Education Leading to Employment and Career Training (ELECT) Operational Guidelines

July 1, 2025 – June 30, 2030

COMMONWEALTH OF PENNSYLVANIA
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Introduction

History

Since 1990, the Pennsylvania Department of Human Services (DHS) and the Pennsylvania Department of Education (PDE) have worked collaboratively to assist expectant and parenting youth through a Temporary Assistance for Needy Families (TANF) Road to Economic Self-Sufficiency through Employment and Training (RESET) initiative called Education Leading to Employment and Career Training (ELECT). ELECT works with expectant and parenting youth who qualify for assistance through TANF, or are otherwise income-eligible, to support their continuation of or return to school to complete their secondary education. Center for Schools and Communities (CSC), a subcontractor of PDE through Central Susquehanna Intermediate Unit (CSIU) 16, assists PDE by providing regular support to Grantees. Support is provided as Technical Assistance (TA), Professional Development (PD) and data support. CSC also plans and facilitates the annual ELECT conference. Funding for ELECT is provided by federal TANF funds through DHS (PA's state TANF agency) and a local cash match obtained by Grantees.

ELECT programs are operated by Local Education Agencies (LEA) consisting of school districts and Intermediate Units (IU). LEAs have historically been awarded ELECT funds for three years. The issuance of the second- and third-year contracts were contingent upon adequate performance and the availability of funds. Historically, participants in ELECT programs had to be expectant and parenting young women receiving TANF benefits. In 2001, the ELECT initiative received supplemental funding to broaden eligibility and expand services. The ELECT initiative now additionally addresses the specific needs of young fathers and low-income expectant and parenting youth. The expansion of the initiative, called ELECT Family Works (ELECT FW), enables ELECT programs to serve participants whose personal income earned does not exceed 235 percent of the Federal Poverty Income Guidelines (FPIG), and are enrolled in a secondary education program. In 2023, ELECT FW eligibility was expanded again to include legally residing alien/refugee students.

Mission

The mission of PDE is to ensure that every learner has access to a world class education system that academically prepares children and adults to succeed as productive citizens. PDE also seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all participants - children or adults. Pennsylvania learners will be prepared for meaningful engagement in postsecondary education, workforce training, career pathways, and will be citizens who are responsible and engaged. The mission of DHS is to assist Pennsylvanians in leading safe, healthy, and productive lives through equitable, trauma-informed, and outcome-focused services while being an accountable steward of commonwealth resources.

Purpose and Goals

The primary purpose of ELECT is to assist expecting, custodial, and non-custodial young parents (*under* the age of 25) in obtaining a high school diploma or its equivalent. The principal goal of all ELECT programs is to assist eligible expectant and parenting youth in breaking the cycle of welfare dependence. The cycle may be broken when participants remain enrolled in school, maintain regular attendance, and obtain a high school diploma or High School Equivalency (*HSE*) certificate.

ELECT also supports participants in securing post-graduation employment, education, or training which promotes their skills as parents and as self-sufficient adults. In addition to promoting self-sufficiency, ELECT programs will provide participants with pregnancy prevention information, guidance, and services to reduce the incidence of secondary pregnancies in youth. ELECT programs also provide services to promote the importance of healthy parental relationships and encourage the significance of fathers in their children's lives.

The ELECT Operational Guidelines provide a structured framework for implementing and managing the ELECT program, outlining eligibility, responsibilities, and services to ensure effective program delivery and compliance. The ELECT State Team reserves the right to update ELECT guidelines, create new systems, or enhance existing systems to improve program operations. The ELECT State Team will review the guidelines annually and provide necessary updates. If updates are required throughout a given program year (PY), a memorandum will be distributed.

Program Eligibility

ELECT programs may only serve expectant and parenting students under the age of 25 who are pursuing a high school diploma or HSE certificate. All eligible ELECT participants must receive the same comprehensive services and support. To be an eligible ELECT participant, a student must meet one of the following eligibility criteria:

TANF Students

Expectant, custodial, and non-custodial parents of all genders who are receiving TANF benefits.

FW Eligible Students

Expectant, custodial, and non-custodial parents of all genders who are not receiving TANF and whose personal monthly earned income does not exceed 235 percent of the FPIG.

Note: Pregnancy and parental status, including that of putative fathers and noncustodial parents, does not need to be verified unless questionable.

Students that turn 25 years old while enrolled in ELECT are not eligible to remain in ELECT upon turning 25 years of age.

Note: Inmates or residents of public penal, reform, correctional, or mental institutions, or another public institution, or those temporarily hospitalized in a public mental institution are not eligible to participate in ELECT. Please reference the TANF and Institutional Eligibility FAQ.

Performance Requirements and Standards

Program Enrollment

ELECT programs must strive to enroll and serve 75 percent of the number of participants for which they are funded on a per slot cost basis not to exceed $4,000 annually, [e.g., a program that serves 35 individual young parents over a PY may request up to $140,000 per contract year to serve those students ($4,000 X 35 = $140,000).

Targeted Program Outcomes

All ELECT programs are expected to meet or exceed the targeted outcomes listed below. Program monitoring and report reviews will focus on the following performance outcomes:

Graduation Rate
75 percent or higher of all expectant and parenting youth eligible to graduate each PY will earn a diploma or HSE.

Secondary Pregnancies
85 percent or higher of participants, including those who are legally married, will not become pregnant or father a second pregnancy while enrolled in the ELECT program, regardless of the outcome of the pregnancy.

Student Retention
75 percent or higher of ELECT participants enrolled at any time during the PY will remain active through the end of the PY.

Academic Performance as Measured by Grade Point Average (GPA)
75 percent or higher of students enrolled in the ELECT program will attain a PY average GPA of at least 2.0 (based on a 4.0 or 100 percent system) OR an increased GPA from quarter to quarter of PY for participants with less than 2.0 GPA.

School Attendance
75 percent or higher of students enrolled in the ELECT program will meet 75 percent of their expected attendance for the school year or will show improvement in their attendance if less than 75 percent.

Program Responsibilities

Office Space

ELECT programs must have designated office space with posted hours, locations, and activity schedules. All program office locations must be accessible to students and have adequate space for program functionality. This guidance must be taken into consideration before any new office space is obtained.

If physical space is no longer available due to unforeseen circumstances, grantees must inform PDE immediately and provide a timeline for obtaining a new space. Once a new office space is identified, grantees must inform PDE within 30 days of the move of the new office address.

If a change of office location is planned, grantees must inform PDE immediately, no less than 30 days prior to the move, of the new office address.

Note: If the move occurs within an organization or school building, PDE does not need to be formally notified. If grantees are concerned that relocation within the same building does not meet guidelines, they are to inform PDE so assistance can be provided.

Program Staffing

Because of the comprehensive array of services provided through the ELECT program, all ELECT programs must have an established, efficient, knowledgeable staffing structure and designated staff responsible for day-to-day program oversight and management.

The ELECT program is required to have a minimum of two staff members whose time is 100 percent dedicated to ELECT and who can effectively and efficiently maintain all program roles. One of these two individuals must be the Program Coordinator (PC). PCs must spend at least 50 percent of their time on PC duties, while the other 50 percent may be distributed between other ELECT roles such as data and/or case management. If any responsibilities are altered that will affect the amount of time the individual focuses on ELECT, a budget revision must be submitted to PDE to reflect this change.

ELECT programs must submit a current job description for each of the positions listed below as required by the grant. Job descriptions must clearly define the duties and responsibilities each role will maintain and must be accessible and available upon request by PDE, DHS or CSC. Any new or modified job descriptions must be provided to PDE and DHS with notification of the update to ensure that the new version replaces the old one.

Program Coordinator
The PC is responsible for day-to-day program oversight and management, including staff supervision and performance review. The individual in this role must have strong administrative skills, as well as teen parent service experience, either by having worked with ELECT or through other social and behavioral services. In addition to oversight and management, Coordinators' duties include the following assurances:

- Spend at least 50 percent of their time on ELECT PC duties.
- Ensure ALL required ELECT participant services provided are easily accessible, high quality, and delivered to eligible participants.
- Maintain thorough participant records with the required information and documentation by reviewing case files on a consistent basis.
- Develop plans of action to correct concerns with staff performance, including requesting TA, training and/or providing corrective action.
- Maintain timely and accurate data entry.
- Proper supervision of program staff.
- Monitor program compliance with ELECT guidelines and outcome goals as stated in these guidelines.

PCs are required to give at least two weeks' notice prior to their employment ending with the ELECT program. Along with this notice, PCs must provide PDE and DHS with an Interim Staffing Plan (ISP) for approval. The ISP must include details such as who will be assuming all PC duties as defined above, how the program will ensure timely and accurate data entry during the transition, and how the new PC will be set up for all relevant program and data system access and trained in these tasks.

Case Manager

Programs are required to employ at least one Case Manager (CM) per every 25 participants. Exceptions may be considered by PDE. It is critical that individuals placed in said positions are empathetic, supportive, and committed to assisting expectant and parenting teens. Individuals in this role must be capable of providing the required program components and case management services as outlined in these guidelines.

CMs are expected to:

- Liaise with community service providers, educators, and health providers with and on behalf of the participants.
- Advocate for the rights, strengths, and needs of the participants.
- Encourage participant self-sufficiency in learning to identify, access, and utilize resources effectively.
- Document all case management activities and educational items in the appropriate case files in a timely manner, detailing and effectively telling the participant's story, and ensuring effectiveness of services and support to the participants.
- Respect the participants, their rights and confidentiality and work to ensure others treat the participants with the same respect.

Data Specialist

Programs must employ a Data Specialist who will be responsible for implementing all data requirements for both the ELECT Data Collection System (EDCS) and Commonwealth Workforce Development System (CWDS). The Data Specialist must be employed for adequate hours during the school year and throughout the summer months of July and August to complete data requirements.

Programs are required to give at least one week's notice to PDE and DHS prior to their Data Specialist leaving ELECT employment. It is the ELECT program's responsibility to ensure that a trained backup data staff person can fulfill all data entry requirements until a new Data Specialist has been identified. Along with this notice, the ELECT PC must provide PDE and DHS with an ISP for approval. The ISP must include details such as who will be assuming the Data Specialist duties during the transition, timeline and/or notification of hiring a new Data Specialist, and, if applicable, a specific plan for this individual to receive system access and training for both systems (EDCS & CWDS).

Backup Data Specialist
Programs must employ a backup Data Specialist. The backup Data Specialist is responsible for all aspects of data reporting, including timely submission, in the case of the Data Specialist's absence. At no time is the absence of the Data Specialist an acceptable explanation for late data submission. The backup Data Specialist role can be held by a staff person already employed by the ELECT program, such as the PC or a CM.

Other ELECT Staff
Programs may hire other staff as needed in accordance with their individual contracts. However, programs are discouraged from hiring numerous part-time positions with limited percentages of time on the job. Such action compromises the quality, consistency, and effectiveness of service delivery.

Program Considerations

Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires that organizations protect identifiable individual health care information. The ELECT Grantee must provide each staff member who has contact with clients or client information with HIPAA training. All provider staff must complete the Safeguarding Participant Information, or a comparable HIPAA training, within 30 calendar days of employment begin date and within 30 calendar days of the PY start date (July 1). The ELECT Grantee must provide or require that all subcontractor staff with access to clients or client information be trained in HIPAA requirements and maintain documentation of all training that includes the names of staff who were trained. DHS reserves the right to request verification of HIPAA training.

The ELECT grantee acknowledges that the use or disclosure of information concerning applicants or recipients of public assistance for purposes other than what is outlined in this manual is strictly prohibited by state and federal law. The ELECT grantee will keep such information confidential and will require its employees, subgrantees and subcontractors and their employees, to access confidential information to sign an acknowledgement to evidence their understanding and agreement concerning the confidential nature of the information. The ELECT grantee will use the information only as agreed to in the ELECT grant agreement and for no other purpose. The ELECT grantee shall properly instruct any person having access to this information as to security requirements and obligations, and to inform people having access that they are bound by the confidentiality provisions of the ELECT grant agreement. The ELECT grantee must inform all employees that violation may result in disciplinary action, including discharge or criminal prosecution if the employee knowingly uses the information for fraudulent purposes. ELECT grantee staff may have access to this information only on a "need to know" basis.

The ELECT grantee must use secure or encrypted e-mail when transmitting information between the County Assistance Office (CAO), DHS, and PDE. Without the ability to send secure or encrypted e-mail, ELECT grantees are not permitted to transmit participant information via email. Microsoft (MS) Teams should be utilized to ensure security of participant information when communicating with DHS and PDE.

Limited English Proficiency (LEP)

ELECT grantees must have a written LEP policy that includes a plan to serve LEP populations, compliance with Title VI Requirements, acceptable use of volunteer interpreters, and the description and level of training staff obtained yearly. All provider staff must complete Limited English Proficiency training, or a comparable LEP training, within 30 calendar days of employment begin date and within 30 calendar days of the PY start date (July 1). DHS reserves the right to request verification of LEP training.

ELECT grantees will provide LEP participants with information in their native language either through translation or interpretation. Other family members may serve as translators or interpreters if the participant insists and are most comfortable using them. However, family members cannot be relied on to provide translation or interpretation and the ELECT provider must have the ability to provide professional, qualified translation. The ELECT grantee will notify participants of the availability of oral and written language services at no cost to the participant.

Americans with Disabilities Act (ADA)

The ADA prohibits discrimination and ensures equal opportunity for people with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. All contractors must comply with the ADA.

Nondiscrimination Statement

All grantee staff must complete *Understanding and Abiding by Title VI of the Civil Rights Act training*, or comparable nondiscrimination training, within 30 calendar days of employment begin date and within 30 calendar days of the PY start date (July 1). DHS reserves the right to request verification of nondiscrimination training. The U.S. Department of Health and Human Services (HHS) complies with applicable federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex. HHS does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex.

Program Communication

Microsoft Teams

ELECT has an established electronic network housed within MS Teams. Grantees may share resources, seek guidance and advice regarding topics or issues that affect expectant and parenting teens, or ask programmatic questions of PDE, DHS, and CSC.

Staff Access

All programs must establish and maintain access to MS Teams for ongoing communication, networking, and resource sharing by and among PDE, DHS, CSC, and ELECT grantees.

At a minimum, PCs and Data Specialists are required to establish and maintain access. PCs are required to check activity (posts, chats, file uploads, and calendar) and engage frequently in networking and file sharing. Backup Data Specialists, CMs, and all other staff are invited and welcome to join and access the MS Teams as the best practice.

Note: To gain access or to provide staff with access, PCs will provide the name, email, and ELECT position of the staff to CSC. Once a staff member leaves, CSC must be notified within seven business days to deactivate their system access.

Individual Grantee MS Channels

Within the Grantee Network, there are secure folders for each ELECT site that allow the sharing of protected student information and program specific documents.

