

Strategies to Contact Youth for the PaPOS Process: Lessons from Pennsylvania Schools

Provide Pre-Notification (while students were still in high school)

- ☑ Discussed the PaPOS process with students and/or parents; explained the purpose; provided the questions; and defined the timeline for conducting the survey.
- ☑ Informed the students and/or parents of how the PaPOS process was going to be managed (e.g., when it would occur, why youth were selected).
- ☑ Presented students with the number of former students who enrolled in college or other post-secondary education or training opportunities.
- ☑ Provided PaPOS information at the student's final IEP meeting
- ☑ Outreached with students prior to contacting them for the PaPOS post-school survey
- ☑ Included PaPOS information with other important information sent home to parents (e.g., information about class rings, senior portraits and graduation information)
- ☑ Established any sort of social media campaign (e.g., Facebook, Twitter, etc.) to maintain contact with students for the PaPOS post-school survey



- "I had positive relationships with parents and students by supporting their special education programs in the PASD for 12 years as an administrator. I attended IEP meetings, met with students who had discipline issues, and was an advocate to students/staff/parents supporting special education programs. I developed extra-curricular activities such as buddy baseball and buddy kickball so I was able to relate to families outside the school setting."
- "Stressed the importance of being able to reach them as a continued resource for them in assisting them accessing services. Stressed the need for both the student's and the parent's cell numbers for the future and this was the easiest way to reach the students."
- "Met with the student's special education teacher to discuss a good time to meet with students and to gain more information about students that I may not have known."

Create Familiarity

- ☑ Explained to students and/or parents that they are helping other students like themselves by answering the questions on the PaPOS
- ☑ Shared PaPOS survey with students and/or parents so they knew what questions would be asked and that the information being asked is legitimate, not a scam for personal information.
- ☑ Practiced completing the PaPOS interview with the student and/or parents
- ☑ Showed students and/or parents specific examples of how PaPOS information can be used to make school better
- ☑ Identified the person who had a relationship with the hardest-to-find-youth and asked that person to inform the youth of the PaPOS process and/or conduct the survey



LESSONS
LEARNED

- "I received the surveys and took sincere interest in completing the activity. I wanted to know personally what students accomplished after HS. It gave me a reason to congratulate my HS staff on a job well done. We were proud of the results of the surveys and I provided this information at a staff meeting. Cheers to our staff!!"
- "Reviewed the actual survey with the students and parents in a meeting prior to completing the survey."
- "During senior staffing, we discussed the PaPOS surveys and informed students that I would be notifying them after graduation/leaving to complete the survey."
- "One of our 12th grade support teachers put the PAPOS survey questions on a word document that could be emailed to some students and it seemed to make it easier for them to send it back. Even if they did not email it back, they had the questions if we reached them by phone so it was easier to conduct the interview. For most of our students, our first attempt at reaching them was from school personnel who knew them well. Some of our hard to find students who had worked with a support counselor were willing to speak to her when they heard she was trying to contact them from a former classmate, a friend who was still in school or email. We also did make some late afternoon/early evening calls for those we did not reach during the day."

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Make Contact

- ☑ Ensured that the person who called left a message and/or call back number so youth/families could distinguish the PaPOS caller from a telemarketer
- ☑ Contacted family members near significant dates (ie., holidays) when youth could be in touch with family to verify or update contact information
- ☑ Maintained a list of former student's family members who were still in school (e.g., cousins, siblings) who may know how to reach the student who left school the previous year.
- ☑ Varied the person who called to administer the PaPOS post-school survey to the student

Show Interest

- ☑ Interested in the answers that the youth provided
- ☑ Enthusiastic
- ☑ Conveyed a non-judgmental tone with varied voice
- ☑ Read the interview with voice inflection as opposed to a monotone voice



LESSONS LEARNED

- "I contacted families at various times of the day and night. I spoke to students individually if possible. Parents were very helpful in telling me when students were available to talk. Parents provided me with student cell phone numbers, too. I went on Facebook for those hard to find students. I called relatives of students who had left the Palmyra area. I left messages multiple times on phones and FB."
- "Touched based with students at school events such as Homecoming to remind them that they would be contacted in the Spring. Sent the parents and students a letter in early spring reminding them we would be contacting them for PaPOS and were hoping for 100% participation."
- "Sent message through Facebook"
- "Sent a letter home."
- "Home visits."



LESSONS LEARNED

- "We showed an interest and talked to the student for a little about other topics that were not necessarily on the questionnaire if they chose to do so. e.g. who they have seen from their class since graduation, hobbies, travel dorm life, etc."
- "I would show great excitement when I reached a family. I made sure I even provided families with resources if they were struggling in a particular area - private driving lessons, OVR, job openings in the local area that I was aware of the time, etc."
- "Inquired about the student and their lives and future aspirations prior to getting into the survey itself."
- "Elaborated on questions to show interest...example: interested in attending college for education...gave personal experiences with the topic."
- "I have a personal relationship with the parents of our students. They know me personally and I often continue to support/help students after graduation with needed transition support."