

Education Leading to Employment and Career Training

Request for Application/March 20, 2026



Pennsylvania
Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Availability of Request for Application

Introduction

The mission of the Pennsylvania Department of Education (PDE) is to support educators, families, and communities to ensure Pennsylvania students have access to a quality education in a healthy and safe environment. 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 an initiative called Education Leading to Employment and Career Training (ELECT). ELECT works with pregnant and parenting youth who qualify for assistance through Temporary Assistance for Needy Families (TANF), or are otherwise income-eligible, to support their continuation of, or return to, school to complete their secondary education. This initiative meets TANF purpose number two, which is to end the dependence of needy parents on government benefits by promoting job preparation, work and marriage; purpose number three, which is to prevent and reduce the incidence of out-of-wedlock pregnancies; and purpose number four, which is to encourage the formation and maintenance of two-parent families. Funding for ELECT is provided through Federal TANF funds and a local cash match obtained by selected grantees.

Authorization

The ELECT Program is authorized by TANF through DHS to provide funds through PDE to coordinate the enrollment and delivery of services to support the educational success of expecting and parenting youth.

Intent

PDE intends to allocate and administer grants to selected grantees who are operated by local education agencies (LEAs), including Intermediate Units (IUs), statewide as a regional based program. Selected grantees will be awarded ELECT funds for a three-year period. Selected grantees must work collaboratively to eliminate barriers that may impede enrollment, attendance, receipt of services for academic success, and full participation of expectant and parenting youth - including special student populations such as out of school youth, married youth, or refugees.

PDE is committed to strengthening the academic infrastructure and supporting the achievement of all children, including those who are expecting and parenting. Grants will be made on a competitive basis to a LEA within each of the 29 regions in the Commonwealth and will be awarded based on the need of such agencies for assistance and the quality of the applications submitted. Each region must serve all LEAs, intermediate units, cyber, and charter schools in the geographic areas of the region.

Each applicant must indicate which region they are applying for and agree to provide services to all students located within that region. The following is a breakdown of the regions:

- Region 1: Fayette, Greene, Washington Counties
- Region 2: City of Pittsburgh
- Region 3: Allegheny County (except City of Pittsburgh)
- Region 4: Butler; Lawrence; Mercer Counties
- Region 5: Crawford; Erie; Warren Counties
- Region 6: Clarion; Forest; Jefferson; Venango Counties
- Region 7: Westmoreland County
- Region 8: Bedford; Blair; Cambria; Somerset Counties
- Region 9: Cameron; Elk; McKean; Potter Counties
- Region 10: Centre; Clearfield; Clinton Counties
- Region 11: Fulton; Huntingdon; Juniata; Mifflin Counties
- Region 12: Adams; Franklin; York Counties
- Region 13: Lancaster; Lebanon Counties
- Region 14: Berks County
- Region 15: Cumberland; Dauphin; Perry Counties
- Region 16: Columbia; Montour; Northumberland; Snyder; Union Counties
- Region 17: Bradford; Lycoming; Sullivan; Tioga Counties
- Region 18: Luzerne; Wyoming Counties
- Region 19: Lackawanna; Susquehanna; Wayne Counties
- Region 20: Pike; Monroe; Northampton Counties
- Region 21: Carbon; Lehigh Counties
- Region 22: Bucks County
- Region 23: Montgomery County
- Region 24: Chester County
- Region 25: Delaware County
- Region 26: Philadelphia County
- Region 27: Beaver County
- Region 28: Armstrong; Indiana Counties
- Region 29: Schuylkill County

Expecting and parenting youth cannot benefit from educational programs and services unless they are in school, attending regularly, and participating fully in all available program activities and requirements. Focused identification and outreach efforts are needed to enroll these youth in school, help them attend, and ensure stability. Educators need to be aware of the barriers to school access, revise local policies and practices, and plan for the additional educational and unique needs of these children. School staff, primarily the school district/LEA, must partner with human and social service agencies in their communities to provide support to these youth.

The purpose of this request for application (RFA) is to provide interested applicants an opportunity to apply for grants to coordinate the enrollment policies and delivery of educational and related services for the educational success of expectant and parenting youth. These services must focus on easing the identified barriers to enrollment, attendance and success in

school, including student-centered factors such as the impact of mobility on the achievement, education, health, and safety of participants, through training and outreach to LEAs and agencies serving this population.