- Monitoring Documents (case files, Preliminary Monitoring Report (*PMR*), or Itinerary)
- Summer Programming (staff schedules, program calendars, Summer Schedule Revision Forms)
- Contact Information (program staff names, emails and phone numbers, program address)

PA ELECT Grantee Network

The PA ELECT Grantee Network is in MS Teams for the purpose of all staff and state networking, communication, and resource sharing. Grantees are encouraged to share program and participant success stories and photographs from events. The network provides access to posts, files, and the ELECT calendar.

Posts

The landing page of the network displays posts like a discussion board. Any network member can post, share, reply, or react to comments or questions from their colleagues. Grantees are encouraged to post questions for other grantees or PDE, DHS, and CSC. Activity on this page can be seen by all network members, including state agency staff. The content must be relevant and appropriate.

Files

Sharing platform for ELECT manuals, program documents, and resources. Each state agency (PDE, DHS, CSC) has their own folder containing important program information Grantees can access. State agency staff are the only individuals that may upload resources to these three folders. Grantees should upload all files to the Resource Library and Contact Information Folders only. Below is a list of information available to grantees in each folder.

ELECT Grantee Resource Library

Programs can upload and access resources among one another, create folders and reorganize or share any relevant programming information. See the following for a summary of each folder.

Center for Schools and Communities

- ELECT Data Collection System
- Statewide Grantee Meetings
- Student Case File Management
- Training and PD Session Recordings

PA Department of Education

- ELECT Manual and Attachments
- PDE Memos
- PDE Specific Reports and Checklists
- Q & A Fact Sheets

PA Department of Human Services

- FW Instructions for the CAO
- CWDS Manuals and Training Videos/Resources
- DHS Specific Attachments and Resources
- Local Management Committee (LMC) Calendar
- Special Needs Unit Information

Calendar

The calendar includes information such as:

- Data Due Dates and Deadlines
- Statewide Meeting Dates
- PD and Upcoming Event Dates
- Conference Dates
- Technical Assistance Hours

Channels

Role-specific channels are set up for staff to network and share among their colleagues.

- Program Coordinator Channel - PCs only
- Data Specialist Channel - All Data and backup Data Specialists welcome
- Case Manager Channel - All CMs welcome
- Program/Site Channel – Private, individual Grantee program staff only

Grantees are encouraged to post questions or share resources specific to that role in the applicable channel. Activity on these channels can only be seen by members in these roles and CSC. The content must be relevant and appropriate.

Note: PDE and DHS reserve the right to change the means of communication from MS Teams to follow Commonwealth requirements.

Program Contact Information

CSC collects and maintains contact information for all ELECT grantees. A comprehensive statewide contact information sheet is kept current in Google Drive in the folder ELECT Contact Lists.

Any changes to program staff information should be made to the grantee's individual program contact information spreadsheet within seven business days of the change. Once a change is made in a grantee's spreadsheet, notification must be sent to CSC so that the main contact list can be updated. All programs will be expected to maintain their own contact information sheets and to review for accuracy at least quarterly. Programs are expected to keep all spreadsheets current. There is a sheet for each of the following contact lists below.

- Administration Information
  - Superintendent/Executive Director Name, Address, Phone, Email
- Program Information
  - Program/Site Address, Phone, General Email
  - ELECT PC, PC Phone, PC Email
- Fiscal Information
  - Fiscal Contact Name, Phone, Email
- Primary Information
  - ELECT Primary Contact, Phone, Email
- Secondary Information
  - ELECT Secondary Contact, Phone, Email
- Data Specialist Information
- Backup Data Information
- Other Program Staff
  - First/Last Name, Title/ELECT Role, Phone, Email

General Program Email Account

All ELECT programs are required to maintain and frequently monitor a general program email account that the PC and at least one other member of staff have access at any given time. PDE, DHS and CSC must have this email address on file and be informed if it changes. If, at any time, staff turnover occurs, the email account login credentials must be changed and provided to the new staff to take over control of the account. The General Program Email must be kept current and modified as needed in the Program Information spreadsheet.

DHS Provider Resource Website

DHS has created a Provider Resource Website to host Employment and Training (E&T) content, such as program specific pages, CWDS support, training opportunities, E&T forms, and other E&T resources, for all contracted E&T providers. This is a private website accessible only to providers and DHS staff. Provider staff will only be granted access through a contractor email and personal email addresses cannot be approved. At a minimum, PCs, Data Specialists, and backup Data Specialists must obtain access to the website. Grantees will be responsible for requesting access for new or additional staff and deactivation for exiting staff by emailing the DHS ELECT Resource Account (RA), ra-pwbepelectpolicy@pa.gov, and RA-BPE-DPI@pa.gov. If access issues occur, please contact RA-BPE-DPI@pa.gov. Grantees are encouraged to submit recommendations for website content.

TANF Random Sampling

The monthly TANF Sample is used for the following purposes:

- To ensure program performance requirements and standards in service are supported.
- As part of ongoing TANF audits associated with federal block grant funding.
- To provide the Administration for Children and Families (*ACF*) with required information for the federal TANF Data Report.

The monthly TANF Sample is a random selection of cases that are submitted to and reviewed by the federal government. The time spent participating in work or work-related programs must be verified and documented. That documentation must be available for review upon Pennsylvania's request and retained for at least six years. All requested information and documentation must be provided completely, accurately, and in a timely manner. Because the TANF Sample is random, there is no way to know which cases will be selected monthly. For this reason, and to assure accountability, it is important that all E&T providers accurately and promptly track participant activities for each month they receive a TANF payment. For verification purposes, documentation should be kept in the case record for all hours of participation.

Monthly, E&T providers will receive an email alerting them if any of their TANF enrollees have been sampled for the target month. E&T providers will be instructed to submit TANF sampling verification through their existing CWDS login. Instructions on submitting verification can be found in the DHS MS Teams folder, or on the Bureau of Employment Programs (BEP) Provider Website. Questions on TANF Sampling can be directed to your DHS Program Advisor or to RA-TANFsample@pa.gov.

Clearances and Mandated Reporter Training

All individuals in contact with participants must have obtained all clearances required by the Child Protective Services Law. Program administration must ensure that all program staff and volunteers have the necessary clearances prior to their work with participants. Clearances must be available for PDE review upon request.

Clearances

All ELECT program staff and volunteers of the ELECT program are required to possess and maintain the clearances required by the Child Protective Services Law (CPSL), as well as ensure that all program staff and volunteers have these clearances prior to performing any work with the students. Clearances are to be kept on file with the LEA and made available for the State Monitoring Team during monitoring to ensure compliance. If clearances cannot be provided due to LEA confidentiality policy the LEA's Human Resource (HR) department must provide a letter on LEA letterhead, confirming clearances are kept on file following the CPSL. This letter should be included in the monitoring documentation uploaded to the Integrated Monitoring System (IMS).

Pennsylvania Child Abuse History Clearance

Pennsylvania State Police Criminal History Clearance

Federal Bureau of Investigations (FBI) Criminal History Clearance

Mandated Reporter Training

Per Act 126, school entities and independent contractors of school entities shall provide their employees, who have direct contact with children, with mandatory training on child abuse recognition and reporting every five years. At the completion of the training the employee receives a certificate as documentation.

ELECT Administrators or PCs will collect a copy of these certificates for staff members working within the ELECT program, including volunteers and interns. The certificates must be kept on file with clearances. Training dates located on the Mandated Reporter certificates are to be documented in excel format showing the name of the employee, date of hire, date of initial training and then subsequent columns tracking ALL future dates of training. This spreadsheet must be uploaded to the grantee's Teams folder and updated quarterly when training renewal training has been completed. Please reference the Training for Mandated Reporters available through DHS.

Staff Professional Development

Training for programs is provided by CSC on an ongoing basis on a variety of topics related to serving expectant and parenting teens either online or in-person, based on grantee needs and circumstances. ELECT programs are expected to seek out and participate in PD events both as a group and individually.

Year-Round Training Opportunities

CSC will provide notifications of in-person or virtual regional, state, or national training opportunities, resources regarding expectant and parenting teens, and updates to the ELECT website via email and/or MS Teams. Grantees are required to attend all training sessions organized and moderated by CSC. Grantees are asked to provide prior notice to CSC and PDE if they are unable to attend and are expected to view session(s) that have been recorded once archived.

Annual ELECT Conference

ELECT programs are required to attend the annual ELECT conference. The conference offers a variety of engaging workshops, panels, and keynote presentations to provide ELECT staff with strategies and tools to perform their day-to-day work. The PC and one CM are required to attend the conference in its entirety. Programs are highly encouraged to bring additional staff. Data Specialists are welcome to attend the entire conference but are only required to attend when a mandatory data session is offered.

Statewide Grantee Meetings

Grantees are required to attend all virtual or in-person meetings organized and moderated by CSC, PDE or DHS. Grantees are required to seek prior approval from the ELECT Program Officer or DHS Program Advisor if they are unable to attend these meetings, in which case the PDE and DHS will work with the ELECT staff member to determine an appropriate solution.

Program Promotion

ELECT staff are required to promote program services in a variety of ways. Along with ongoing school and community engagement, staff should be consistently visiting schools, organizations, companies, and healthcare providers within their coverage area; developing and maintaining partnerships with community organizations; and encouraging involvement of parents, caregivers, and extended family members.

Program staff should share information about the ELECT program with district and IU staff annually (teachers, support staff, administrators, guidance counselors, nurses, etc.) through a variety of methods, such as:

- Newsletters, Flyers

- Website
- Social Media (YouTube, Facebook, Instagram, TikTok, etc.)
    - Comments on public posts and accounts must be deactivated to prevent cyber bullying and harassment.
- Youth-oriented Activities and Events
- Radio, TV Ads
- Subway or Bus Ads
- Program Logos

Programs are required to obtain approval from PDE and DHS for all promotional and marketing materials prior to purchasing, printing, or entering any contracts.

Media Requests

Grantees will seek approval from PDE and DHS in advance of any requests for research data, interviews, or other information shared about the program, such as:

- Requests for individuals to do presentations on federally funded programs.
- Speaking engagements, interviews for the press or other media.
- Research studies or information sharing.

In addition to seeking approval and notifying PDE and DHS prior to the commitment, grantees will share all materials and resources following the event. PDE and DHS reserve the right to prohibit grantees from presenting program information based on noncompliance with all state and federal regulations governing the grant.

Note: This applies to all information that is requested, prepared, or shared with anyone outside of PDE and DHS.

Program Growth and Development

Programs will continue to develop and increase their service area by seeking participants in school districts and areas that are currently underserved. If the program receives a referral of a potential student located in an area that is currently not served, every attempt to develop a relationship with the home district should be made and permission to provide services to students in the district should be obtained.

Once a new relationship has been established, PCs must provide the new school’s name to CSC's Data Coordinator so that the information can be entered into the data system.

Referrals

In addition to referrals that originate from the CAO, programs must demonstrate ongoing efforts to seek out and generate referrals for eligible pregnant and parenting youth within their program service area(s). A written, detailed referral process must be in place that specifies all the following:

- Efforts made to generate and track referrals.
- How incoming referrals are tracked (software, spreadsheet, etc.).
- Which staff are responsible for receipt, distribution, and follow up.
- A specific timeline for each step in the process (e.g., contact must be initiated within seven calendar days of receipt of the referral).

Retention

Programs must demonstrate efforts to increase participant retention. This can be accomplished through intensified case management, involvement of the extended family, and alleviation of the barriers that interfere with the participant's continued education. The retention process must be defined in writing and include the following:

- Practical tools to support the retention program, such as defining performance measures, explaining how technology will play a role, and establishing and tracking clear goals for the program.
- Comprehensive details, including specifics as to each ELECT staff member’s role(s) in the process.
- Clear steps to follow that show how the program will progress.
- Tracking methodology for students that have exited from the program. The tracker needs to contain the following information: student's name, exit reason, last communication, and efforts to retrieve.

Retrieval

In accordance with LEA policy, programs must have a written retrieval plan that includes strategies for how the program will identify and re-enroll those students who have exited the program and the staff person responsible for data retrieval efforts of previously enrolled ELECT students who are still under the age of 25 and currently pursuing a diploma or an HSE certificate.

The plan must include a way to track those students that have exited from the program. The tracker needs to contain the following information: student's name, exit reason, last communication, efforts to retrieve, and outcome of efforts.

Collaboration

ELECT programs must consistently seek to develop and maintain collaborations that accomplish shared visions, achieve positive outcomes, and build systems to address issues and opportunities. Collaboration can also be beneficial for the sharing of resources and responsibilities to jointly plan, implement and evaluate programs to achieve common goals.

Direct Service Team (DST) Meetings

The ELECT Grantees will coordinate Direct Service Team (DST) meetings with the CAOs in their coverage area. The grantee will establish a meeting time and location no less than once per month. These meetings may be in-person or virtual. The provider and CAO will coordinate to identify whether the DST should include all area providers in one meeting or be held individually between the CAO and the ELECT grantee. Should the grantee or the CAO make the request, BEP is able to send representatives to DST meetings.

Participants can be invited to attend the DST, either in person or virtually, to participate in any discussion about their case or enrollment. It is important to note that due to the sensitive nature of DST meetings, any participant attending the meeting should only be present when their case is being discussed.

Contracted E&T providers, serving TANF and/or SNAP participants, will utilize the DST meetings to:

- Reconcile records.
    - Ensures that the participants are receiving appropriate services and case management, data entry is accurate, and all resources are being utilized.
    - All potential activities should be verified and data-entered into the CWDS by the contractor.
    - If the CAO knows of additional hours of participation, such as newly reported employment, that the contractor may not, DST is a perfect time to provide these details to maximize participation hours.
- Discuss individual Family Works (FW) applications to ensure that:
    - They are being received and processed in a timely manner.
    - Only eligible individuals are being served.
    - Eligible individuals are moved into Enrolled Status in CWDS.
- Discuss CWDS data entry errors.
- Review policy updates from DHS and providers.
- Review program initiatives with the CAO.
- Discuss participant related concerns.
- Discuss potential or upcoming transfers between E&T Programs.
- Coordinate transfers between E&T Programs using a human centered approach.

Local Management Committee (LMC) Meetings
LMCs are held within each WIOA Workforce Area of Pennsylvania. They consist of all CAOs and E&T partners within each designated area. LMCs are responsible for the coordination of operations and services provided in the local areas to government benefit recipients.

ELECT Grantees must attend all LMC meetings in their area. The frequency of LMC meetings is to be determined locally, Grantees must cooperate with their local partners. Contact your DHS Program Advisor if you have any questions about which LMCs to attend or how to find or contact an LMC.

Community Outreach

Programs must seek groups in their service area who meet regularly to discuss supporting youth and ensure an ELECT staff member is engaged in these conversations. ELECT staff are required to actively garner community support for their program by getting involved with any action-driven committees focusing on the needs of youth or young parents. Program staff must meet with program partners via panels or committees on a regular, recurring basis (i.e., monthly, quarterly, etc.). Programs are encouraged to share any helpful resources obtained from these meetings with ELECT colleagues via the ELECT Grantee Resource Library in the PA ELECT Grantee Network in MS Teams.

