Sample Script for Telephone Contact
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, guidance counselors, or other well-liked staff do the outreach. For the Summer 2014 data collection, Boston Public Schools achieved a response rate of 78.74% (100 exiters) using this method. 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. Have a blank copy of the Massachusetts After High School Survey ready before each telephone call.
2. Check the Student Contact Information data sheet your district completed last spring to see if the student will need any special accommodations to fully participate in the survey. Arrange for the accommodations before placing the call.

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.
- Do you remember at the end of your senior year we asked you to fill out 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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<tr>
<th>QUESTIONS</th>
<th>PROMPTS</th>
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| Question 1: 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 answers by saying she/he has not had a job, skip to question number six, “Are you looking for a job?” |
| Question 2: 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 sheltered employment provider, etc.  
- What did you do at work?  
- Did you have a job coach? |
| Question 3: If you count all the days you have had a job would it equal 90 days? (About 3 months) | If the student pauses before answering, help the student to understand the question. 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.*  
The 90 days can include more than one job and does not need to be consecutive. Help the student figure out how long he/she was 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 4: 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.*  
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 5: Did you earn $9.00 per hour or more? (Include tips) | If the student pauses before answering, 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 pay rate by adding the base pay/hour and an hourly average of tips earned per shift.*  
  $9.00/hour was chosen as the basis for response because it is the Massachusetts minimum wage.  
  *Please note: Student pay rate must be determined in order to classify her/his work experience as “competitive employment” or “other employment” as defined by Indicator 14.* |
| Question 6: Are you looking for a job? | “Yes” should be checked for students receiving unemployment benefits. |
| Question 7: 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:  
- 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,” then the survey is complete.*  
- Well, (Student Name), that was the last question.  
- Thank you so much for taking the time to talk with me. |
| Question 8: What kind of course(s) did you take? | You may read through the eight 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?  
  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? |

[cont’d, next page]
| Question 9: 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?

**The survey is now complete.**
- Well, (Student Name), that was the last question.
- Thank you so much for taking the time to talk with me.

- 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.*