Goals and Objectives

The goal of the ELECT Program is to ensure expecting and parenting youth receive an appropriate public education on an equal basis with all other students in the state.

Program objectives and activities are intended to remove and/or ease the barriers to enrollment and educational success, increasing parenting and life skills understanding and development as outlined in the guidelines.

The main objectives of the program are to:

- Reduce the disruption in the educational lives of expectant and parenting youth;
- Increase awareness about the nature and extent of the problems expectant and parenting youth have in fully participating in educational programs and services;
- Explain laws, resources and policies already in place, which aid in overcoming these barriers;
- Build the capacity of others to assist in identifying, enrolling, and ensuring the educational success of expectant and parenting teens.

Duration of Projects

The term of the grant agreement will be from July 1, 2026, to June 30, 2029. ELECT funding is contingent upon availability.

Funding

The ELECT Program grant is designed to provide regional coordination of services for youth, but the efforts are also directly related to coordination with providers of service, such as LEAs and other agencies. As such, the funding for such grant must consider the goals, purpose and needs of the program. Funding for each region is based on available data from past information for each region, prorated among all regions and using the total funding that is available statewide. This overall distribution considers the various aspects of the purpose of the ELECT Grantee.

All program funding is contingent upon receipt of TANF funds from the United States Department of Health and Human Services (HHS). **Application requests (which shall represent a request for the 2026-27 school year) should not exceed the service cost of \$4,000 per student.** PDE will notify the grantee in writing of the availability of funds, the amount of its grant award and the time period during which the grant funds may be spent.

Submission of Application

Applicants must submit the application through the Pennsylvania Department of Education eGrants Management System. by **11:59 PM on May 29, 2026**. Requests for additional information should be addressed to: ra-edelect@pa.gov.

All applicants are required to apply and upload the necessary attachments in eGrants. Applications not submitted by the deadline **will not be reviewed** and will be disqualified from the competitive process. Failure to submit and complete all components of the application will result in the disqualification of the grant application and denial of proceeding to peer review. There will be no resubmission or edits of submitted applications allowed.

General Application Information

Eligibility

To qualify for ELECT funding, an applicant must demonstrate their ability to serve the estimated number of students based on funding availability derived from the service cost of \$4,000 per student. Applicants' proposed service area must demonstrate the need to serve a minimum of 25 participants per year and will be responsible for providing ELECT services to every eligible student in every LEA, including cyber and charter schools, within the counties/region they serve. Applicants must outline the expected number of expecting and parenting youth to be identified and served on the cover sheet of this application. Should a grantee fall below the minimum number of participants per year, this could result in a decrease in funds for the following program year within the grant cycle during reallocation. Applicants must provide a list of districts and sites they will serve in their region/service area. Only one grant will be awarded per region.

Applicants must demonstrate their knowledge of ELECT and/or experience working with expectant and parenting students within the RFA. Applicants must also be able to demonstrate their knowledge and capacity for tracking and reporting data per program requirements.

In the case of a joint application, the identified entity will have fiscal and contractual responsibilities. Selected Grantees may only serve expectant and parenting students under 23 years of age who are pursuing a High School Diploma and under 25 years of age who are pursuing a High School Equivalency (HSE) certificate, and meet one of the following eligibility criteria:

TANF Students

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

Family Works (FW) Eligible Students

Expectant, custodial, and non-custodial parents of all genders who are not receiving TANF and whose monthly personal income does not exceed 235% of the Federal Poverty Income Guidelines (FPIG).

Students that turn 22 while attending their senior year of high school may remain in the ELECT program until the end of their senior year. HSE students less than 24 years of age may be referred to ELECT. Individuals who turn 24 while enrolled in ELECT may continue their education but are not eligible to remain in ELECT upon turning 25 years of age.

Expectations for First-Time ELECT Applicants

Any LEA applying to the ELECT program for the first time, if selected for funding, will be required to absorb and serve all students currently receiving ELECT services within their geographic region. Continuity of service is a priority, and grantees must be prepared to assume full program operations including staffing and caseload responsibilities immediately upon award.

Program Requirements for ELECT Program Grants

Program Staffing

To meet the requirements of the grant, each Selected Grantee must hire a 12 month, full-time Program Coordinator that is 100 percent ELECT focused. Program Coordinators must spend at least 50 percent of their time on Program Coordinator 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.