Community-based Organizations (CBOs)

Programs will develop viable partnerships with CBOs to ensure the provision of a comprehensive continuum of services. Programs will be asked to provide a written record of their partnerships with CBOs during their annual monitoring. This record should include a description of education, services, supplies, and assistance provided. The record must also include the cost to the program of the partnership (if any) and the purpose of the partnership. Two examples of a CBO partnership are: donations to the program and the facilitation of educational and group sessions. The following list details acceptable session topics.

- Prenatal and sexual health education may be provided for the purposes of nutrition guidance, pregnancy prevention, or sexually transmitted infections (STI) prevention.
- Sessions covering child care and co-parenting are acceptable.
- Personal health and well-being may be discussed in the context of mental and physical health.
- Sessions may be made available to promote Skills for Life and personal relationship health. These sessions may focus on topics such as housing, independent living skills, transportation, and healthy relationships.
- Job training and career readiness are allowable topics.
- Educational sessions may be provided in the form of mentoring, tutoring/homework help, or post-secondary education preparation.

Program Services and Supports

All programs must provide comprehensive support services encompassing the core components defined throughout this section. Programs must demonstrate individualized planning processes and case management services for each participant that culminate in the attainment of a high school diploma or its equivalent.

Case Management Services

Case management services must be based on the academic, personal, social, and health needs of the participant and their child(ren). These needs, identified using the Opportunities Form completed by the participant at enrollment (within the first 30 days), must serve as the foundation for the participant's case management and goals. ELECT case management consists of both one-on-one and group sessions provided to (direct) or on behalf of (indirect) program participants. See the “Direct Services" and "Indirect Services" sections below for further detail.

Attendance and Truancy Prevention

Programs will monitor participant attendance to identify barriers early so they may be addressed expediently. Programs must commit to reducing chronic absenteeism to ensure maximum service and school impact by adhering to the guidelines in the following list.

- Programs must develop written procedures for proactive efforts to monitor attendance.
- These procedures include contact and discussion with each absent participant to determine the cause of the absence, develop an appropriate plan to alleviate the cause(s) of the attendance issue, and improve the situation.
- Programs should coordinate with other service providers, including healthcare providers, to encourage scheduling participant appointments for after school hours and to minimize appointments that conflict with school attendance.
- A comprehensive cross-systems collaborative plan should be developed between the LEA and other organizations utilizing available resources to address chronic absenteeism.
- Cross-systems case management, home visits, peer involvement, flexible scheduling, incentives, and rewards can be used to encourage school attendance.

Academic Support Services

ELECT staff must offer academic assistance, guide students to helpful resources when they are in need of academic support, and advocate for students to get the help they need. Programs will explore academic support services to provide information and access to supplemental academic and personal support for participants, such as tutoring and homework assistance, grade report monitoring, academic improvement plans, mentoring, etc.

Sexual and Reproductive Health Services

Programs must provide comprehensive education on sexual and reproductive health, with a focus on pregnancy, gender roles and identity, sexual diversity, social and emotional skills, intimate partner violence and STI prevention education. This education must inform participants about contraceptive methods and encourage participants to adopt them. Programs should use up-to-date evidence-based curricula. Programs should demonstrate cultural competence in respectfully serving all participants including those who may opt against contraceptive use for socio-religious reasons. Programs should help students develop a plan for reducing the risks of sexual activity and teach students how to seek medically reliable sources on these topics. Programs should also assist students to identify factors that are important in deciding whether and when to engage in sexual behaviors and to develop their own values. Programs are encouraged to partner with local CBOs to facilitate options and provide resources.

Grief and Loss Support

If a participant experiences the loss of a baby through miscarriage, stillbirth, infant/child death, or adoption, the program will continue to offer support services to the participant for a period of up to four weeks after the loss. During this time, the CM will also work to find appropriate support and social services for the participants from community agencies.

In the case of participant death, the ELECT program is unable to provide continued support services to the family of the participant (e.g., other parent/guardian of the child(ren), grandparents, etc.). ELECT staff may, however, provide family members with referrals to other agencies for further assistance.

Strengthening Families Protective Factors (SFPF)

Programs should focus on building upon family strengths rather than deficits using the five research-based Protective Factors. There is no set curriculum or programming that must be followed; rather, a framework of knowledge that helps increase family strength, enhance child development, and reduce the likelihood of child abuse and neglect. The SFPF are:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Supports in Times of Need
- Social and Emotional Competence of Children

Note: For resources, PD opportunities, or the latest news please visit the PA Strengthening Families website. If you have difficulty accessing the site, reach out to the Youth Development Program Coordinator at CSC.

Healthcare and Nutritional Education

Programs will address the importance of prenatal, postnatal, and pediatric care along with access to health and nutritional services. Programs will provide health literacy education and help participants develop the skills detailed in the following list:

- Manage familial stress and identify support networks within the community and family.
- Have developmentally appropriate expectations for their child(ren).
- Create a co-parenting plan.
- Plan preventive visits with their primary care provider for themselves and their child(ren).
- Make better informed decisions about their health.
- Receive adequate prenatal and post-natal care and postpartum counseling services.
- Be active and informed users of contraceptives.

Programs will address the importance of healthy eating in maintaining a healthy person and the impact healthy eating has on the growth and development of their child(ren). Programs will provide nutrition literacy education and help participants develop the skills detailed in the following list:

- Create a healthy eating plan for themselves and their child(ren).
- Plan, shop for, and create healthy meals for themselves and their child(ren).
- Make better informed nutritional decisions for themselves and their child(ren).

Budgeting and Fiscal Planning

Programs will provide information and build knowledge regarding budgeting, fiscal planning, and improving financial literacy. The training curriculum may be in the form of business classes provided at the high school (documentation of class attendance must be kept), group sessions, individual case management meetings or home visits. Programs are encouraged to utilize community partners to help provide this education. The education provided to participants must include the following information:

- How to complete taxes, student financial aid forms, loan applications (personal, car, home, etc.).
- How to balance a bank account using a check book or electronic accounting, creating a budget, grocery shopping on a budget, and using coupons.
- How to save money, create a savings account, how to save for large purchases, pay off loans, and how to begin saving for retirement by creating a 401K, Individual Retirement Account (IRA), or other retirement saving plan.
- Credit scores, credit card liability, W2 and W4 forms.

Healthy Relationships

Programs will provide participants with education to help them understand, form, and maintain healthy relationships. Participants are more likely to engage in healthy behaviors and succeed when they feel connected to those around them. Research has shown that young people who feel connected are less likely to engage in many risky behaviors, such as early sexual initiation, alcohol, tobacco, and other drug use as well as violence and gang involvement. The education provided to participants must include all the information detailed in the following list:

- Reproductive coercion and pregnancy pressure, and how these types of abuses affect pregnancy prevention options. The information and resources provided should be relevant, appropriate, and culturally competent.
- Other related topics that may affect this population, including sexting, relationship building, communication, etc.
- Opportunities for families to be actively involved in the participant's academic, school, and program life.
- What constitutes healthy relationships, warning signs of abuse, and skills that foster healthy relationships, such as communication, anger management, conflict resolution, etc.
- Available resources and services related to domestic or intimate partner violence and sexual assault, including protection from abuse orders and counseling.
- Programs will conduct referrals to, and follow-up with, appropriate agencies to coordinate access to resources.

Programs are also expected to provide professional development and support for staff to enable them to meet the diverse cognitive, emotional, and social needs of the participants and their children. Programs must also show participants how to strengthen familial relationships; build extended support networks; and develop skills to balance work, school, and family.

Access to Child Care and Transportation Services

Programs will collaborate with CAOs, Early Learning Resource Centers (ELRCs), and other community resources to identify and help students access quality child care and transportation services. Programs will use the Child Care plan (CCP) to document participants' child care arrangements.

Note: Funds may be available through each ELRC to support child care for FW participants and each CAO for child care, transportation, and other Special Allowances (SPALs) for eligible TANF participants. Please review the SPAL Desk Guide and SPAL Verification Form.

Vocational and Career Planning

Programs will implement services that provide youth with labor force information, skills, abilities, and information so they can make an effective transition from high school to work or postsecondary education. Programs will:

- Assist the participant in identifying the skills, education, and/ or steps necessary to obtain gainful employment.
- Assist participants in developing and practicing job interview skills, complete job applications, and create a resume.

Provide educational groups including, but not limited to, the following topics:

- Career Exploration
- Community Service
- Coordination with Other Community Services
- Independent Living Skills
- Job Readiness and Pre-employment Skills
- Job Clubs
- Job Shadowing
- Service Learning
- Work Experience Activities

Post-secondary Education

Participants interested in pursuing college or other higher education will be supported to do so. Programs will assist participants with:

- SAT and ACT preparation.
- School applications and admittance forms such as financial aid, school grants, and scholarship applications.
- College search activities, college fairs, and/or campus visits.
- Occupational interest surveys.

High School Equivalency (HSE)

Programs will assist interested participants in accessing HSE programs to prepare the participant to pass a General Educational Development (GED) Test or High School Equivalency Test (HiSET). While ELECT is primarily targeted at in-school youth, HSE is often the most appropriate educational option for older participants who are behind a grade level or have been out of school for a lengthy time. When enrolling an HSE student who may not be attending a formal HSE program ELECT staff must create a formal process in which the student’s progress is tracked towards earning their HSE. This tracking includes the students’ test preparation and test completion for MAR attendance reporting.

Homebound Instruction

Programs will support the provision of homebound instruction to any participant whose physical condition, as verified in writing by a physician, prohibits the participant from attending school. A participant on homebound instruction must receive the required monthly service hours.

Goal Setting

Programs will ensure that all ELECT participants are engaged in a goal setting process that is CM-guided and participant-focused. The purpose of the goal-setting activity is to ensure a human-centered approach to case management services. These sessions must focus on the participant's goal development and achievements.

As it is the driving force behind the participant's program experience, goal setting involves frequent, in-depth one-on-one sessions to develop individualized and ongoing goals. The process requires a safe and encouraging environment to support the student. Required documentation of the goal setting process must appear in student case notes.

Services for Young Fathers

ELECT Programs will provide adequate and individual education to male students and have a comprehensive program that includes assisting with the needs of the male students. Programs are encouraged to seek out resources and curriculum specific to teen fathers. Programs must develop partnerships with outside agencies to provide male mentors for fathers in the program, especially if there are no male staff available to provide specialized education to male participants.

Incentives

Incentives help promote positive behavior and reinforce improved behavior such as increased or sustained attendance, academic accomplishments, paperwork, or application completion, keeping appointments, and active program participation. When it is possible, incentives should be tied to goal attainment.

Incentives are a requirement of the program, and programs will be monitored on creativity and adherence to the guidelines. Grant funding can be used for incentives, but incentives must be used wisely and only to promote positive behavior or to encourage improved behavior on the part of the participant. The use of incentives should be tailored to meet the individual interests and needs of participants and the incentive used should be comparable to the accomplishment attained. Incentives fall within two categories:

Social Incentives

- Praise
- Group recognition
- Certificates of recognition
- Participant of the month

Tangible Incentives

- Diapers
- Baby supplies
- Children’s books
- School supplies
- Educational tools/toys
- Other items that appeal to expectant or parenting youth

Participants cannot earn more than $50 (USD) worth of incentives per month. PDE and DHS reserve the right to adjust and/or establish new incentive guidelines or amounts based on grant needs and funding. Programs utilizing a prop currency system (e.g., Baby Bucks) must submit written documentation of the incentive program’s currency exchange rate to United States Dollars ($). Participants issued prop currency may redeem them at any time, depending upon the program’s inventory. Incentives cannot be in the form of cash or checks.

Programs must maintain a log of all incentives issued that includes, at a minimum, the following information:

- Name of individual receiving incentive.
- Description of incentive and cost of the incentive use.
- Date issued and reason for issuance of the incentive.

Participant’s signature acknowledging receipt of an incentive must be maintained by the program in the participant’s case file.

Note: PDE reserves the right to request additional documentation in support of incentive purchases.

Summer Programming

ELECT programs will provide ongoing support services throughout the summer months of [1]July and August. Delivering summer services is critical to the success of programs for:

- Continuity of relationships between the participant and the CM.
- Continuity of social services to help the participant succeed.
- Peer socialization with other participants in similar circumstances.

Summer programming must adhere to the following guidelines:

- The program must maintain a minimum of 20 office hours per week during the summer.
- The PC or designated staff must be accessible via phone and email during regular office hours, Monday through Friday, throughout the summer.

[1] The ELECT fiscal year is from July 1 to June 30th; this follows the state fiscal year determined by the Governor and the Comptroller’s Office. The ELECT State Team is unable to change the summer months from July and August to June and July because this would span two programs’ years.

- ELECT staff must be available to participants year-round, which staff and how this is divided is dependent on the program and the Grantee's employment contracts.
- Program participants will continue to receive all grant-required program services, including required service hours, during the summer months.
- If field trips are part of the summer program, there must be an educational purpose and itinerary planned for the participant as well as their child(ren), if both attend.
- For a field trip to count toward service hours, at least half of the participant’s required summer service hours must be provided through one-on-one case management (i.e., an employed participant must receive 30 minutes of one-on-one case management to count a field trip toward their summer service hours.)
- Programs must observe and document parent/child interaction for every participant at least once during the summer months. This can be observed via planned summer field trips, summer group events/activities, Quarterly Visits (QV), etc. A Summer QV is required only if the participant’s QV is due.
- Programs may conduct both face-to-face (F2F) and virtual summer events, if their district/IU agrees.

Upon PDE request, ELECT grantees must provide a Summer Programming Plan (SPP). The SPP must be returned by the specified due date via email and uploaded to MS Teams for the ELECT State Team to review.

The SPP must include:

- Staff schedules.
- Activity/event dates.
- Group session dates.
- Brief descriptions of all activities, events, groups, and trips (such as reason for trip/class/event and how it benefits the student and their child(ren)).
- Any other important information related to the program’s SPP.

Any revisions must be reported to the ELECT State Team no later than one week prior to the change using the Summer Schedule Revision Form. If a cancellation occurs on the day of the event, the revision form should still be submitted as soon as possible to document the schedule change. For some events, PDE may request attendance sheets and a brief reflection of the event.

Summer programming may be coordinated with other community providers and existing summer school programs. Staff are encouraged to partner with these existing programs to expand and improve current services and to provide additional meaningful activities for participants.

The ELECT State Team may conduct unannounced visits of a randomly selected 25 percent of Grantee summer programs (about 4-7 programs each summer). On the day of the visit, the State Team will contact the PC an hour before their arrival. Programs visited will receive a report if there are findings within 30 business days following the visit via MS Teams and email. If the Grantee is found to be out of compliance, a Corrective Action Plan (CAP) will be created to strengthen the Grantee’s program and improve the performance of staff and participants.

Transition

These services support participants transitioning from secondary education to employment and/or postsecondary schooling and assist participants in identifying their interests, abilities, and aptitudes.

