



# YOYO Training for New Interviewers

KENTUCKY POST SCHOOL OUTCOMES CENTER

HUMAN DEVELOPMENT INSTITUTE

UNIVERSITY OF KENTUCKY

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# What we will cover today

- ▶ Why We Collect Post-school Outcome Data
- ▶ How We Collect Post-school Outcome Data
- ▶ Roles And Responsibilities Of Interviewers
- ▶ Contacting Former Students
- ▶ Interviewing Skills
- ▶ Directing Former Students To Resources
- ▶ Utilizing The Online System



# Why We Collect Post-school Outcome Data

# Federal Requirement

(U.S. Department of Education, Office of Special Education Programs)

All States are required to report the “percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school”.

(20 U.S.C. 1416(a)(3)(B))

# State Requirement

- ▶ Kentucky Department of Education wants to help districts improve transition outcomes
- ▶ Contracts with KyPSO to develop instrument, collect secondary data, analyze and report
- ▶ KDE wants to know about items in addition to Indicator 14:
  - ▶ Residence
  - ▶ Support services
  - ▶ Community engagement

# To help Districts and Educators Make Informed Decisions!

- ▶ DOSE's can examine district reports
- ▶ KyPSO staff and Transition Consultants can work with you to identify ways to improve outcomes
- ▶ As interviewer you can provide access to resources to former students
- ▶ Hear first hand stories about your former students and use that knowledge to help others



# How We Collect Post-school Outcome Data

# The YOYO

- ▶ An online interview of about 30 questions
  - ▶ But you won't ask them all
- ▶ The system tells you who to contact
- ▶ How to contact them (usually)
- ▶ What questions to ask them
- ▶ How to provide support to them if needed



# Who should be interviewed?

- ▶ Any student that exited in the 2017-18 school year, had an IEP in place at time of exit, and exited by:
  - ▶ Graduation with Regular Diploma
  - ▶ Graduation with Alternative Diploma
  - ▶ Reaching Maximum Age
  - ▶ Dropping Out
- ▶ KyPSO works with KDE to identify these former students and assign them to the correct district
- ▶ And to include correct contact information

# Sometimes it doesn't work....

- ▶ If a student “exits” in 2018, but re-enrolls before the YOYO starts, they should be removed
- ▶ If a student moves to another district but never enrolls there, they are considered a dropout from your district
- ▶ Sometimes students who should be on your list should not be
- ▶ Sometimes contact information is not up to date
  - ▶ You can help fix this for next year!

# What to do?

- ▶ To add students:
  - ▶ Download “Copy of fields to add students.xlsx” from Kypso.org > Resources
  - ▶ Fill out all information
  - ▶ Upload it at our secure site on kypso.org
- ▶ To delete students:
  - ▶ Document reason for deletion, usually an IC screenshot showing current enrollment
  - ▶ Upload it at our secure site on kypso.org
- ▶ In all cases, KyPSO will make final decision regarding who can be added or removed. We will often consult with KDE.



# Roles And Responsibilities Of Interviewers

# Being a YOYO Interviewer is a Big Responsibility

- ▶ You are collecting data that tells us about the post school outcomes of FS with disabilities across Kentucky.
- ▶ The information you collect will be compiled and reported to districts, the state, and federal governments.
- ▶ Important decisions will be made based on these reports and recommendations.
- ▶ The information you obtain can help future students be more successful after high school. It may even help the very student you are talking with!
- ▶ Remember, you may be the last person from the school to ever speak with this former student again! So, it is important to show the FS you care about her/him and what is happening now that they are on their own.

# Confidentiality

- ▶ Youth are protected by ensuring that all personal information about them is confidential.
- ▶ All paper and electronic information containing personally identifiable information must not be available to anyone outside of school personnel with designated access.
- ▶ Never leave YOYO materials in a public place (e.g. leaving your computer screen open to a former student interview).
- ▶ Never allow unauthorized persons to look at them.
- ▶ Notify your supervisor if you lose any confidential materials.
- ▶ Never talk about who you interviewed or what they say.