Applicants must submit a current job description for each of the positions listed within the solicitation and RFA. Job descriptions must clearly define the duties and responsibilities each role will maintain.

The Program Coordinator is responsible for day-to-day program oversight and management, including staff supervision and performance review. In addition to oversight and management, Coordinators' duties include the following assurances:

- Spend at least 50 percent of their time on ELECT Program Coordinator 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 technical assistance, training and/or providing corrective action;
- Maintain timely and accurate data entry;
- Proper supervision of program staff; and
- Monitor program compliance with ELECT guidelines and outcome goals as stated in the guidelines.

Selected grantees are required to employ at least one Case Manager per every 25 participants. Individuals in this role must be capable of providing the required program components and case management services as outlined in the guidelines.

Case Managers are expected to:

- Coordinate 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 participation in approved activities utilizing acceptable methods of verification and maintain verification in appropriate case files;
- 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; and
- Respect the participants, their rights and confidentiality and work to ensure others treat the participants with the same respect.

Selected grantees 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).

Selected Grantees 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 Program Coordinator or a Case Manager.

Selected grantees 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.

The Program Coordinator will be responsible for providing services immediately upon being awarded the grant. No planning or development period will be offered. The Program Coordinator will be required to attend the annual ELECT conference and all quarterly regional meetings scheduled by PDE.

Essential Program Components

Selected grantees must provide the core components listed below, demonstrating individualized planning processes and comprehensive case management services for each participant. In addition to these services, all selected grantees must comply with all applicable requirements detailed in the guidelines outlined below.

Creative and Flexible Programming

Selected grantees will provide a comprehensive program design by developing a diversified year-round plan of services and activities which explore and employ all appropriate educational avenues for each student. The design must reflect a participant focused approach to support students' successful completion of their educational program and preparation for their postsecondary employment goal. Selected grantees are also encouraged to examine current policies and practices that may prevent expectant and parenting youth from remaining in school and may contribute to school failure and withdrawal.

Attendance and Truancy Prevention

Selected grantees will develop a written procedure to monitor participant attendance to identify barriers early so they may be addressed.

Academic Support Services

Selected grantee 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. Selected grantees 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

Selected grantees must provide comprehensive education on sexual and reproductive health. This education must inform participants about contraceptive methods and encourage participants to adopt them. Selected grantees should use up-to-date evidence-based curricula. Selected grantees 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 selected grantee will continue to offer support services to the participant for a period of up to four weeks after the loss.

Strengthening Families Protective Factors

Selected grantees 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 strengths, enhance child development, and reduce the likelihood of child abuse and neglect.

Health Care and Nutritional Education

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

Selected grantees 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). Selected grantees will provide nutrition literacy education and help participants develop the skills detailed in the guidelines.

Budgeting and Fiscal Planning

Selected grantees will provide information and build knowledge regarding budgeting, fiscal planning, and improving financial literacy. Selected grantees are encouraged to utilize community partners to help provide this education. The education provided to participants must include all information detailed in the guidelines.

Healthy Relationships

Selected grantees will provide participants with education to help them understand, form, and maintain healthy relationships. The education provided to participants must include all information detailed in the guidelines.

Selected grantees 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. Selected grantees 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

Selected grantees will collaborate with County Assistance Offices (CAOs), Early Learning Resource Centers (ELRCs), and other community resources to identify and help students access quality childcare and transportation services. Selected grantees will help participants craft detailed written childcare and transportation plans.

Vocational and Career Planning

Selected grantees 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. Selected grantees will assist the participant in creating an employment plan and developing/practicing job interview skills. Selected grantees will provide educational groups as outlined in the guidelines.

Post-secondary Education

Participants interested in pursuing college or other higher education will be supported to do so. Selected grantees 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; and occupational interest surveys.

High School Equivalency (HSE)

Selected grantees 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).

Homebound Instruction

Selected grantees 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

Selected grantees will ensure that all ELECT participants are engaged in a goal setting process that is Case Manager-guided and participant-focused. Required documentation of the goal setting process must appear in student case notes.

Services for Young Fathers

Selected grantees will provide adequate and individual education to male students and have a comprehensive program that includes assisting with the needs of the male students. Selected grantees are encouraged to seek out resources, curriculum, and partnerships specific to teen fathers.

