <p>See if there is anything they would like to add to the Permission Page or Exit Survey. Check off Step 4.</p>  |  |
| J. | <p>Post-Exit Checklist Step 5:</p> <p>Say: <i>“Thank you for participating. We really appreciate your time helping us out!</i></p> <p>---</p> <p><i>Remember, you are anonymous. No one will know your name; What you said today; or What you will say next year! We enter this information online and there isn’t even a place to put your name. Only this survey number. This packet will be locked up in this school.</i></p> <p>---</p> <p><i>Everyone we interview this year and next, will all be combined into one big group. We can then find out what worked for our graduates and what we can make better for future students.</i></p> <p>---</p> <p><i>Anything else you want to ask or add?</i></p> <p>---</p> <p><i>Thanks and have a great day!!!</i><br/> <i>or (if applicable) Thanks and let’s go over your Summary of Performance.”</i></p> |  |