Both TANF and FW participants are eligible to participate in Transition. The following guidelines must be followed:

- Participants must be actively participating in ELECT at the time of graduation or attainment of their HSE to participate in Transition.
- Transition participants must receive the same amount of service hours that participants normally receive in the program.
- Programs should discuss Transition services with participants prior to high school graduation, preferably at the start of their senior year or at the start of their HSE program.
- CMs must work with participants during their monthly individual sessions and QVs to identify education and career goals related to transitioning out of the program.
- Transition activities must include, but are not limited to, aptitude tests, job search logs, and meetings that must be documented in the case files and the Transition Plan.
- Programs will assist participants in connecting with services such as child care, transportation, life skills, budgeting, housing, etc.
- Programs should be working to transition participants to other community service agencies or DHS-funded E&T programs.
- Transition participants that are seeking employment must be provided with job readiness and job search assistance.
- Transition participants that are continuing their education must be provided with information regarding suitable postsecondary education and training.
- Participants may voluntarily exit from Transition at any time.
- Participants cannot re-enroll in the ELECT program if enrollment is terminated during Transition.

The Department of Education’s Foster Care Transition Toolkit was utilized to develop the Transition Plan. The Transition Plan will be a collaboration between ELECT staff and the participant. Plans must be kept in the participant’s case file in Section 5 for ELECT staff and participant reference, and Monitoring Team review. The Transition Plan breaks down transition goals into small, action-oriented tasks within six broad and important categories:

- Identification
- Transportation.
- Independent Living
- Healthy Living

- Community Supports
- Work and/or Postsecondary Education Readiness

Tasks may be added or amended within the categories to best support the individual participant's needs and goals, but all participants must receive guidance in all categories. Participants, with their CM's guidance, will self-select 50 percent of Transition Plan tasks to work toward during their transition time. Programs will not be penalized if the participants' time in transition ends prior to completion of all selected tasks.

Participant Tracking

DHS Data Systems

The Client Information System (CIS or eCIS) and CWDS are the official data systems that DHS will use to validate a student's activities. All ELECT staff that require CWDS or eCIS access must complete Enclosure 3 of the CWDS Management Directive Information Technology Acceptable Use Policy. ELECT staff that will be responsible for any data entry into CWDS must obtain access to CWDS by completing the CWDS User Agreement 2020. ELECT staff that wish to utilize eCIS must complete the eCIS Registration for Business Partners after obtaining CWDS access. Please refer to the eCIS User Guide for BEP for helpful information regarding eCIS. If staff with system access to CWDS leave the program, the ELECT program will notify the CWDS Helpdesk to deactivate access no later than the staff person's last day of employment.

Timely data entry is critical to the case management of students, accurate accounting of participation hours, and program performance evaluation. ELECT providers are required to continue to meet data entry time frames during school breaks.

Note: DHS has a Help Desk to assist with initiating user access, getting CWDS passwords reset, answering questions about a screen in the system, or reporting a system issue. They can be reached at 1-866-236-6297 or ra-cwds@pa.gov.

CWDS Data and Reporting Requirements
ELECT programs must ensure that all data entry is submitted accurately and timely. DHS will provide training to meet these requirements. PCs as well as staff hired to perform data entry are required to attend CWDS training. PCs must ensure that information is promptly and correctly entered into CWDS. It is essential to capture all hours a participant is engaged in DHS approved activities.

ELECT programs may have their own data information system to track program referrals, rejections, enrollments, participant data, activities, hours of participation, and terminations, however, CWDS is DHS's system of record for state and federal reporting and is closely monitored for accuracy. DHS retrieves information from the system to prepare state and federal reports and to monitor participation and outcomes. CWDS is used to track hours of participation and project/activity enrollment and termination. Data from the system is used to create employment records and project closing reports/alerts at the CAO. ELECT programs must comply with current and future CWDS requirements and procedures to ensure participant outcomes are properly recorded for state and federal reporting. This includes obtaining and maintaining equipment that will support CWDS.

CWDS Data Timeframes
DHS has instituted timeframes for data entry, which are necessary to ensure timely transfer of information from CWDS to CIS for federal and state reporting purposes. This sharing of information between systems ensures that changes which affect participants' benefits or continued participation in ELECT are addressed timely by the CAO.

The following timeframes for data entry of information into CWDS have been instituted:

- Accept or reject a student referral within 14 calendar days.
- Enter all activity hours (except AC 33 Unsubsidized Employment) by the 15^{th} of the month following the month of participation, (e.g., July hours must be entered by August 15).
- Enter Unsubsidized Employment (AC 33) hours by the last day of the month two months after the month of participation, (e.g., October hours must be entered by December 31.)
- Terminate students from CWDS within five business days of determining that the student is to be closed.

Please refer to the CWDS ELECT Data Entry User Guide for detailed instructions on how to complete CWDS data entry. Please contact the CWDS Help Desk at 866-236-6297 or RA-CWDS@pa.gov for system-related questions or concerns, to obtain system access or to deactivate users.

CWDS Data Entry Errors
The CWDS Helpdesk may be able to assist programs in correcting certain data entry errors made by program staff. To request a data entry error correction, the program will email the CWDS Helpdesk and copy the ELECT RA.

The CWDS Helpdesk cannot correct the following data entry errors:

- Delete Attendance
- Delete Activities
- Reopen Cases (Remove Case End Date and Term Code)
- Reopen Activities (Remove Activity End Date and Term Code)
- Reopen Subprojects (Remove Subproject End Date and Term Code)
- Delete Referrals
- Delete Cases

The following corrections can still be requested by the CWDS Helpdesk as long as the change does not impact reports that were already generated:

- Case Begin Date
- Case End Date
- Case Term Code

The following corrections can be requested but must occur within seven days of the data entry, with no exceptions:

- Activity Begin Date
- Activity End Date
- Activity Term Code
- Subproject Begin Date
- Subproject End Date

The following corrections can be requested regardless of when the data entry occurred due to the direct negative impact to the participant:

- Change the use of time limited activities (i.e. Vocational Education) to the correct activity.
- Change hours of participation when it impacts the participant's eligibility for SPALs and child care.

For data entry errors made that are no longer able to be corrected, the provider will be required to perform the following:

- Enter a Case Progress Note into CWDS to reflect the error.
- Track all errors (corrected and non-corrected) on the CWDS Data Entry Error Log.

The CWDS Data Entry Error Log must be downloaded from the Provider Website and used to track and record all CWDS data entry errors. An entry to the log is required anytime a data entry error occurred, regardless of whether the error was able to be corrected based on current data fix guidelines. The CWDS Data Entry Error Log is to be submitted to the DHS Program Advisor using the ELECT RA by the 15th of the month following the reporting month. One log will be maintained for the entire PY. The log will be reviewed monthly to provide TA and will be reviewed during annual monitoring. Data entry errors must also be shared with the CAO at the local DST meeting as part of case reconciliation.

ELECT Data Collection System (EDCS)

PDE contracts with CSC to operate and maintain EDCS. EDCS is the official data system for ongoing data collection and analysis of ELECT program targeted outcomes, both individually and statewide.

ELECT data staff are responsible for ongoing, timely data entry of all required forms. ELECT providers are required to continue to meet data entry time frames during school breaks.

If staff with system access to EDCS leave the program, the ELECT program will notify CSC Special Projects Data Specialist to deactivate access no later than the staff person's last day of employment.

Please refer to the EDCS Data Entry Manual for detailed instructions on how to complete EDCS data entry. Please contact CSC Special Projects Data Specialist for system-related questions, concerns, or requests for training, to obtain system access or to deactivate users.

Data Reconciliation

Every 30 days, data staff will be prompted to reconcile the participants that have been entered into CWDS with the participants that have been entered into EDCS. This alert will continue until reconciliation has been completed and will populate every 30 days thereafter. Data reconciliation must occur every 30 days but may occur at any point in the month. The program may also submit a reconciliation at any other time during the month and does not need to wait for the alert. If there is a point in the month where enrollment varies often, the program may choose a different time in the month to reconcile. The reconciliation alert will remain on the program dashboard until the data is reconciled.

Program Referrals and Enrollment

To ensure that only eligible youth receive services, PCs must adhere to the following enrollment procedures.

TANF

If referral originates from ELECT program staff:

- The name and Social Security Number (SSN) of the student is provided to the CAO to determine eligibility. The CAO will make an electronic referral to the ELECT program via CIS, which transfers to CWDS. The program will accept or reject the referral. If the referral is accepted by the ELECT program via CWDS, the program must enter a case start date, open appropriate activity code(s), and begin to track student attendance on CWDS weekly. All ELECT students will be in Project Y.
- The CAO may require contractors to provide additional information or verification before the referral can be sent. Please refer to the Required Documents Checklist for further instruction.

If referral originates from CAO staff:

- This referral will be made via CIS and CWDS. The referral verifies that the student is eligible for the program and program staff will follow the above noted procedures.
- If the CAO refers a student to ELECT, the ELECT program must have a meeting, in-person or virtual, with the student within 14 calendar days from the date of the referral and accept or reject the referral. In the event the student does not report to ELECT, or chooses not to participate in the program, the Data Specialist will reject the referral using the appropriate code and the CAO must be notified immediately.
- If a referral is received for a student not enrolled in an educational entity sanctioned by PDE, the program may accept the referral. The participant must be enrolled in an educational program within 30 calendar days.

CWDS Referral Rejection Codes
Referrals must be accepted or rejected within 14 calendar days of receiving the referral.

Referral/rejection codes are as follows:

1 – Failed to Report
2 – Refused to Cooperate
5 – Other
T – Referred in Error

Family Works

Referrals will typically originate from ELECT program staff. Program staff will:

- Verify the applicant's identity.
- Complete a FW SSN Inquiry on CWDS within 14 calendar days of the participant agreeing to enroll in ELECT to verify that the prospective participant is not receiving TANF assistance and/or not participating in another DHS-funded E&T program. Examples of DHS-funded E&T programs include Employment Advancement and Retention Network (EARN), Work Ready (WR), and Keystone Education Yields Success (KEYS).
    - If the FW SSN Inquiry result is "Eligible for Family Works: No," the ELECT program staff will contact the CAO for further guidance as the student is either a TANF benefit recipient and/or already participating in another DHS-funded E&T program. TANF benefit recipients not participating in another DHS-funded program will follow the referral process as noted above. If a student is in another DHS-funded program, ELECT program staff will collaborate with the student, CAO, and DHS-funded program to determine the most beneficial program for the individual.
    - If the FW SSN Inquiry result is "Eligible for Family Works: Yes", the ELECT program staff will complete a Preliminary Screening (PS) enrollment following the procedure outlined in the CWDS ELECT Data Entry User Guide. The enrollment date the program enters into CWDS cannot be prior to the date the program completes the PS enrollment.

      Note: A hard copy of the SSN inquiry is acceptable proof of SSN if the CAO record lists the student's SSN.

- Complete a Family Works Application (PA 1720) with the student when they are not receiving TANF. (Blank FW applications can be found on the DHS Provider Resource Website).
- Verify the applicant's gross earned income does not exceed 235 percent of the FPIG. Current FPIGs. Gross income needs to be verified only at the time of enrollment.

Note: Only the student's gross earned income will be used to determine the student's eligibility for FW, unless the student is living with the father/mother of the child(ren). In those instances, the mother's and father's gross earned income will be used and the family's household size will include the mother, father, and any child(ren) residing with them. For example, a mother, father, and one child are considered a family of three and currently would be eligible if the gross earned income is $4,301 per month or less.

- Refer to the Required Documents Checklist for a checklist of other verifications that must accompany the FW application.
- Send the completed FW application, Authorization for the Release of Information, and all required accompanying documents to the CAO for final eligibility determination and complete a CWDS case progress note outlining the submission details of the FW application. Ideally, these documents would be sent to the CAO on the same day the case is opened in PS, but they must be sent within 14 calendar days of opening the case in PS.
- Complete appropriate CWDS data entry and forms.
- Provide all ELECT services to the student while in PS status.
- The CAO will make a final determination of eligibility and written notification will be sent to the student and to the ELECT provider within 30 calendar days.
- FW participants may only remain in PS status for up to 60 calendar days.
    - If the student is determined to be eligible by the CAO, the CAO will complete a referral to ELECT via CWDS. This referral will link up with the already existing PS record on CWDS and change the status to "Enrolled" on CWDS.
    - If the student is determined ineligible by the CAO, the ELECT provider must terminate the student from CWDS using termination code L – "CAO determined ineligible for Family Works."
    - If the student has not received an eligibility determination by the CAO within 45 days of being opened in PS status, the ELECT provider must contact the CAO to check on the status of the application and complete a CWDS case progress note detailing the communication.
    - If programs are having difficulty receiving a FW determination from the CAO by day 50 of PS status, please contact the DHS Program Advisor and complete a CWDS case progress note detailing the communication.
    - If a CAO eligibility determination is not made within 60 calendar days of the date the PS was opened, the participant must be terminated from ELECT using the Project termination code 7: "Other" and a CWDS case progress note must be completed detailing the termination.
        - The Grantee may reopen these individuals in PS status the day after closing the participant in CWDS to obtain a CAO eligibility determination if the previous enrollment and referral issues have been discussed with the CAO and DHS Program Advisor.

EDCS Participant Enrollment

Once a participant has been enrolled in CWDS or entered into PS, they may be added as a participant in EDCS. The initial entry of the Participant Demographic Form to “Add New Participant” is due within 30 days of enrollment in EDCS for all participants.

Attendance and Record Keeping

Programs will utilize CWDS and EDCS to track activities and outcomes for all ELECT participants enrolled in ELECT.

CWDS Data Entry

Determining Hours of Participation
The hours of participation and the types of activities an ELECT participant must engage in depends on whether the individual is a TANF or FW participant.

TANF
TANF participants may or may not have required participation hours. If a TANF participant has required hours of participation to receive TANF benefits, the CAO will indicate the number of required hours on an Agreement of Mutual Responsibility (AMR) and provide a copy to the program. The ELECT program must ensure that participants with required hours participate for at least the minimum number of hours as determined by the CAO caseworker and recorded on the AMR. All ELECT participants, unless otherwise denoted on the AMR, have 20 required hours. Please contact the DHS Program Advisor to discuss any questions about a participant’s AMR after first consulting with the appropriate CAO liaison. An individual can participate in more than one activity to meet the minimum hourly requirement. If a TANF participant does not have an AMR, they do not have required hours of participation.

Hours of participation must be tracked for all TANF ELECT participants, regardless of whether they have an AMR. Programs are required to enter 20 hours weekly into AC 13 to track continuous enrollment in high school or HSE.

Family Works
FW students do not have hourly requirements. However, ELECT programs are still required to enter 20 hours weekly into AC 13 to track continuous enrollment in high school or HSE. FW students may also participate in any other approved ELECT activities for any amount of time. Participation in activities other than high school or HSE, such as subsidized or unsubsidized employment, must be captured in CWDS and reflect actual hours of participation.

DHS E&T Service Authorizations (Activity Codes)
E&T Service Authorizations, more commonly referred to as Activity Codes (ACs), are used to track activities in which ELECT participants are engaged in at any specific time.

- The ELECT service provider will enter the ACs in CWDS.