Incentives

Incentives are a requirement of the program and selected grantees will be monitored on creativity and adherence to the guidelines. Grant funding may be used for incentives. 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. Selected Grantees must maintain a log of all incentives issued.

Individual and Group Supportive Services

Selected grantees will ensure all ELECT students have access to individual and group support services, such as peer support group meetings, family meetings, and other activities to encourage the success of a student's individual plan.

Coordination of Community Services

Selected Grantees will develop viable partnerships with Community-Based Organizations (CBO) that will ensure the provision of a comprehensive continuum of services. LEAs will have the primary responsibility for program management and assuring cooperation and coordination with local community resources.

Mentoring, Tutoring, and Homework Assistance

Selected grantees will explore these and other community and school resources to provide information and access to services that provide additional academic and personal support for participants.

Summer Services

Selected grantees will provide ongoing support services throughout the summer months of July and August. Summer programming must maintain a minimum of 20 office hours per week during the summer. Program participants will continue to receive all grant-required program services, including required service hours, during the summer months.

Upon PDE request, ELECT grantees must provide a Summer Programming Plan (SPP). Summer programming may be coordinated with other community providers and existing summer school programs. Selected grantee staff are encouraged to partner with these existing programs in order to expand and improve current services.

Transition Services

These services support participants transitioning from secondary education to employment and/or post-secondary schooling and assist participants in identifying their interests, abilities, and aptitudes. Both TANF and FW participants are eligible to participate in transition. Selected grantee staff and the participants will work collaboratively to create and complete a Transition Plan that is tailored to the individual needs of the student.

Selected grantees must adhere to EDCS and CWDS Transition data entry requirements as outlined in the guidelines and further detailed in the attachments.

Referral, Retention and Retrieval Services

In accordance with LEA policy, selected grantees must have a written plan to address how they will promote the ELECT program, obtain referrals for enrollment, retain participants already enrolled in the ELECT program, and retrieve participants that have exited prior to diploma achievement. The plan must include a way to track the following information: student's name, referral source, retention efforts, exit reason, last communication, efforts to retrieve, and outcome of efforts.

When feasible, selected grantees are encouraged to design educational and supportive services to meet the needs of students returning to school, while continuing to meet all welfare

regulations. Retrieval options will be designed in coordination with adult education and other selected grantees to ensure a continuum of program options within the community that are tailored to meet the needs of the student. Factors to be considered in determining the most effective academic placement for retrieved students include current academic levels, length of time out of school, and student commitment to/interest in various options.

Collaboration

To ensure program success and achieve set goals, it is critical that selected grantees and CAOs work cooperatively and collaboratively. Attending Local Management Committee (LMC) and Direct Service Team (DST) meetings regularly between these organizations is mandatory for program planning, assessment of student's progress, addressing attendance issues, and resolution of programmatic problems and issues. Additionally, this collaboration is intended to bring community resources and DHS Employment and Training (E&T) programs together to discuss the best practices and challenges in the region.

Other Issues that Affect Expectant and Parenting Youth

Selected grantees will:

- provide information regarding available resources and services related to domestic violence and sexual assault, including protection from abuse orders and counseling.
- conduct referrals to and follow-ups with appropriate agencies to coordinate access to resources.
- provide information about what constitutes healthy relationships, warning signs of abuse, and skills that foster healthy relationships, (i.e. communication, anger management, conflict resolution, etc.).
- highlight issues related to reproductive coercion and pregnancy pressure, and how these types of abuse impact pregnancy prevention options. Information and resources provided should be relevant, appropriate, and culturally competent.
- provide current and relevant information that may affect this population, (i.e., sexting, relationship building, communication, etc.).

Targeted Program Outcomes

Selected grantees 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 more of all expectant and parenting youth eligible to graduate each program year will earn a diploma or HSE.

Secondary Pregnancies

75 percent or more 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 more of ELECT participants enrolled at any time during the program year will remain active through the end of the program year.

Academic Performance as Measured by Grade Point Average (GPA)

75 percent or more of students enrolled in the ELECT program will attain a program year (PY) average GPA of at least 2.0 (based on a 4.0 or 100% system) OR an increased GPA from quarter to quarter of PY for participants with less than 2.0 GPA.

School Attendance

75 percent or more 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.

ELECT Program Reporting Requirements

Selected Grantees must ensure all required reports are submitted accurately and by the prescribed submission dates. The EDCS and CWDS data collection sites must contain the same ELECT participants.