# Contacting Former Students

# Response Rates

- ▶ Every interview will end in one of four ways:
  - ▶ You will make contact and complete an interview (~60%)
  - ▶ You will make contact, but they will refuse to be interviewed (~4%)
  - ▶ You will be unable to make contact (~35%)
  - ▶ You will make no attempt to conduct an interview (~1%)
- ▶ Each of these rates is reported to the state
- ▶ We understand that not all former students can be contacted
  - ▶ But, there are ways to increase response rates
- ▶ There is no excuse for not making an attempt



# Can I Interview A Family Member?

- ▶ Yes, if you cannot get in touch with a former student, or the former student says they want their family member to answer their questions
  - ▶ This is typically the case with 1/3 of completed interviews
- ▶ Remember: it is the former student's answers that we want, not the parents'
  - ▶ Ask the parent how their son/daughter would likely respond

# Contacting Former Students

- ▶ We supply the contact information that KDE gives us
  - ▶ They get it from you!
- ▶ You may have better methods of contacting former students
  - ▶ If so, use them
- ▶ They don't have to respond, but you have to try
  - ▶ They may not even want to talk to someone from their school, be personable and open
- ▶ Start early!

# Inform Former Students That You Will Be Contacting Them

- ▶ Former Students (FS) should be informed of the fact that you will be contacting them approximately 2 weeks before you plan to start contacting them
- ▶ The easiest way to do this will be to send a letter to the FS
- ▶ A sample of such a letter can be found at [www.kypso.org](http://www.kypso.org) >  
Resources

# Be prepared to interview

- ▶ Computer with Internet access
- ▶ Telephone with speaker phone capability or headset
- ▶ Approximately 15 minutes per interview
- ▶ Quiet area as free of distraction as possible
  - ▶ *you may want to post a sign on the door of the office/area you are using notifying people of telephone interviews in progress*
- ▶ Know who you are calling
  - ▶ Do they have communication needs?
  - ▶ Do you remember anything personal about them?

# What if I just can't get in touch with someone?

- ▶ If you have exhausted all options, or tried at least three phone calls with no response, simply mark “Could not Contact” and submit the interview.
  - ▶ NEVER complete the interview according to how you think they would answer
- ▶ Remember, you can also interview the respondent in person. Some interviewers have even texted questions one by one.
- ▶ Try calling during the evening or on weekends.
  - ▶ Be creative, but not invasive.

# What if I get voicemail / an answering machine?

- ▶ You can use this script:
- ▶ Hello, this is \_\_\_\_\_calling from \_\_\_\_\_school. I am calling for Former Student Name. I want to know if you would like to participate in an interview we are conducting with former students to see how things are going. You can return my call at\_\_\_\_\_. I will also try to call you at another time. Thank you.

# What Can I Say to Encourage Participation?

- ▶ Inform the Former Student (FS) that the survey is voluntary.
- ▶ Inform FS that they can refuse to answer any particular question.
- ▶ Assure Former Student (FS) that the survey is important to their school district and the state.
- ▶ Assure FS that what they say is protected and will be kept private and confidential.
- ▶ Explain that their name won't appear in any report and that their responses will be combined with many other surveys.
- ▶ Inform the FS that they can have someone help them answer any part or all of the interview.

# Interviewing Skills



# Be Sensitive and Listen

- ▶ Some Former Students (FS) who respond to the survey may become upset during the survey
  - ▶ You ask if they are working, which they desperately want to do, but have not been able to find a job or get the help they need.
  - ▶ It is understandable that they might be very upset by the question.
  - ▶ This rarely happens, but if it does, it may be necessary to stop the interview, talk with them until they calm down, and then end the call and note why.
- ▶ The same is true for parents!

