

# 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, Cape Verdean Creole, and Haitian Creole, both online and as paper versions. Accordingly, 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/WorkSchoolSurvey2025>
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).

**Before starting the survey, select English or another available language**

Select the language in which you would like to complete the survey on behalf of the student.

**Which language?**

* English
* Portuguese
* Spanish
* Chinese
* Vietnamese
* Haitian Creole
* Cape Verdean 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 the survey pages. 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 any required field that is missing or out of format, you will be asked to check and correct any errors found (i.e., “**Please answer the questions above before continuing” will display and you see the icon ** in the field that needs to be corrected). 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*”. Every item that has an asterisk (\*) next to it is required.

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 sample script below includes every possible question. Therefore, the script provides prompts that will inform you which questions to skip to, based on the exiters response.

If you would like to become familiar with the survey before conducting the survey with former students:

* Open the survey link (<https://bit.ly/WorkSchoolSurvey2025>) 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.

**Online Survey Questions**

***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 am a parent, guardian, or caregiver responding with/or on behalf of a former student who left high school about one year ago.*
* *I work for the district.*
	+ ***If you work for the district, please enter your name and role.\****
		- *First:*
		- *Last:*
		- *Your role:*

\*This question is required.

***Click “Next”***

***Former Student's Name:\****

*First:\**

*Middle:*

*Last:* \*

\*This question is required.

***Date of Birth\****

Calendar/date field

\*This question is required.

***Click “Next”***

***In which district did you attend high school?\**** *(Note: Even if you attended a private school, please list the district that paid your tuition.)*

***School staff, please include the former student’s SASID***

\*This question is required.

***Click “Next”***

**What You Should Do**

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.”***

Type the former student’s first, middle, and last names in the appropriate fields. The first and last name are required fields. The middle name is not a required field for students who do not have a middle name.

Type the former student’s Date of Birth in this field (mm/dd/yyyy) or select the correct date from the provided calendar.

Type in the whole district name, do not abbreviate.

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.)*

***At any time since high school have you had a job?\****

**Please begin the substantive part of each interview 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.**

\*This question is required.

***Click “Next”***

***What kind of job did you have?\****

\*This question is required.

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 is “**[**At any time since leaving high school have you enrolled in a course(s)?**](file:///C%3A%5CUsers%5Cgtobey%5CDownloads%5CAccessible_Sample_Script.docx#Training_SinceHS)**”**

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 worked?

*Note: 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

***What is/was the name of the place you work/worked the longest?***

***Click “Next”***

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

If you believe that a former student is working in a non-competitive job, note this in the response **“Other”** and include details about their job in the “Write in” field next to it.

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).

***If you count all the days you have had a job would it add up to 90 days? (About 3 months)?\****

\*This question is required.

***Did you work about 20 hours per week or more?\****

\*This question is required.

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 and 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.**

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

***Did you earn Minimum Wage or more? (Include tips.)\****

***(Remember that minimum wage was $15.00 per hour in 2024 and $15.00 in 2025)***

\*This question is required.

***Are you looking for a job?***

***Click “Next”***

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.**

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.**

Note that “Yes” should be checked for students receiving unemployment benefits.

**At any time since leaving high school have you enrolled in a course(s)?\***

\*This question is required.

***Click “Next”***

**What kind of course(s) did you take?\***

\*This question is required.

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,” this will conclude the survey. Please click “Submit Survey” to record responses.**

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?

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?

**What was the name of the school or program?**

**Did you complete one or more courses?\***

\*This question is required.

***Click “Next”***

**The next screen to appear will be the “Thank You” screen.**

* 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.

**If the student *attended two or more programs, mark the highest-level program. For example, if you attended both a GED program and a 2-year college, select “Community College (2-year program)” rather than “HiSET or GED”.***

Enter that name of the program and where it is located.

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?
		- Did you attend an entire semester?

Click the “*Submit Survey*” button so your answers can be recorded.