

OLTS Postschool Follow-Up Phone Interview

Sample Script

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

Red Italic Lettering: Sample scripts for using during interviews.

<p>1.</p>	<p>You, the interviewer, met with your team to preplan and re-familiarize yourself with your district OLTS packets and more specifically, the follow-up phone interview. The follow-up instructions were reviewed. The questions, a few paraphrased, a few with probing questions, were read out loud to each other to practice in the right tone of voice.</p> <p>Further pre-planning could include sending reminders early in the year (e.g., February) to graduates about upcoming follow-up interviews, advertising on your district's website or social media, identifying former student preferences for who and how they are contacted, preparing for needed accommodations, and determining appropriate days and times to attempt interviews. Additional practicing could increase consistence and pairing up for the first couple of interviews would provide opportunities for feedback.</p> <p>You have your materials, which includes the OLTS packets, your copy of the survey with notes, and sample scripts for interviewing and answering questions. You have reviewed what the graduates planned activities before graduation, any accommodations needed, and have local adult service contact information for families if needed.</p> <p>The script begins and natural breaks are denoted with three red dashes (---). You will be dependent on tone of voice to determine if the graduate understands the questions asked. Use the breaks to pause and allow the information to sink in, to ask if there are any questions, and then to move on to the next sentence. Allow the student as much time as needed to answer each question.</p> <p>As a team, you have prepared what you will say if you get the answering machine, someone other than the former student, and if you get the student. Example responses are provided.</p>	<p><i>This space can be used for notes or additions to the script</i></p>
<p>A.</p>	<p>If you reach an answering machine, say: <i>"Hello, my name is (your name), from the (district name) and I am calling for (former student's name). He/she knew I would be calling to ask a few questions about what they've been up to since graduation. I will try back again. Please tell them I called. Thank you!"</i></p> <p>Additional information for an answering machine message could include your contact information (with the specific information you would like them to call back you back with or email to you), or the next time you plan to call. Some machines or voice mail systems allow for only brief messages so if you are cut off, you can call back and leave a quick message to ensure all the information was recorded.</p> <p>Document attempts on top right corner of page F-1 and include the date, time, and result of each phone call. Additional space is located at the bottom of the follow-up phone interview instructions page.</p>	
<p>B.</p>	<p>If a family member answers the phone, say: <i>"Hello, I'm calling from the (district name) and (former student name) is expecting a call from me. I am (your name). Are they available to talk for a few minutes? Thank you!"</i></p> <p>If the student is home and coming to the phone, continue to the postschool phone interview. <i>Script in C.</i></p> <p>If the student isn't home, continue and say: <i>"Is there a better time to call? Ok, thank you! Will you tell them I called and will call back then? I appreciate it. Thanks again!"</i></p>	

2.	<p>If the student will be unavailable for the interview during the April 1 to August 31 span, or seems unwilling or uninterested in answering the questions, try one more time and ask to speak with a parent or guardian listed on the front of the OLTS packet.</p> <p>The Permission page represents the former student's consent as a participant in the study. The contacts listed are also permissible respondents if they are knowledgeable about the former student's activities.</p> <p>If you are able to make contact with a parent or guardian of the former student, you will want to make them feel comfortable enough to respond to questions honestly and accurately. You should tell them that the purpose of the OLTS is to use the information you gather to improve services for future students. Also, let the family member know that everything you talk about during the interview is anonymous and confidential, and that there is no right or wrong answer to the questions.</p> <p>If they seem hesitant, ask if they would answer a few questions, just to find out what the former student has done in the past year and why they did or did not do what they planned.</p> <p>If they are still hesitant, offer to email or mail the survey with your contact information in case they wish to answer at a later time. Take email or address information down, thank them for their time and ask if there are any agency contacts they could use from you.</p> <p>If they do not want to answer any questions, thank them for their time, and consider the attempt a refusal to participate. Document final attempt and include the date, time, and result.</p>	
C.	<p>When the former student comes to the phone or answers, say: <i>Hello, my name is (your name) and I am a teacher at (your district). You may remember that we had asked for your approval to call you and see how you are doing after graduation. All of your responses will be strictly confidential and no identifiable information will be on this survey. Do you have time to talk now?</i></p> <p>If the student does not have the time, ask when you can call back. Document attempt and agreed upon time to call back on top right corner of page F-1. Include the date, time and result of phone call. Additional space is located at the bottom of the follow-up phone interview instructions page.</p> <p>If the former student is willing to answer questions at that time, continue to the phone interview and provide a quick overview of the questions you are going to ask.</p>	
D.	<p>Say: <i>"Last year, you were asked about your plans regarding working and postsecondary education or training after leaving high school. Once you finished the interview, we talked briefly about the questions I am going to ask you now. Do you remember that?"</i></p> <p>---</p> <p><i>We want to ask what you've been doing since you left high school. Whether you've been working or going to school, where you're living, and how satisfied you are with your life, about one year later.</i></p> <p>---</p> <p><i>Remember any information you give is confidential and anonymous. We use survey numbers in the database, no names or any identifiable information. Do you have any questions?</i></p> <p>---</p> <p><i>I am going to get started and read these questions out loud to you. Remember, there are no right or wrong answers, so just answer honestly about what you've been up to.</i></p> <p>---</p> <p><i>Let me know if you don't understand something. Ok? Or if you need more time to think about your answer."</i></p>	
3.	<p>It would be helpful to know what each student planned regarding work and postsecondary education prior to leaving high school. You will still ask each part of the question, but can tailor your tone of voice and wording with the knowledge of what they planned to do at the time of their exit interview.</p> <p>Allow enough time for the former student to answer. Do not assume their answers, even if</p>	