- Enrolled students must always have an AC open in CWDS to track participation hours. There should never be a student enrolled in ELECT that does not have at least one AC open.
- Multiple ACscan be opened to track hours at the same time.
- The ELECT provider may only enter participation hours in the service or activity after the hours have been completed and applicable documentation has been provided.
- The ELECT Provider must use mathematical rounding when data entering hours into CWDS as the system does not accept decimals. Hours with a decimal of .00 to .49 would be rounded down and .50 to .99 would be rounded up. For example, Jane worked for 18.15 hours, the provider would data enter 18. Paul worked for 19.75 hours, the provider would enter 20.
- The ELECT E&T Activity Codes and Descriptions attachment lists the ACs and a description of each code that may be utilized in the ELECT program. Please note the durational time limits, acceptable forms of verification, or important notes included as applicable.
- Participants enrolled in a traditional high school or HSE program upon referral will have AC 13 opened.
    - All participants enrolled in AC 13 receive 20 hours per week in this activity.
    - If a student remains enrolled in high school or HSE in the fall, AC 13 hours should continue to be entered during the summer months.
- Participants not currently enrolled but intending to enroll in a traditional high school or HSE program upon referral should be opened in at least one AC approved for ELECT use and hours tracked accordingly, until they begin participating in their high school or HSE program and are opened in AC 13.
- Employed participants that are 18+ must have employment hours verified and tracked under AC 33: Unsubsidized Employment. An accompanying Placement Report must be created to capture the participant's current employment information. When the participant has more than one job during the same month(s), all hours of employment must be totaled and data entered under AC 33 in the corresponding week. Placement reports must be opened for both employers. A new Placement Report must be created each time a participant verifies new employment. Placement reports must be closed when employment has ended.
- Providers may use one representative pay stub to identify representative hours that can be projected for an additional five months. Given that ELECT participants often work varied hours it is recommended that the provider use one month's worth of representative paystubs. Representative paystubs are defined as paystubs that verify the typical number of hours worked. A pay that has additional hours for one-time training or a pay where the participant did not work for the full pay period (first pay) would not be considered representative pay and additional pays would be necessary to obtain the representative hours needed for data entry of projected hours. Providers must complete a case progress note to indicate that representative pay was used to project hours.
- The TANF Employment Code Flowchart can help determine what employment code is appropriate.

- Ensure hours entered into ACs are properly documented. The documents below may be used to assist in verifying hours. (See E&T Activity Codes and Descriptions for more details on proper verification)
    - Community Service Agency Agreement (PA 1694)
    - Community Service Verification Form (PA 1979)
    - Employment and Training Activity Verification Form (PA 1895)
    - Work Experience Verification Form (PA 1980)
    - Employment Verification Form

CWDS Case Progress Notes
Case progress notes must be entered into CWDS as it relates to CWDS data entry, including CAO referral and enrollment process and verification of employment hours. Grantees must also detail CWDS data entry errors, such as:

- Missing data entry deadlines.
- Entering incorrect participation hours.
- Errors in AC begin and end dates.
- Reopening cases incorrectly closed.
- Deleting erroneous activities.
- Inaccurate termination code entry.

Grantees must complete case progress notes that indicate steps to enroll the participant and communications with DHS (CAO and BEP) during the referral and enrollment process, to include:

- FW application submission details, i.e., submission date, method (secure email, fax, etc.), and CAO contact which should occur no later than 14 calendar days after the participant was enrolled in PS status.
- Communications with the CAO for updates to the status of the FW application and ELECT referral which should occur no later than 45 calendar days after the participant was enrolled in PS status.
- Communications with BEP to request assistance in obtaining CAO ELECT eligibility determination and referral which should occur no later than 50 calendar days after the participant was enrolled in PS status.
- Termination information for PS status participants that terminated because the CAO did not determine FW eligibility and complete an ELECT referral within 60 calendar days of enrollment in PS status.

EDCS Data Entry

EDCS is the official data system for ongoing data collection and analysis of ELECT program targeted outcomes, both individually and statewide. The user’s email and password will be entered on the EDCS home page. Program staff should contact CSC Special Projects Data Specialist for questions or concerns related to login, password, and system access.

Password Guidance

All staff passwords must be changed for security reasons at the end of each PY (after June 30 and no later than July 15). PCs must deactivate any staff who are no longer employed with/by the ELECT program within 24 hours of employment end date. The PC must notify the state administrator of ELECT staff leaving the program within 48 hours of the employment end date.

Users and Roles

There are four roles within EDCS with varying levels of access and accountability based on the staff's data entry responsibilities. These system roles may not necessarily align with an individual's position title within the ELECT program (e.g., a CM that is a Backup Data Specialist would need Data Specialist access even though their position title is CM). These roles and system functions are further explained below.

Program Coordinator

An individual given PC access can do the following:

- View and edit all participants.
- View CM to participant links and link CMs to participants.
- Enter and edit participant forms.
- Edit, add, and deactivate users (except self).
- Delete duplicate forms.
- Enter and edit Monthly Attendance Report (MAR).
- Reactivate participants.

Data Specialist

An individual provided with Data Specialist access can do the following:

- View and edit all participants.
- View CM to participant links and can link CMs to participants.
- Enter and edit all participant forms.
- Enter MAR.

Data Entry

An individual assigned to the Data Entry role can:

- View all participants.
- Enter all participant forms.
- Enter MAR.

Case Manager

An individual given Case Manager access can view participants on their caseload that are linked to them.

EDCS Required Forms

Initial and ongoing data entry into EDCS is accomplished through six required forms:

- Participant Demographic Form

    - Bi-annual updates minimum
- Education Form
    - Quarterly submissions
- Pregnancy Outcome Form
    - Submissions as needed
- Child Information Form
    - Bi-annual updates minimum
- Follow-Up Form
    - End-of-Year, graduation, and program exit submissions
- MAR Form
    - Monthly submissions

Please refer to the EDCS Data Entry Manual for detailed instructions on how to complete these forms.

Participant Demographic Form (Add New Participant)
The initial entry of the Participant Demographic Form to add a new participant is due within 30 days of enrollment in CWDS for all participants. Updates to participant information may be made throughout the PY and as often as needed, based upon participant circumstances (e.g., change in pregnancy status) and at program discretion, by editing the existing form.

A full review of demographic information is required for all program participants two times per year, by November 30 and July 15.

Note: As participant information is updated, previous records are stored (accessible to state administrators, but not visible to system users).

Education Form
The first Education Form for all participants is due within 30 days of enrollment. A new education form must be completed quarterly thereafter by November 30, February 15, April 30 and July 15.

Note: Once submitted, edits made to the Education Form will overwrite the original entry.

Pregnancy Outcome (PO) Form
PO Forms are due within 30 days of the end of pregnancy. Read below for notes regarding the form.

- An alert for PO form due will appear on the dashboard 10 days prior to the participant's due date.
- A PO Form must be completed even when the result is one other than a live birth and/or the event occurs before an alert appears to document the end of pregnancy as soon as staff are made aware of the event.
- A PO Form does not need to be completed upon enrollment for child(ren) born prior to enrollment for participants with child(ren).

- After a PO is entered, the participant’s Demographic form must be updated to reflect “not pregnant” and if parenting the child then change response to “Does participant have other children” to Yes.

Child Information Form (Add a New Child)
The initial Child Form is due within 30 days of enrollment (with children) or 30 days of delivery/birth date while enrolled in ELECT. The Child Form must be reviewed and updated as needed by editing the existing form annually by November 30 and by July 15.

Note: An alert will appear to complete Child Form after a PO Form is completed.

Follow-Up Form
Individual participant Follow-Up Forms must be completed within 15 days of program exit or within 15 days of graduation/HSE attainment at any time during the PY. Follow-up forms for all participants must be completed at the end of each PY by July 15.

Note: Students entering Transition prior to the end of the school year do not need another Follow-up form until they exit.

Any student who participates in Transition will end with a total of two Follow-up forms:

Follow-Up form #1 – Completed at time of graduation/HSE attainment

- Complete to reflect graduation/HSE attainment, intent to participate in Transition and selection of funding category to establish appropriate time frame for Transition-Active

Follow-Up form #2 – Completed upon exit, once Transition time has expired - Complete

- Once Transition time has expired, enter a second Follow-Up form indicating completion of Transition and participant’s plans upon exit. Choose “Less than 10 absences” and type “Transition” in the comments box. This will formally exit the participant.
- As noted above, at End of Year (EOY), participants who graduated/attained HSE prior to June and are active in Transition do not need the EOY Follow Up form completed.

Monthly Attendance Report (MAR) Form
The MAR is due by the 15th of each month to report attendance and service hours for the previous month (e.g., March report is due April 15).

Service Hours

- Enter the Expected Service Hours, the Completed Service Hours and any Additional Service Hours that were over and above the required 4 hours.
- Example: 7 service hours were given, 4 entered under Expected, 3 under Additional Service Hours
- Use the Comments box as needed.

School Attendance
Enter attendance in days ***or*** hours, based on educational program reporting procedure.

Note: Use the Comments box as needed. For students in Transition, enter “0” in the attendance field and type “Transition” in the Comments box.

Table 2: ELECT Data Entry Requirements

ELECT Data Form	System Entry Requirements
Demographics Form (Add New Participant)	• Within 30 days of enrollment • Review/update record by November 30 and July 15
Education Form	• Within 30 days of enrollment • New form entry by November 30; February 15; April 30; July 15
Pregnancy Outcome Form	• Within 30 days of birth/delivery date or the end of any pregnancy of which the result is other than live birth
Child Form (Add a New Child)	• Within 30 days of enrollment with child(ren) • Within 30 days of delivery/birth date while enrolled in ELECT • Review/update record by November 30 and July 15
Follow-Up Form	• By July 15 for all participants active through end of PY • Within 15 days of program exit at any time, for any reason, during the PY (July 1 – June 30)
Monthly Attendance Report (MAR) Form	• By the 15th of each month, school attendance and service hours for the previous month (e.g., April’s MAR is due May 15)

System Alerts

Participant Alert Report
This report is used to see the Alerts that have been triggered on each participant dashboard in one document.

Monthly Report is Overdue
This Alert will show that a MAR report has not yet been submitted for this participant.

Child Update
This Alert indicates that this participant has an update due for the Child Form (see the data submission chart for due dates). It does not, however, indicate that a Child Form is due following a Pregnancy Outcome Form.

Education Form is Required
This Alert shows that an Education Form has not been submitted for this participant.

Participant Update
This Alert indicates that a Demographics Form update is due (see the chart above for due dates).

Participant Exit
This Alert is generated when a participant's Transition time has ended. At the time this alert is received, the participant must be exited in CWDS and a Follow-Up Form must be entered within 15 days to exit the participant in EDCS.

Pregnancy Outcome is Overdue
This Alert indicates that a participant has reached their due date indicated on the Demographics Form and that a PO Form should be submitted. Following entry of the PO Form and a Child Form (if live birth), data entry staff are required to go back to the Demographics Form and change the Pregnancy Status to "Not Pregnant." Failure to complete this step could result in getting this Alert even after the PO Form has been entered.

Case Note Documentation

To ensure that program staff and the ELECT State Team can easily review case progress notes, Grantees must use the electronic case note documentation feature provided within the EDCS. Those programs that already have an electronic case note system (excluding Google Docs) are exempt from using EDCS for case note documentation, but case note documentation must be provided upon ELECT State Team request. For further guidance, please go to the Case Notes and Education Checklist section below.

Case Management Tracking

Required Service Hours - School Year
Participants must receive at least four hours of direct service per month, from September through June. Of the four hours, a minimum of two hours must be individual, one-on-one case management. The two hours may be separated into blocks of time that accommodate the schedules of the participants and staff throughout the month; however, each participant must be seen one-on-one at least every other week.

In a participant's first or last month of enrollment, the number of required service hours depends on the day of the month the student is enrolled or exited and can be determined by counting one service hour required per week enrolled.

Required Service Hours - Summer
In the summer months of July and August, required service hours are modified. Programs may provide either:

- Four one-hour sessions - two in July and two in August.
- Two two-hour sessions - one in July and one in August.

Participants attending summer school and/or working are expected to receive one service hour per month. If a student is unable to attend scheduled group activities or events, the program must provide the service hours one-on-one.

Participants must be seen F2F or virtually for at least 45 minutes (0.75 hours) per month via one-on-one or group sessions. These sessions may be broken down into smaller meetings as needed, per the availability of the individual student. Phone calls may count for a maximum of 15 minutes (0.25 hours). Written case management does not count toward summer service hours.

Participants who are neither attending summer school nor working are expected to receive two service hours per month. If a student doesn’t attend scheduled group activities or events, the program must provide these service hours one-on-one.

Participants must be seen F2F or virtually for at least one hour and 45 minutes (1.75 hours) per month via one-on-one or group sessions. These sessions may be broken down into smaller meetings as needed, per the availability of the individual student. Phone calls may count for a maximum of 15 minutes (0.25 hours). Written case management does not count toward summer service hours.

For these collaborations to be considered service hours, ELECT staff must be present and engage in planning, presenting, and facilitating the session(s).

Table 3: Summer Service Hour Matrix

Situation	Total Service Hours Required	Method of Service	Maximum Time Allowance
Attending Summer School and/or Working	1 hour (60 minutes)	F2F or Virtual (Group/One-on-One)	At least 45 minutes (0.75 hour)
		Phone Calls	Up to 15 minutes (0.25 hour)
		Text/Written	Cannot be counted
Neither Attending Summer School nor Working	2 hours (120 minutes)	F2F or Virtual (Group/One-on-One)	At least 1 hour and 45 minutes (1.75 hours)
		Phone Calls	Up to 15 minutes (.25 hour)
		Text/Written	Cannot be counted

Types of Service
Programs will provide support services to participants through one-on-one meetings or group sessions.

One-on-one Meetings
Individual meetings (F2F or virtual) with participants for case management purposes must occur weekly for the first two weeks after enrollment and at least once every two weeks thereafter.

One-on-one meetings can include general case management, form completion, needs assessments, goal setting and review, barrier identification and removal, and delivery of education on a wide range of topics.

Group Sessions
Programs will ensure that all participants have access to group sessions that encourage the participant's achievement of their academic and personal goals.

These pre-planned sessions can include:

- presentations by CMs, educators, or representatives of community-based organizations.
- peer-led group meetings.
- family meetings.
- other group activities.

Group sessions must occur at least once per month and focus on an array of topics relevant to the participants and their child(ren). Programs must:

- Regularly consider the interests and needs of program participants when planning group sessions and activities (surveys, evaluations, focus groups, discussions, etc.).
- Ensure that all participants have access to group activities by holding multiple sessions, if necessary, and/or offering hybrid/virtual options.
- Provide a brief case note entry for every attending participant, including the following details:
    - Date
    - Location
    - Length of time
    - Presenter/Provider
    - Topic(s) Addressed

Direct Service
Direct services are services provided directly to a participant. Examples include, but are not limited to, workshops, group sessions, one-on-one, individual case management, monthly goal setting and review, QVs, field trips, camps, transporting participants to appointments, and a variety of other F2F and group session support services.