# Rephrasing Questions

- ▶ While we want all questions to be asked the same way, we also want to get full and complete answers.
- ▶ You may need to re-phrase certain questions.
  - ▶ Do so in a neutral way
- ▶ Example: From the time you left high school, have you ever had a paying job?
  - ▶ Former Student: What do you mean?
  - ▶ Bad rephrasing: You never worked, did you?
  - ▶ Good rephrasing: Do you go to work? Do they pay you? Did you ever go to work in the past year?

# Redirecting

- ▶ Often times former students will give answers that are not relevant to the question being asked.
- ▶ Be aware of this, and try to redirect their response
  - ▶ For example, you can say “I’d like to talk more about that later. Can we work on this question first?”
  - ▶ If they’re still not responding to the question asked, enter their comments at the end of the interview in the interviewer comments. Please do not enter those comments under the “other” responses if they’re not answering the question asked.

# Probes

- ▶ Sometimes it can be difficult for a young person to fully explain what he or she is trying to get across.
- ▶ This does not allow for the best data to be captured, nor does it encourage the former student to fully explore her or his thoughts and experiences.
- ▶ Probes are used to address this.
- ▶ We have restricted the YOYO to only have a few response options, so probes are very important.

# General Probes

- ▶ These can be used for almost any question
- ▶ Examples:
  - ▶ What do you mean by that?
  - ▶ Please tell me more about that.

# Specific Probes – Agencies and people

- ▶ We do not know the name of every agency or person in the state.
  - ▶ For agencies please don't use abbreviations that are not obvious (OVR is o.k.). Please tell us what services the agency provides
  - ▶ For people, do not use names. Tell us what they do and how they were helpful (or unhelpful).

# Specific Probes – Activities

- ▶ What do you do on most days?
  - ▶ Please probe if they say “stay home.” Ask them how they spend their time at home. Are they watching TV? Spending time with family? Working on a hobby at home? Or just staying home by themselves and not engaging in any activity?
- ▶ What are the reasons for not working or not pursuing postsecondary education?
  - ▶ If they say they have children please probe more deeply. We need to know if they are choosing to stay home to spend time with their children or if the reason is lack of affordable/adequate child care.

# Challenging Items

- ▶ Four new questions related to Competitive Employment
  - ▶ As far as you know, do you work with people with and without disabilities?
  - ▶ As far as you know, do you get similar pay as your coworkers doing the same job?
  - ▶ As far as you know, do you get similar benefits as your coworkers doing the same job?
  - ▶ As far as you know, do you get similar opportunities for advancement as your coworkers doing the same job?
- ▶ Answer options: Definitely yes; Probably yes; Probably not; Definitely not; Don't know



# Challenging Items (2)

- ▶ These are difficult questions for anyone to answer.
- ▶ They reflect concepts related to “Competitive Employment”
- ▶ A person will not be considered to be competitively employed unless they answer “Yes” (definitely or probably) to ALL 4 items
- ▶ Do your best to determine if you think their job meets the underlying concepts of these items.

# Directing Former Students To Resources

# HDI's Online Resource Guide

<http://resources.hdiuk.org/>

UK  
HDI

## Kentucky Disability Resource Guide



Advocacy Organizations



Assistive Technology



Community Living



Education



Employment



Financial



Health



Mental Health



Transportation



Additional Information

# Linking YOYO To Resource Guide

- ▶ The top of each page of the YOYO Interview provides a link to relevant information in the online Resource Manual
- ▶ Have resource guide open while interviewing. If possible send links to interviewees.
- ▶ Additional information can be found in the “Supplemental YOYO Resource Manual” under Resources at [kypso.org](http://kypso.org)
- ▶ There are many other resources, including transition related videos on our resource page. Feel free to share!

# Other Resources

- ▶ At the end of interview you may note which, if any, resources you referred respondent to
- ▶ Transition Consultant is best for general information
  - ▶ Name and contact information appear at end of YOYO
- ▶ Other options:
  - ▶ Vocational rehabilitation
  - ▶ Medicare / Medicaid
  - ▶ Michelle P. Waiver
  - ▶ Information related to employment (including supported employment)
  - ▶ Information related to higher education
  - ▶ Your personal information

Let's Look At the YOYO!