	<p>you know what their answer will be. Remember, 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 follow-up survey.</p> <p>See sample script for Question 1. You need to know what they are doing currently and what they have done during the past year.</p> <p>Read Question 1 to the student. Paraphrase as planned and/or needed.</p>	
E.	<p>Say: <i>“Question 1 asks about college, working, and adult and community services. I am going to ask you about college first. I will read an option and then ask for your answer. Ok? Just stop me if you have any questions.</i></p> <p>---</p> <p><i>Since you left high school, have you:</i></p> <p><i>a. attended a 4-year college where you completed at least one complete term, meaning a quarter or a semester. Did you during the past year? Are you currently, or right now? Ok, we will move on to the next kind of college program.</i></p> <p>---</p> <p><i>b. attended a 2-year college or technical school where you completed at least one complete term, meaning a quarter or a semester. Did you during the past year? Are you currently?</i></p> <p>---</p> <p><i>c. attended a college program for students with intellectual disabilities? Did you during the past year? Are you currently?</i></p> <p>---</p> <p><i>d. attended any other training opportunities? Maybe through Ohio Means Jobs, or the Workforce Investment and Opportunity Act or WIOA? Did you during the past year? Are you currently?</i></p> <p>---</p> <p><i>We are done with the questions about college. I'm going to ask you about working in the community next. Ok? Do you have any questions?</i></p> <p>---</p> <p><i>Since you left high school, have you worked in the community:</i></p> <p><i>e. 35 hours or more per week on average for 90 days (or 3 months) at or above minimum wage? This includes military service. Have you done this during the past year? Are you doing this currently?</i></p> <p>---</p> <p><i>f. 20-34 hours per week on average for 90 days or 3 months at or above minimum wage? Again, this includes military service. Have you done this during the past year? Are you doing this currently?</i></p> <p>---</p> <p><i>g. less than 20 hours per week on average for 90 days at or above minimum wage? This includes military service. How you done this during the past year? Are you doing this currently?</i></p> <p>---</p> <p><i>We have finished the work portion of this question and can finish up with adult and community services.”</i></p> <p>Continue through the final section on adult and community service options.</p>	
4.	<p>When you finish Question 1, take note of part- or full-time work (1-e or 1-f) during the past year, currently, or both. If the former student identified work in 1-e or 1-f, you are going to complete page F-2 of the follow-up interview to determine if they meet the criteria for competitive integrated employment.</p> <p>If they did not work part- or full-time (1-e or 1-f), page F-2 questions will not be asked. You will finish page F-1 and continue with questions on page F-3.</p> <p>Continue reading the rest of the questions on the first page. Allow plenty of time for the former student to ask questions and provide their answer. Mark down their answer and continue to next question.</p>	

5.	<p>As you move to the second page, tell the student the next several questions are related to their part- or full-time work in the community.</p> <p>For questions 11-14, students are asked specific questions related to the updated definition of competitive integrated employment. To be included in that category for engagement, the student must answer “yes” to all four questions. If any are “no” or “I don’t know”, the student will fall into a different category under engagement.</p> <p>Use the probing questions when the student answers “I don’t know”, to try and help them understand the question and answer “yes” or “no.” Listen carefully to their tone of voice and allow enough time for the student to answer.</p> <p>Continue reading the rest of the questions on page F-2 and continue to the third page (F-3). Once you are done with the survey, ask the student if they have any questions.</p> <p>More here on page 2 and more on page 3.</p>	
F.	<p><i>Say: “Thank you for completing the OLTS. Do you have any questions? I do have information on some community agencies if you are interested. I could give you information now or send you an email with the information. Ok, great. Here is the information.</i></p> <p><i>Is there anything you would like to add? Thanks again for your time and have a nice summer! (say something related to working or going to college like)</i></p> <p><i>Thanks again and good luck when you head back to school in the fall.”</i></p>	
6.	<p>Finish writing any specific comments you will want to enter online.</p> <p>Go to www.olts.org, click on the follow-up survey link to the left of the page to enter surveys online. Make sure the survey number for each packet is typed in correctly and carefully. This number is the primary means to match exit survey answers with follow-up survey answers. Finish entering all surveys online and enter an email when prompted to receive a copy of the data for the surveys entered.</p> <p>All follow-up surveys are due to be entered online by August 31, 2020.</p>	