Indirect Service
Indirect services are services done on behalf of the participant without the participant present. Examples include, but are not limited to, meetings between the CM and school nurse or social worker, calls made by CM to assist with housing for participants, communications with the CAO, etc. Indirect services do not count as service hours but must be documented in case notes.

Methods of Service

Phone Calls
Phone calls with a participant may count for a maximum of 30 minutes (0.5 hours) of individual case management per month, except for July and August, even if the total time of the calls is longer. To be counted for service, phone calls must be meaningful conversations pertaining to the participant's individual goals and barriers.

Case note documentation for phone calls must be clear and concise, containing the same depth and detail that would be used if it were a F2F meeting.

Time spent on phone calls to schedule visits or calls made on behalf of a participant cannot be counted toward service hours but must be documented as an indirect case note.

Written Case Management
Emails, text messages and Facebook Messenger messages or other messaging platforms used with a participant may be counted for up to 30 minutes (.5 hour) of case management per month, except for the summer months of July and August.

To be counted for service, messages must be meaningful conversations pertaining to the participant's individual goals and barriers. Documentation must be clear and concise, containing the same depth and detail that would be used if it were a F2F meeting. In addition to the case note, a copy of the email, message or text must be included in section 4 and clearly dated to match the case note.

Quarterly Visits (QV)
Programs must conduct QVs to ensure the participant is active in the care of their child(ren). The visits will also help build the participant's parental skills. The following guidelines must be followed.

It is preferable that QVs occur in the participant's home; however, the visits may also occur elsewhere in the community, including at the school, to ensure participant, child(ren) and/or staff safety.

QVs must be completed at least once per quarter, every three months (may occur more often, as individual needs require) no later than the last day of the last month of the quarter. See the calendar below:

Table 4: QV Completion Deadlines

Quarter	Months Covering	Visit Completed No Later Than
Q1	July-September	September 30
Q2	October-December	December 31
Q3	January-March	March 31
Q4	April-June	June 31

Documentation of the visit must be present in the participant's case files. CMs must use the QV Form to formally document the visit with the participant and enter a brief case note indicating that a QV was held within the required time frame.

CMs are encouraged to develop relationships with other community agencies that also conduct home visits. If another agency has already established home visits with an ELECT participant, staff may choose to include a copy of that agency's visit report in the participant's case file to count for their QV requirement. A case note must be present to document that the visit has been completed by another agency. This will ensure the QV requirement is met, but it will not count toward ELECT service hours. If the community agency is unable to provide written documentation due to HIPPA, the ELECT program must complete their own and complete appropriate ELECT documentation.

The QV form must be uploaded as documentation to support the EDCS case note.

Transition

Programs must adhere to EDCS and CWDS Transition data entry requirements as outlined below and further detailed in the attachments. The Transition Flowchart walks programs through Transition policy and CWDS data entry timelines.

EDCS Transition Requirements

- Within 15 days (about two weeks) of a participant graduating or obtaining their HSE, a follow up form must be entered marking "Transition Status" as Active. The appropriate "Current Benefit Category," TANF or Family Works, must be selected.
- When a participant's time in Transition approaches an end, an alert will appear prompting exit and a new Follow-Up Form will need to be completed within 15 days (about two weeks) of the exit date.

CWDS Transition Data Entry

- Project Y will remain open (i.e., do not close the ELECT case in CWDS).

- The ELECT program will close AC 13 (High School/HSE) effective the date the participant graduates or obtains their HSE.
- Open appropriate Transition activity(ies), verify and track attendance, and data enter participant hours.

TANF Transition Parameters

Three months prior to the expected date of high school graduation or attainment of their HSE, TANF participants must be presented with the following options:

- Be referred to the CAO to ensure a smooth transition to the participant's next step in the E&T process (e.g., referral to EARN, KEYS, etc.); or
- Enroll in a(n) approved activity(ies) after graduating or obtaining their HSE for the required weekly hourly on the AMR.

A TANF participant that is not participating in an activity for the hours indicated on the AMR upon graduating or obtaining their HSE must be terminated from the ELECT program within five business days of graduation/HSE attainment and be referred to the CAO for appropriate action.

A TANF participant enrolled in an activity and meeting the hours indicated on the AMR upon graduation or HSE obtainment may remain in Transition for a maximum of 60 days (about two months). The ELECT provider will:

- Coordinate with the CAO when a participant reaches 45 calendar days in Transition to ensure smooth progression to the participant's next step in the E&T process (e.g., referral to EARN, KEYS, etc.).
- Terminate the participant from the ELECT program no more than 60 calendar days post-diploma or HSE attainment and make a referral to the CAO for appropriate action.

A TANF participant that is under the age of 18 and receiving TANF on a parent or guardian's TANF budget is not required to have an AMR and does not have required hours of participation. Although these TANF eligible participants do not have hourly requirements to remain eligible for ELECT, they must participate in at least one DHS activity and their participation hours must be data entered in CWDS to participate in Transition.

FW Transition Parameters

FW participants may be eligible to participate in Transition for up to 210 days (about seven months) post-graduation or HSE attainment.

Three months prior to the expected date of high school graduation or HSE attainment, the FW participant must be presented with the following options:

1. Participate in approved activities. Although FW participants do not have hourly requirements to remain eligible for FW benefits, they must participate in at least one DHS activity and their participation hours must be data entered in CWDS to participate in Transition.

2. Exit the program upon graduation or HSE attainment.
    - A CAO referral is not required.
    - Referrals to other local services and agencies, such as CareerLink to participate in other workforce related programming, are highly encouraged.

FW participants in the Employment Career Pathway may participate in Transition for 120 calendar days. A Transition participant who is employed and attending or planning to attend a postsecondary education program is in the Postsecondary Education Career Pathway.

FW participants in the Postsecondary Education Career Pathway must be attending, or planning to attend, a college, university, trade school, and/or participating in a registered pre-apprenticeship or registered apprenticeship. These participants may receive an additional 90 days (about three months) in Transition for a maximum total of 210 days (about seven months) in Transition.

- The extra 90 days (about three months) is not mandatory, but participation should be encouraged for eligible participants, to allow the program to assist and provide services through their first semester.
- Participants must be enrolled in the educational institution by their 120th day in Transition to receive the extra 90 days (about three months) for postsecondary education.
- If a participant withdraws from the postsecondary educational program or apprenticeship and has already received at least 120 days (about four months) in Transition, they must be exited from the ELECT program within five business days.

Table 5: Transition Parameters

Transition Parameters Summary

Funding Source	Career Pathway	Transition Timeframe
TANF	TANF Pathway	60 calendar days then refer to CAO
FW	Employment	120 calendar days
FW	Postsecondary Education	210 calendar days

Participant Case Files[2]

Every participant enrolled in the ELECT program must have an individual case file created upon enrollment that remains accurate, up-to-date, and reflects the participant's involvement and engagement in all program activities until the time of their exit from the program.

To protect participant privacy and their children or family, the case files should not contain Personally Identifiable Information (PII), such as copies or originals of Social Security cards, birth certificates, or driver's licenses. The SSN should be redacted if it is included on or within any form or section of the case file. This information could put participants at risk if the file is lost

[2] The following forms must be used as provided by PDE unless the program uses an electronic system: Intake, Child Care Form, Child Support form, Goal Setting Form, Case Notes, Quarterly Visit, Education Checklist.

or misplaced. If programs choose to retain copies of this information, it must be kept in a separate data file and placed in a locked, secure cabinet (e.g., with the Data Specialist).

The files must have six distinct sections:

1. Participant Data
2. Attendance and Grades
3. Goal Setting
4. Case Notes (*entered in EDCS*, *printed only upon request*)
5. Supplemental Paperwork
6. Exit Paperwork

The information in all six sections will be updated on an ongoing basis as the participants' circumstances change. The information in the files should support the program's efforts to help the participant overcome barriers while trying to obtain a diploma or HSE. Programs must provide translation and interpretation services to participants with language barriers. If these services are unavailable staff may complete forms on behalf of the participants. The case files should be stored in a secure location accessible only to program staff.

The case file must include participant's academic performance and school attendance, case notes detailing all one-on-one and group session service hours, record of goal setting and attainment, records of any ability assessments or aptitude tests, documentation of strengths and areas for improvement (organizational skills, life skills, career training, etc.), any established Transition Plans, and all documentation of progress toward graduation or HSE attainment.

Note: Pictures of ELECT forms and ELECT documentation are not allowed. The file must contain the original forms with original signatures.

Section 1: Participant Data

Participant Intake Form
The form must be completed within 30 days (about four and a half weeks) of enrollment by ELECT staff. It must be signed and dated by the person completing the form. Forms must be reviewed by September 30 each year for retained participants. Once the review takes place the form should be initialed and dated by the person who performed the review

All programs must use the official ELECT Intake Form. Additional information may be captured on a separate form at the Grantee's discretion.

Agreement of Services and Permission Slips

- Must follow school district and/or IU policies.
- Must be returned and placed in the case file within 30 days (about four and a half weeks) of enrollment.
- Depending upon district policy, participants who are 18 years or older may sign their own permission forms; however, parent/guardian signatures are still encouraged.

Required Agreements:

- Participation
- Parental/Guardian
- Release of Information

Recommended Releases:

- Photography/Videography
- Transportation
- Consent to Medical Care in an Emergency
- Liability

Child Care Plan (CCP)

All programs must use the official ELECT CCP form. Every participant must complete a CCP, including cyber, HSE, and homebound students. Additional information may be captured on a separate form at the Grantee's discretion.

- The form must be completed for all participants, regardless of gender or parenting status, within 30 days (about four and a half weeks) of enrollment.
- Must be developed cooperatively with the participant.
- Must be appropriate. The participant's plan cannot require the participant to care for their own child, another student to miss school, or an adult or community member to take off work.
- If the plan or backup plan includes a family member or friend caring for the child, the plan must be specific and include the name and relationship to the child.
- Must be signed and dated by the participant.
- Must be reviewed by September 30 each year with any changes documented. When the form is reviewed, it should be dated and initiated by that individual.
- There must be a case note documenting this conversation.

Child Support Information

All programs must use the official ELECT Child Support Documentation form. Additional information may be captured in a separate form at the Grantee's discretion.

- Asking about child support is to start a discussion with participants and educate them about their rights and options.
- All participants regardless of gender should have this documented on the intake form or somewhere in the intake section (Section 1).
- If participants are not pursuing or receiving child support, there must be an appropriate reason provided.
    - Appropriate: "parents residing together;" "parent is unknown;" "parent is deceased;" "parent doesn't want to;" "grandparents provide support;" "they provide support in other ways;" etc.
    - Inappropriate: "parent is incarcerated;" "parents whereabouts unknown;" "baby not born;" "other parent in school;" etc.
- There must be a case note documenting this conversation.

Section 2: Attendance and Grades

Attendance
The official attendance records from the PDE approved educational entity should be in the file no later than the 15th of the following month. If each printout from the school includes all dates from the beginning of the school year to the current date, please remove any duplicate monthly printouts.

- It is recommended that programs use a calendar with a key to track attendance patterns. For example, a printed monthly calendar on which excused absences could appear in green, unexcused absences could appear in red. Programs would then need to define this on the calendar for the Monitoring Team.
- It is recommended that ELECT programs develop an attendance policy. If applicable, the policy should be signed by all participants and kept in this section.

Documentation must be provided if a particular school or education program does not track student attendance. Acceptable forms of documentation include: a letter/statement from school or educational institution, copy of attendance tracking procedure from school or educational institution handbook, or written explanation from ELECT staff.

Grades
If a school does not give traditional grades, the program must place a cover letter in the participant's file stating that grades are not given by this entity. A copy of the letter will be placed in the case file for any participants enrolled in that school.

Current grades and previous grades, if available, should be documented for the following participants:

- Participants attending any PDE recognized LEA must have grades.
- Alternative schools without grades must have progress reports included.

Grade Point Average (GPA)

- GPAs must be converted to a 4.0 scale (calculated if necessary).
- If there are no academic records, there should be documentation explaining why it is not available and that efforts were made to document academic performance, such as letter or statement from educational institution, written explanation from ELECT staff, or copies of email communications.

Section 3: Goal Setting

ELECT Opportunities Form

Complete the initial ELECT Opportunities form: Within the first 30days

- Guide a conversation about the students' needs and priorities using the form.
- Have the students check off their priorities. When necessary, additional notes can be added.

- Identify tasks for ELECT staff to accomplish on behalf of the student that can be achieved within the month. For example, connecting the student with specific community resources or providing them with agency paperwork (ELRC, WIC, SNAP etc.)

Every six (6) months:
Update Priorities: Complete a new ELECT Opportunities form with the student and discuss changes in their priorities.

ELECT Goals Form
Set a Goal: Within the first three (3) months (by 2nd QV)

- The student can set one goal, or multiple if desired. Use one form per goal.
- The goal can be in any category.
- The CM guides the goal setting process, ensuring the short-term goals are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound (S.M.A.R.T.).
- The student fills out each section on the front of the form. Staff may fill out the form if the student isn't feeling comfortable doing so, or has difficulties with spelling, penmanship, grammar etc. Phrases and bullet points are encouraged.
- It's required to have at least three action steps per goal.
- If the student is unsure what their goal is, use the goal category suggestions at the top of the form or refer to the priorities listed on the ELECT Opportunities form.
- Text a picture of the worksheet to the student, if desired.
- Document the conversation in the case notes.

Ongoing (at least bi-monthly):
Review the Goal: When the student mentions the goal, or at least twice a month. Follow-up on the goal using the ELECT Goals form.
Options for monthly worksheet follow-up:

- Student reflection.
- Brief CM progress note on the form.
- New ELECT Goals form. Make sure each edit includes a date.
- Add more action steps to the front of the form as needed.
- Document the conversation more thoroughly in the case progress notes.
- Continue documenting progress until the goal is achieved, completion date has passed and/or the student has a new goal.

If a Goal is Not Achieved within Multiple Months:

- Guide the student's decision process on what to do next. Should they change the short-term S.M.A.R.T. goal to be more "achievable?" Do they want to change their focus to a different goal entirely? Discuss, reflect, and start a new worksheet.
- Add a CM progress note, describing the final status of the goal and the decision.

When a Goal is Achieved:

- Consider celebrating the accomplishment by giving the student an incentive for Goal Completion.
- Have the student complete the form by fully coloring in the progress bar and dating the accomplishment.
- If the student is not interested in completing the form, write a note stating the student completed the goal, so that the form shows the outcome.
- Within the next 30 days (about four and a half weeks), set a new goal with the student.