Program Monitoring

Selected grantees will be annually monitored through a site visit by the Monitoring Team either in person or virtually as indicated by the Monitoring Team. The Monitoring Team consists of a representative from PDE, DHS, and Center for Schools and Communities (CSC), when applicable. Selected grantees will be notified at least three weeks before the date of the visit by email.

Selected grantee staff are required to participate in these monitoring visits and to provide required or requested information and records for review purposes. Selected grantees will also be required to comply with technical assistance and corrective action requirements.

Clearances and Mandated Reporter Training

All individuals in contact with participants must have obtained all clearances required by the Child Protective Services Law. Selected grantee program administration staff 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.

ELECT administrators or Program Coordinators will collect copies of the Mandated Reporter Training certificates for all staff and volunteers and provide them to the ELECT Program Officer by the due dates outlined in the guidelines.

Case Management Tracking

Selected grantees must ensure each participant receives the required case management.

Required Service Hours - School Year

Participants must receive a minimum of four (4) hours of direct service per month, during the months of September through June. Of the four hours, a minimum of two hours must be individual, one-on-one case management.

Required Service Hours – Summer

In the summer months of July and August, required service hours are modified. Selected grantees may provide either:

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

Participants who are 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 Selected grantee must provide the service hour one-on-one.

Types of Service

Selected grantees 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.

Group Sessions

Selected grantees will ensure that all participants have access to group sessions that encourage their achievement of academic and personal goals. Group sessions must occur at least once per month and focus on an array of topics relevant to the participants and their child(ren).

Direct Service

Direct services are services provided directly to a participant.

Indirect Service

Indirect services are services done on behalf of the participant without the participant present.

Methods of Service

Case management hours can be counted when conducted through phone calls or other written case management for a limited time each month.

Phone Calls

Phone calls with a participant may count for a maximum of 30 minutes (0.5 hour) of individual case management per month, except for July and August.

Written Case Management

Emails, text messages, 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.

Quarterly Visits (QV)

Selected grantees must conduct QVs once per quarter to ensure the participant is active in the care of their child(ren). The visits will also help build the participant's parental skills. It is preferable that QVs occur in the participant's home; however, the visits may also occur elsewhere in the community, to ensure participant, child(ren).

Selected grantees are encouraged to develop relationships with other community agencies that also conduct home visits. If another agency has already established home visits with a participant, selected grantees may choose to include a copy of that agency's visit report in the participant's case file to count for their QV requirement.

Participant Termination Procedures

If a participant does not wish to continue in the program, a meeting should be scheduled with the selected grantee, 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 Case Manager inquiries via phone, text, email, or visitation within three weeks, the participant must be exited from the program and re-enrolled if/when they return. 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. Selected grantee staff will enter zero expected and provided service hours 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:

- Participants aged 18+ who consistently do not provide employment verification by the end of the following month (e.g., August employment verification must be received by the end of September).
- 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 Case Manager inquiries.

Change of Residence

If a participant is moving out of the Selected Grantee's region and would like to continue in the program, every effort to connect them with the Selected Grantee that covers that region must be made. The Selected Grantee will coordinate with both CAOs and the other selected grantee's Program Coordinator to ensure a smooth transition between ELECT programs.

If a participant moves out of their current county and into another county within the selected grantee's region, the selected grantee will:

- 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; and
- ensure the participant continues to meet any hourly requirements necessary to keep benefits active in their new county.

If a TANF participant exits the program, a referral must immediately be made to the CAO to enroll the participant in a new E&T program. This step is not necessary for FW participants.

Note: The only update that needs to be made in EDCS is the change of school. Do not exit the student from EDCS.

Programmatic Ineligibility

A participant must be terminated from their ELECT program if they:

- Receive a FW ineligibility notice from the CAO;
- Do not receive a CAO eligibility determination within 60 calendar days of entering the participant into Preliminary Screening in CWDS. Are no longer eligible for TANF or FW benefits (e.g., becomes over income, no longer pregnant or parenting);
- Turn 25 years of age while attending a HSE program or drops out of the program;
- Turn 22 years of age while attending high school but is in a grade lower than their senior year;

- Graduate from high school or obtain their HSE and does not wish to participate in Transition;
- End their optional Transition time voluntarily;
- Are not meeting hourly participation requirements for TANF benefits while in Transition; or
- Reach the Transition time limit

Note: 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.