Additional Considerations

- Make the process as comfortable as possible for the student. For example, if the student is writing averse, the CM can complete the form and explain why in case notes.
- Have S.M.A.R.T. Goals visuals and examples available to help students with creating goals. Remember: the "short-term goal" is the S.M.A.R.T. goal.
- If a student is struggling to create a goal that fits the S.M.A.R.T. format, make a note and let the student continue with their own process. When it's time to review the goal, there will be another teaching opportunity to guide the student on how to adjust. One purpose of this activity is teaching goal setting as a life skill, which allows students to improve their understanding of S.M.A.R.T. goals over time.
- The ELECT Goals form not only shows the student's goal and whether it was accomplished but also tells the story of how the student worked toward the goal--including barriers faced, periods of stagnation, and breakthroughs. It acts as a living document until the student has finished with the goal. The more the form is updated, the more it communicates the student's journey.

Section 4: Case Notes and Education Checklist

Case notes and ELECT Educational Checklist serve as two distinct items of documentation.

Overview of Case Notes

Case notes are the primary record of ELECT work with and for the student. These records tell the story of how ELECT is making an impact in a pregnant/parenting student's journey toward earning a diploma/HSE and planning for future work and/or education. It is suggested that *a list of commonly used acronyms or abbreviations unique to the program* that do not appear in the guideline's acronym list are *included in the case notes section* of the participant case files.

Case notes must be CM-led and include all service efforts (direct and indirect), show biweekly case management, identify education services provided, and tell a complete story of all issues/efforts demonstrating resolution. Case Management is a sort of metaphorical dance between the provider and the student. Relationship building is essential. It is imperative to ensure interactions remain ethical, professional, and aligned with program guidelines.

The range of services to be provided to ELECT participants is vast, and they cover a wide range of topics. Case notes must reflect the full spectrum of these services. This includes maintaining forms, showcasing academic and personal support, and sharing of resources. Every aspect of case management provided needs to be mirrored in the notes and should reflect the full gamut of services offered to ELECT participants. Direct services must include individual services (case management and QVs) and educational or enrichment field trips. Indirect services and attempted contacts must be included.

- Consider when reviewing notes whether the following services and supports are being provided:
    - Child care/child support issues
    - Goal setting and progress
    - ELRC support
    - Attendance updates and support
    - Relationship issues
    - Completion of QVs
    - Health information (participant and child)
    - Family engagement
    - Co-parenting
    - Academic support
    - Post-secondary discussions
    - Mental health
    - Transportation
    - Group education and workshops
- Supervisory or program operational details do not belong in files (e.g., a supervisor sharing updates on the Goal Setting process at team meeting is not a service).

Service Hours Documentation in Case Notes

Service hours must be clearly identified in every case note and totaled at the end of each month for accurate MAR reporting. CMs are responsible for keeping track of all services provided to participants, documenting, and counting service hours in accordance with the PDE and DHS requirements regarding direct, indirect, and attempted service.

Direct Contact

One-on-One (Individual)

Description (D)

The D section is the bulk of the case note. This is where the relevant and pertinent facts of the interaction are recorded.

- Who was present?
- What was observed?
- What was offered?
- What was discussed?
- What actions were taken?

Plan (P)

The P section is the wrap up of the case note. This is where the specific next steps to be taken by each party are outlined. The plan must contain these three key components and directly connect one note to the next to assist in the ongoing implementation of the case management plan and assessment of student needs.

- What will the CM do next?
- What will the student do next?
- What is the target date for these objectives?

Note: Passive or open-ended language, such as "will monitor," is not a Plan.

Tying Up Loose Ends
Case notes need to show resolutions to issues, goal setting progress and achievement, to-do items, etc. Ensure notes reflect the support provided in achieving these resolutions.

- What were the CM tasks?
- What were the participants' tasks?
- How did the CM and participant tasks go?
- Were the tasks accomplished by the deadline?
- What could be done better next time?

Initial Intake Note
The first case note must be clearly identified as such in the content (e.g., "Initial Intake" or "Intake Summary"). This note should contain a summary of a student's situation upon entering ELECT. Future case notes do not require student's demographic details.

- Age
- Grade level
- Pregnant (how many weeks/months) or parenting (child's age)
- Current living arrangement and family support
- Co-parent/partner support
- Services in place/Services needed
- Any other pertinent information to the student beginning ELECT services

Sample Initial Intake Case Note
D: (Initial intake) CM and student met in ELECT Office to review initial intake. Student is a 17-year-old, parenting, 10th grader and identifies as an African American female. The student is new to her current school and is reportedly struggling with attendance due to child care provided by her biological mother. CM discussed the benefits of enrolling the child into daycare. CM will assist the student in researching possible daycare facilities and completing necessary enrollment paperwork. Student receives Women, Infants, and Children (WIC) benefits for their 18-month-old son. Student and child reside with the student's biological mother and four siblings. The student aspires to graduate in 18 months, and stated they are unsure of the post-secondary plan. The student earned baby bucks for completing enrollment. Areas of need

include ELRC application/reliable child care, assistance in obtaining child support, and achieving graduation goals.

P: CM: Assist the student in completing the ELRC app prior to the next meeting on 2/6/22.

Student: Research at least 2 daycare options prior to next meeting on 2/6/22.

Note: Remember to note student's assets and barriers and how the CMs are assisting students with overcoming the identified struggles.

Quarterly Visit (QV) Form

- Due within the first three months of enrollment.
- Form should include visit date, previous visit date and next visit date.
- Signed and dated by CM.
- Areas of focus selected, and detail mentioned on form during QV.
- QV must be selected as the type of service.
- Case notes should mention where the visit took place, who was present and what CM observed.
- Case notes should clearly document what was covered related to home safety and child development with the students.
- Case notes should reflect review of academic and personal goals.

Educational or Enrichment Field Trips

Case notes must document trips with one or more participants for the purposes of education or enrichment:

- College and career fairs.
- College campus tours.
- Daycare facility tours.
- Museum trips.
- Educational family engagement (zoo, city parks, amusement park, etc.).

Indirect/Attempt to Contact

The following types of contact, on behalf of the student, must be reflected in the case notes:

- Dialogue with family, school, counselors, or any other external resource concerning the student.
- Any unsuccessful attempts to contact the student to show effort put forth to keep student engaged.
- Workshop, group education, and event notices sent to all students.

Time claimed for service hours should always be zero for *indirect and attempted contact* notes.

Indirect case notes should not identify specific names of people contacted. The note should just include the title of the person contacted, a summary of the discussion and how that will be used to aid the student.

Focused Case Note Content
The following are examples of important information that should/could appear in case notes. CMs should include the same amount of detail for the subjects below as they do in the above-listed types of case notes.

Attendance
These case notes must reflect discussions on attendance patterns, support offered and possible interventions for improving attendance, such as:

- Securing child care.
- Addressing scheduling issues.
- Verifying unexcused absence errors.
- Offering incentives.
- Assisting with transportation.

Case notes regarding attendance must showcase a relationship between ELECT and the school for the purpose of supporting student attendance improvement, including noting any outreach with teachers and counselors.

Academics
Case notes regarding academics provide documentation of a student's academic progress through the course of the school year. Possible areas of focus include:

- Documenting a report card conference each marking period and summarizing grades/GPA.
- Noting any classes where the student has struggles or successes and documenting what resources and support were provided by ELECT.
- Documenting efforts with caregivers, teachers, counselors, tutors, etc.

The case notes should reflect the student's academic growth and success towards graduation throughout their time in the program.

Post-secondary Support
Case notes must include ongoing evidence of post-secondary planning discussions and activities, such as:

- Personality quizzes.
- Job readiness workshops.
- College fairs.
- Resume building.
- Referrals and workshops to assist with post-secondary planning.
- Transition Plans (should be present in student's folders three months prior to graduation date).

Transportation Note
- Noting how a student gets to and from school.
- Documenting when transportation is provided to a student.

- Mentioning issues and support provided with all transportation concerns (i.e., violence, physical hardship, scheduling issues, etc.).

Child Care/Child Support Forms

- Documenting the completion of form should be entered to match the date of form signature.
- Reflecting information reviewed and any changes.

ELECT Opportunities Forms

- Case note entry date should mirror form.
- Case note entry should note areas of focus shared by student.

Transfer Contact Note

- Clear and defined note of school-to-school transfer.
- Introduction of new CM that documents efforts to connect the new CM to the student.

Exit Note

- Closing Note that documents the reason for the exit and efforts connecting with the student prior to exit.

Education Checklist

The focus areas on the ELECT Educational Checklist are the general education expectations for the ELECT program. This form should be a continuous working document for the duration of the participant’s enrollment. Reasonable efforts should be made to provide education within the focus areas listed. Education on pregnancy and parenting topics should be delivered based on the participant’s specific pregnancy/parenting situation.

What IS education?

Evidence-based guidance, information, and/or materials around a particular topic is considered education for ELECT purposes.

What IS NOT education?

Informal or casual conversation around a particular topic, though critical for trust-building and to assess what the participant's ongoing educational needs may be, is not considered education for ELECT purposes. While informal or casual conversations may lead to education, only the educational portion may be reported on the Education Checklist.

One-on-One Education

- Education conducted in a one-on-one service contact.
- Educational content delivered and discussed between the CM and one student.
- Education should be reflected in a detailed case note.
- The language in the case note must reflect singular dialogue, not plural (ONE student).
- Use statements like “CM provided _____ amount of education on _______ topic.”

Education (Group/Workshop)

- Education conducted with two or more students present.

- Group education/workshop language must reflect that the individual student is attending what is clearly defined as a group workshop (e.g., Student attended a workshop on…).
- Group education/workshop case notes can be copy/pasted for all students who attended.

Education Checklist Format
The most current version of the form approved by PDE must be used.

Education recorded in the case notes is to coordinate with the entries on the education checklist. The topic, date, and time recorded in the case notes should match the topic, date and time on the education checklist.

The checklist must include all the education the participant receives in both one-on-one sessions with their CM and in group sessions.

- Record the date of the education provided.
- Record the length of time reflecting the provided education in 15-minute increments.
- Specify provider of participant's education, noting the CM name.

Educational sessions should be recorded in chronological order.

CMs must attempt to teach as many topics on the education checklist as they can during the student's tenure in the program, touching on each of the following focus areas:

- Prenatal, postnatal, and sexual health.
- Parenting.
- Job/career/education.
- Personal health and well-being.
- Skills for life and relationships.
- General/other.

Section 5: Transition Plan & Supplemental Paperwork

The following items should be included, if applicable:

Ongoing Employment Verification
This information is required for an employed participant aged 18 or older, including those who are self-employed or working "under the table."

- Ongoing employment verification collected for employment participants.
    - Please see ELECT E&T Activity Codes and Descriptions for acceptable methods of verification.
- Any documentation related to employment should be included in this section.

Incentives
- Incentive sign-off sheets.
- Miscellaneous incentive information or documentation.

Goal Setting

- Worksheets, activities, drafts, or graphic organizers, and/or notes used during the goal setting process.
- Correspondence with other support people/agencies involved in the participant's goals, such as teachers, guidance counselors, parents, etc.
- Miscellaneous items related to goal setting.

Transition Plan

- Copy of the Transition Plan.
- DHS Activity verifications (e.g., Employment and Training Activity Verification Form, class schedules, college study policies, Community Service Verification Form, Work Experience Verification Form).

Miscellaneous

- Copies of any forms the participant has completed (e.g., college or career documents, academic progress and attendance reports or improvement plans, etc.).
- Awards, acknowledgements, reference letters, etc.
- Anything related to services and support provided to the participant by ELECT program that is not provided in previous sections.

Section 6: Exit Paperwork

- Full name of participant.
- Date of exit interview.
- Reason for exit, including graduation.

Participant Terminations

Programs must make every effort to encourage students to remain in school until successful completion. This can be accomplished through intensified case management, involvement with extended family, and removing barriers to graduation or HSE obtainment. If a participant does not wish to continue in the program, a meeting should be scheduled with the LEA, the participant, the local CAO (if applicable), and any invested agencies to assess and recommend other program options. If the situation does not permit such a meeting, documentation on the exit paperwork must provide an explanation.

Noncompliance

If a participant has not responded to CM inquiries via phone, text, email, or visitation within three weeks, the participant must be exited from the program. A participant can be re-enrolled if they are eligible and interested in returning to the program.

During the summer months of July and August, if a participant provides prior written documentation of any plans to be away, they will not be terminated unless they are in Transition. ELECT program staff will enter zero hours in the expected and provided service hours fields in the MAR for those weeks the participant is away. If the participant does not return to the program within two weeks of the expected return date, the participant must be exited from the program at that point and then re-enrolled if/when they return. Case notes should show clear and concise documentation, including the expected return date.

If a participant is noncompliant with program requirements, they are to be exited from the program. Some examples of noncompliance that should result in termination include:

- Participants aged 18+ who consistently do not provide employment verification by the end of the month two months after the month of participation (e.g., August employment verification must be received by the end of October).
- Repeated failure to participate in goal setting within designated timeframes.
- Consistent refusal to participate in program services which results in zero service hours for 60 days, even when the participant is responding to CM inquiries.

Change of Residence

If a participant moves to a new county the following chart will be used to identify the Grantee's responsibilities based on the circumstances.

If the participant moves to a new county:

AND	THEN
The new county is within the Grantee's program service area; OR The new county is not in the Grantee's program service area, but the participant remains enrolled in the same LEA. (Examples: split custody when parents live in different counties and foster care placement)	• Coordinate with both CAOs to ensure benefits are transferred to the new county. • Close the current CWDS ELECT project using the appropriate term code. • Coordinate with the new CAO to receive a new ELECT referral. • Accept the new referral to reopen the participant in CWDS. • Ensure the participant continues to meet any hourly requirements necessary to keep benefits active in their new county.
Enrolling in a new LEA that is served by a different ELECT Grantee	• Close the current CWDS ELECT project using the appropriate term code. • Exit the participant in EDCS. • Coordinate with the ELECT Grantee in the new county who will enter the participant into PS and communicate with the CAO. • Reenter the participant into EDCS under the new ELECT Grantee as a new participant. All form submissions are required.
The new county is not served by an ELECT Grantee	• Close the current CWDS ELECT project using the appropriate term code.

Generally, the LEA the participant is enrolled in determines which ELECT grantee serves the student. Students in a cyber or virtual school should be served by the ELECT grantee in their county of residence. Additional exceptions may be made on a case-by-case basis to best serve the participant. These exceptions will be determined collaboratively with the participant, ELECT grantee(s), and CAO(s).

Programmatic Ineligibility

A participant must be terminated from their ELECT program if s(he):

- Receives a FW ineligibility notice from the CAO.
- Does not receive a CAO eligibility determination within 60 calendar days of entering the participant into PS.
- Is no longer eligible for TANF or FW benefits (e.g., becomes over income, no longer pregnant or parenting).
- Turns 25 years of age while attending a HSE program or drops out of the program.
- Graduates from high school or obtains their HSE and do not wish to participate in Transition.
- Ends their optional Transition time voluntarily.
- Is a TANF participant not meeting hourly requirements indicated on the AMR while in Transition.
- Reaches the Transition time limit.

Participant enrollment in EDCS and CWDS systems must be as close to matching as possible. When a student is removed from EDCS, they must also be terminated from CWDS, and vice versa. If the program is terminating a PS status participant because the CAO has not provided an ELECT eligibility determination within 60 calendar days and the program is reopening them in PS status the next day to continue to seek an eligibility determination, the participant does not need to be terminated from EDCS.