Student Case Files

Every participant enrolled in the ELECT program must have an individual case file created upon enrollment that remains accurate and up to date until the time of their exit from the program.

The files must have six distinct sections:

1. Participant Data
2. Attendance and Grades
3. Goal Setting
4. Case Notes
5. Supplemental Paperwork
6. Exit Paperwork

The information in all six sections will be updated on an ongoing basis as the participant's circumstances change. The case files should be stored in a secure location that is accessible only to program staff.

Program Compliance

The PDE Division of Student Services is solely responsible for the administration of the ELECT program, and as such reserves the right to review all program elements.

Selected grantees must comply with all requirements cited in the ELECT guidelines. A Selected grantee may be placed on remediation status if they do not meet the following mandates for service and reporting:

- 75 percent or more of all pregnant and parenting youth eligible to graduate each program year graduate or earn an HSE;
- 75 percent or more of the participants do not become pregnant or father a second pregnancy while enrolled in the ELECT program regardless of the outcome of the pregnancy. This includes participants who are married;
- 75 percent or more of enrolled ELECT students will remain in the program until graduation;

- 75 percent or more of students enrolled in the ELECT program must maintain an end of the year cumulative GPA of at least 2.0 (based on a 4.0 system) or increase their GPA from semester to semester if the individual has a GPA below 2.0. Educational institutions that do not utilize a traditional GPA must document maintained or improved academic performance as compared to the baseline data. Grantees are responsible for collecting this data; and
- 75 percent or higher average school attendance rate from September to June for all ELECT participants. Non-traditional students who enter the transition component during the school year are not expected to have attendance records.

Other factors can raise or lower the performance rating. These factors include, but are not limited to:

- Maintenance of proper forms/documentation in student files;
- Documentation of case management hours;
- Documentation and data entry of participation in approved activities;
- Verification that students have received all required program services (e.g. vocational and career planning, pregnancy prevention, and summer services); and
- Evidence that services are being provided to the number of clients on which the program's funding is based.
- Collaboration with the CAO and fellow DHS E&T programs through attendance at LMC and DST meetings

The Commonwealth is required by Section 80.40(a) of the Education Department General Administrative Regulations to "...monitor grant and sub-grant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved." Monitoring will occur on an annual basis to ensure that the selected grantee complies with PDE and DHS education program requirements.

Upon completion of the monitoring visit, a written report of findings will be sent to the selected grantee. The selected grantee will have a set number of days to report action taken to correct cited findings. The commonwealth reserves the right to conduct follow-up visits to verify evidence that proposed corrective action was implemented.

Program Considerations

Selected grantees must comply with the program considerations outlined below.

Confidentiality

Selected grantees must provide each staff member who has contact with clients or client information with Health Insurance Portability and Accountability Act (HIPAA) of 1996 training.

Limited English Proficiency (LEP)

Selected grantees must have a written LEP policy that includes a plan to serve LEP populations. DHS reserves the right to request verification of LEP training. Selected grantees

will provide LEP participants with information in their native language either through translation or interpretation. The selected grantee will notify participants of the availability of oral and written language services at no cost to the participant.

Americans with Disability Act (ADA)

The ADA prohibits discrimination and ensures equal opportunity for persons 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.

Selected grantee staff must complete non-discrimination training. DHS reserves the right to request verification of nondiscrimination training. The United States 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.

TANF Random Sampling

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.

Application Guidelines

Duration of Grant

The term of the grant agreement will be from July 1, 2026, to June 30, 2029.

Access to eGrants

What is eGrants?

The Pennsylvania Department of Education's eGrants Grant Management system provides licensed education agencies and community-based programs with online access to grant applications. All requests for applications must be submitted in the eGrants Management system.

All applicants are required to apply and upload the necessary attachments in eGrants. Applications not submitted by the deadline will not be reviewed and will be disqualified from the competitive process. Failure to submit and complete all components of the application will result in the disqualification of the grant application and denial of proceeding to peer review.

There are two primary roles within the eGrants Application:

Authorized Applicant Representative: an individual with legal authority from the organization to enter a legal contract. Typically, it is the superintendent or executive director of the LEA. This individual will be the primary contact concerning the grant application.

Program Coordinator: an individual responsible for entering information into the grant application. This individual may serve as the secondary contact for the grant application.