Closing Participants in Transition

An alert will appear prompting exit in EDCS when a participant's time in Transition approaches an end. Programs will take action and close a participant within 15 calendar days of receiving this alert by creating a final Follow-Up Form in EDCS. At the end of the Transition period, close any open activities and sub-project codes in CWDS, then terminate the participant from ELECT (Project Y) with termination code 5 to indicate graduation. Once a TANF participant's enrollment is closed, a referral must immediately be made to the CAO. Appropriate data entry must also occur. A participant exited while in Transition cannot re-enter the program once terminated.

CWDS Termination Timeframes

Programs are required to terminate a participant within 5 business days of receiving notice that the participant is to be closed.

Programs are advised to have staff review participants for potential termination at the end of each week. When it is determined the student is to be closed, the Data Specialist will close participants the week following the date it was determined the participant must be exited. Prior to case closure, participation hours will be entered for the last week of participation. The date the program enters into CWDS as the closure date cannot be more than five business days before the date the provider is taking action in the system to close the participant's case.

The participant will receive 20 hours in AC 13 for their final week no matter how many days they were in school. If the participant is in Transition actual hours of participation will be entered into the appropriate ACs for their final week.

For example: The CM identifies that Alex is to be closed on Tuesday, July 5. The CM notifies the Data Specialist of the need for closure on Wednesday, July 6. The Data Specialist will enter full hours for Alex's final week, system week-ending date of July 9, on the following Monday or Tuesday, July 11, or 12. The Data Specialist will enter a closing date of Tuesday, July 5.

CWDS Project Termination Codes

CWDS Project termination codes primarily reflect whether the student graduated and/or secured employment. The reason for termination must be narrated in the student's case file.

CWDS Termination Codes should be applied in the following cascade: If exiting a participant at graduation or at any time during transition, exit code 5 (graduation is considered our best termination code, and takes precedence over employment codes). If the students exits before graduation, use term code 8 if employed 30 hours or more per week, 1 if employed between 20 and 29 hours per week or more (even if terming for noncompliance, employment term codes can be used) then use codes 3, 7, or L, depending on the reason for termination.

When the participant loses TANF or FW eligibility, the ELECT project will be terminated in eCIS through a 'K' closing code, which will cause the student to be transferred from Enrolled to 45-day Hold case status in CWDS. Student facilitators should contact the CAO to determine the reason for the student losing TANF or FW eligibility. The ELECT grantee must transfer the student to Extended Hold and continue to enter verified hours for the participant until a reason can be determined for the 45-day hold.

If the CAO confirms that the individual is still receiving the same benefits, the eCIS system should automatically remove the 'K' closure in eCIS, updating the CWDS case status from Extended Hold to Enrolled. If this does not occur, either the CAO has entered an incorrect ETP code or there is an eCIS system error. If it is determined that an eCIS error has occurred, the CAO will need to submit a Service Now ticket to determine the issue. After the issue is identified and resolved, the CWDS case will be updated to Enrolled status. It is critical that cases do not remain in Extended Hold as the individual will not appear on the provider's 45-day Hold list if benefits later closed which could result in the provider serving participants that are not eligible for benefits or the ELECT program. Providers should review their Extended Hold cases frequently with the CAO to ensure that cases are returned to Enrolled status as soon as possible. Participants should never be in Extended Hold Status for longer than 60 calendar days. If participants have been in Extended Hold for 45 days with no resolution, the provider must contact the DHS program advisor for assistance. Case notes must be written to detail the communications, efforts, and issues being made to get the individual back to Enrolled status.

If the CAO confirms that a TANF eligible ELECT participant is no longer receiving TANF, the provider must complete an FW application and submit it to the CAO for ongoing eligibility determination. Once the CAO determines eligibility for F, the CWDS case status should update from Extended Hold to Enrolled. If this does not occur, either the CAO has entered an incorrect ETP code or there is an eCIS system error. If it is determined that an eCIS error has occurred, the CAO will need to submit a Service Now ticket to determine the issue. After the issue is identified and resolved, the CWDS case will be updated to Enrolled status.

Table 6 : Project Termination Codes

Project Termination Codes

CWDS Termination Codes should be applied in the following cascade:

Codes	Description	Comments
5	Completion of planned AMR/EDP activities – no employment	Student graduates from high school or obtains HSE *enter “HS DIP” or “HSE” in the Free Text Field
8	Employed 30 hours/week or more (full-time)	Students are being terminated from ELECT and are employed for at least 30 hours per week
1	Employed between 20-29 hours/week (part-time)	Students are being terminated from ELECT and are employed for up to 29 hours per week
3	Withdraws or terminates without Good Cause	Does not cooperate with the program, withdraw from school without graduating, etc.
7	Other	Students are terminated for any other reason not defined including moving out of the program’s service area and untimely CAO eligibility determination. *a comment is mandatory in the Free Text Field
L	Ineligible for Family Works	Students are determined ineligible for Family Works by the CAO

Program Oversight and Monitoring

Technical Assistance (TA)

CSC provides ongoing TA and training both onsite and virtually for programs in preparation for monitoring visits, works with grantees to prepare CAPs and provide TA based on the results of monitoring visits, and keeps PDE informed of any concerns, requests, or questions.

The grantee's DHS Program Advisor provides ongoing TA and training specific to DHS participant tracking, TANF and FW program referrals and enrollment, and CWDS Data Entry as it related to CWDS attendance and record keeping, CWDS transition data entry, TANF and FW transition parameters, and CWDS termination timeframes and codes. The DHS Program Advisor can be reached through the DHS ELECT Account (RA), ra-pwbepelectpolicy@pa.gov, The CWDS Helpdesk can assist with initiating user access, getting CWDS passwords reset, answering questions about a screen in the system, or reporting a system issue. They can be reached at 1-866-236-6297 or ra-cwds@pa.gov.

Program Monitoring

All programs will be regularly monitored either onsite or virtually by the Monitoring Team (PDE and DHS). The grantee will be notified at least three weeks before the date of the monitoring via the Integrated Monitoring System (IMS). The notification will include:

- A letter addressed to the Executive Director or Superintendent of the LEA.
- A Preliminary Monitoring Performance Report (PMPR) that the Grantee will complete in the IMS prior to the monitoring date.
- An itinerary to be completed by the Grantee prior to the monitoring date.

The general components of the program monitoring include:

- a meeting with the Executive Director or Superintendent of the LEA, if available
- a virtual observation of a participant group.
- an electronic case file review (10 percent of case files; random selection).
- a discussion of monitoring findings.

Note: PDE and DHS reserve the right to add additional components as needed.

Staff are required to participate in these monitoring visits and to provide required or requested information and records for review purposes. Programs will also be required to comply with TA and corrective action requirements.

Participant interviews may be conducted at the discretion of the State Team and, if so, will adhere to the guidelines below.

- All interviews will be conducted within strict bounds of confidentiality including the purpose and use of participant responses.

- Answers to questions will not be provided to staff, however, overall themes will be summarized on the monitoring report provided to ELECT programs.
    - The interview will focus on key areas of the program and the participant's overall experience. The answers will assist in assuring compliance within the program and help improve overall functioning and focus of the program.
    - ELECT staff will not ask students to divulge their answers to interview questions asked by the State Team.

Appendices

Contact Information

PDE
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Pennsylvania Department of Education | Bureau of School Support
607 South Drive, Harrisburg, PA 17120
Phone: 717-783-9294 | Fax: 717-783-2642
llockwood@pa.gov

DHS
Cathryn Thompson | DHS Program Advisor
Department of Human Services | OIM | Bureau of Employment Programs
Division of Contracted Programs and Systems
2525 N. 7th Street, Harrisburg, PA 17110
Phone: 717-425-7189
ra-pwbepelectpolicy@pa.gov

CSC
Nichole Hartman | Youth Development Program Coordinator
Center for Schools and Communities
275 Grandview Avenue, Suite 200, Camp Hill, PA 17011
Phone: 717-763-1661 ext.107
nhartman@csc.csiu.org

Abbreviations and Acronyms

Abbreviation	Acronym
AC	Activity Code
ACF	Administration for Children and Families
AMR	Agreement of Mutual Responsibility
BEP	Bureau of Employment Programs
CAO	County Assistance Office
CAP	Corrective Action Plan
CBO	Community Based Organization
CCP	Child Care Plan
CIS	Client Information System
CM	Case Manager
CSC	Center for Schools and Communities
CSIU	Central Susquehanna Intermediate Unit
CWDS	Commonwealth Workforce Development System
DHS	Department of Human Services
DST	Direct Service Team
E&T	Employment and Training
EARN	Employment Advancement and Retention Network
eCIS	Client Information System
EDCS	ELECT Data Collection System
ELECT	Education Leading to Employment and Career Training
ELRC	Early Learning Resource Center
EOY	End of Year
F2F	Face-to-Face
FPIG	Federal Poverty Income Guidelines
FW	Family Works
GED	General Education Development
GPA	Grade Point Average
HIPAA	Health Insurance Portability and Accountability Act
HiSET	High School Equivalency Test
HSE	High School Equivalency
ISP	Interim Staffing Plan
IU	Intermediate Unit
KEYS	Keystone Education Yields Success
LEA	Local Education Agency
LEP	Limited English Proficiency
LMC	Local Management Committee
MAR	Monthly Attendance Report
MS	Microsoft
PC	Program Coordinator
PD	Professional Development
PDE	Pennsylvania Department of Education
PII	Personally Identifiable Information
PMPR	Preliminary Monitoring Performance Report
PS	Preliminary Screening
PY	Program Year

Abbreviation	Acronym
QV	Quarterly Visit
RESET	Road to Economic Self-Sufficiency through Employment and Training
RA	Resource Account
SFPF	Strengthening Families Protective Factors
S.M.A.R.T.	Specific, Measurable, Achievable, Relevant, and Time Sensitive
SPAL	Special Allowances for TANF recipients
SPP	Summer Programming Plan
SSN	Social Security Number
STI	Sexually Transmitted Infections
TA	Technical Assistance
TANF	Temporary Assistance for Needy Families
WIC	Women, Infants, and Children
WR	Work Ready

ELECT Common Definitions

Case Management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the participant's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes.

A **Custodial Parent** is the parent that lives with and cares for their minor child for all (sole physical custody) or most (primary physical custody) of the time.

Direct services are services provided directly to a participant, such as workshops/group sessions and one-on-one, individual case management.

ELECT Participants/ ELECT students, unless otherwise specified, refer to expecting or parenting participants of all genders who are enrolled in ELECT and meet eligibility guidelines for TANF and/or FW Programs.

Extended Family is a family that extends beyond the nuclear family, including grandparents, aunts, uncles, and other relatives, who all live nearby or in one household.

Expected Attendance is defined as the appropriate number of days or hours the LEA determines the student is required to attend each semester or school year.

Homebound Instruction is provided to any participant whose physical condition, as verified by a physician in writing, prohibits the participant from attending school.

Incentives are reinforcements to promote positive behavior and/or to reinforce a participant's demonstration of improved behavior such as increased or sustained attendance, academic accomplishments, goal attainment and active program participation.

Indirect services are services done on behalf of the participant without the participant present, such as meetings between CM and school nurse or social worker, calls made by CM to assist with housing for participants, etc.

Job Shadowing is a work experience option where participants learn about a job by walking through the workday as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant.

Mentoring involves improving the well-being of the participant by providing a role model who can support the child academically, socially, and/or personally.

The **Monitoring Team** consists of a representative from PDE and DHS who conduct regular monitoring of Grantees.

A **Non-Custodial Parent** is a parent who does not have physical custody of his or her minor child as the result of a court order, but whose child has not been legally adopted by someone else. Students whose only child has been adopted are not eligible to participate in ELECT.

Peer Socialization is a process by which culture is transmitted to the younger generation and students learn the rules and practices of social groups to which they belong.

Postsecondary Education Career Pathway is one of two possible tracks for FW students in Transition planning to further their education at a university, trade school, registered apprenticeship or pre-apprenticeship.

Professional Development (PD) is learning to earn or maintain professional credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice.

Retention refers to the percentage of students who are still actively attending or participating in an educational program (i.e., school-based, after school, wraparound service, etc.).

S.M.A.R.T is an acronym that stands for specific, measurable, achievable, relevant and time-based. Each element of the S.M.A.R.T framework works together to create a goal that is carefully planned, clear and trackable.

Special Allowances (SPALs) A SPAL is the payment for required items or services issued by the CAO for TANF benefit recipients.

The **State Team** consists of a representative from PDE, DHS and CSC who work together to oversee and advise Grantees.

Strengthening Families™ Protective Factors is a nationally and internationally recognized parenting and family-strengthening program for high-risk and general population families. Strengthening Families Protective Factors is an evidence-based family skills training program found to significantly improve parenting skills and family relationships, reduce problem behaviors, delinquency and alcohol and drug abuse in children and to improve social competencies and school performance.

Subsidized Employment is defined as on-the-job training in which an employer pays the wages earned directly to the participant. Earnings are provided by an employer who receives a subsidy for the creation and maintenance of the employment position.

Targeted Outcomes involve the desired level of performance you want to see, as measured by indicators, that represent success at achieving your outcome.

Unsubsidized Employment is defined as a position in which an employer pays the wages directly to the participant and the employer is not reimbursed for wages. Wages and benefits are paid by the employer and not subsidized by SCSEP or other federal or state subsidy programs.

Attachments

The following attachments can be accessed in PA ELECT Grantee Network on MS Teams. Please follow this link: ELECT Operational Guidelines Attachments

PDE Documents

Summer Schedule Revision Form
ELECT Data Collection System (EDCS)
- EDCS User Manual
- Participant (Demographic) Form
- Child Information Form
- Pregnancy Outcome Form
- Education Form
- Follow Up Form
- Monthly Attendance Report (MAR) Form

Case File Forms
- Intake Form
- Child Care Plan
- Child Support Form
- Quarterly Visit
- Education Checklist
- ELECT Opportunities Form
- Goal Setting Form
- Transition Plan

The following attachments can be accessed in PA ELECT Grantee Network on MS Teams and the DHS Provider Resource Website though this link: ELECT Guidelines & DHS Attachments (sharepoint.com)

DHS Documents

TANF and Institutional Eligibility FAQ
TANF Employment Code Flowchart
SPAL Verification Form (PA 1883)
SPAL Desk Guide
CWDS Management Directive Information Technology Acceptable Use Policy
CWDS User Agreement 2020.
eCIS Registration for Business Partners
eCIS User Guide for BEP
CWDS ELECT Data Entry User Guide
CWDS Data Entry Error Log
Required Documents Checklist
Family Works Application (PA 1720)
Authorization for Release of Information (PA4)
E&T Activity Codes and Descriptions
Community Service Agency Agreement (PA 1694)

Community Service Verification Form (PA 1979)
Employment and Training Activity Verification Form (PA 1895)
Employment Verification Form
Work Experience Verification Form (PA 1980)
Transition Flowchart