Both the Authorized Applicant Representative and the Program Coordinator must have an active eGrants account to access and submit their grant application. The Authorized Applicant Representative should request the Signature Authority role. For non-LEA applicants, roles can be assigned during registration.

Required Registration

All applicants must provide the following information to gain access to eGrants

- Unique Entity Identifier (UEI)
- Administrative Unit Number (AUN)
- PA Vendor Number
- Agency Administrator who has agency signatory authority

Selection Criteria

Each application shall include the following elements and the point values shown are those that will be used by PDE in its selection process.

All questions in the eGrants system must be answered clearly and concisely.

Rubric

Rubric Items	Rubric Items
Program Eligibility (35 points)	Collaboration (5 points)
Program Staffing (55 points)	Required Program Services (60 points)
Attendance and Truancy Prevention (15 points)	Academic Support Services (18 points)
Sexual and Reproductive Health (35 points)	Grief and Loss Support (11 points)
Strengthening Families Protective Factors (16 points)	Health Care and Nutritional Education (24 points)
Budget and Fiscal Planning (6 points)	Healthy Relationship (9 points)
Access to Child Care and Transportation Services (17 points)	Vocational and Career Planning (23 points)
Post-secondary Education (17 points)	High School Equivalency (HSE) (31 points)
Homebound Instruction (32 points)	Goal Setting (32 points)
Services for Young Fathers (17 points)	Incentives (17 points)
Individual and Group Support Services (16 points)	Coordination of Community Services (16 points)

Rubric Items	Rubric Items
Mentoring, Tutoring, and Homework Assistance (15 points)	Summer Services (15 points)
Transition Services (60 points)	Retrieval Services (15 points)
Targeted Program Outcomes (65 points)	Program Monitoring (1 point)
Clearances and Mandated Reporter Training (5 points)	Case Management Tracking (30 points)
Participant Termination Procedures (105 points)	Student Case Files (15 points)
Program Considerations (30 points)	Community Based Organization (CBO) (20 points)

Explanation of the Application Rating Scale

Point Range (893)	Explanation of Rating
804–893 (90%–100%)	<ul style="list-style-type: none"> All application components are fully addressed. Full documentation is provided for all required application areas. Responses demonstrate clarity, alignment with ELECT guidelines, and strong evidence of program capacity. Budget, narratives, assurances, and required uploads are complete and internally consistent. No substantive omissions or deficiencies. <p>Funding Status: Eligible for Funding</p>
715–803 (80%–89%)	<ul style="list-style-type: none"> All application components are addressed. Most application areas contain full documentation. Application demonstrates overall readiness to operate the ELECT program. <p>Funding Status: Eligible for Funding</p>
536–714 (60%–79%)	<ul style="list-style-type: none"> Most application components are addressed. Some application areas contain full documentation. Noticeable gaps or inconsistencies exist. Capacity is demonstrated but not consistently supported across all sections. <p>Funding Status: Eligible for Consideration based on availability after awards are made to Level 1 and 2 applicants.</p>
358–535 (40%–59%)	<ul style="list-style-type: none"> Some application components are addressed. Several required application areas contain limited documentation. Significant gaps, inconsistencies, or missing uploads. Limited evidence of readiness or compliance capacity. <p>Funding Status: Not Recommended for Funding</p>

Point Range (893)	Explanation of Rating
0–357 (0%-39%)	<ul style="list-style-type: none"> • Few application components are addressed. • Limited documentation is provided across application areas. • Major required sections are incomplete or missing. • Insufficient evidence of program capacity or compliance readiness. <p>Funding Status: Not Funded</p>

Assurances

Selected grantees are required to sign an assurance document for inclusion in the grant agreement. In that document, both the Chief School Officer and the Program Coordinator pledge to fulfill the requirements identified below. These assurances are critical to a successful program operation and must be the foundation of all program activities. Please check each requirement and sign the form. Scan as a PDF and include it with your grant application.

The selected grantee will agree to:

Data and Reporting Requirements	
<input type="checkbox"/>	Submit required performance reports for each federal grant award as often as required, but no less frequently than annually and no more frequently than quarterly for the duration of the grant, in accordance with Uniform Guidance and defined by PDE.
<input type="checkbox"/>	Ensure that the backup Data Specialist is trained and able to perform all Data Specialist duties in the absence of the primary Data Specialist. The ELECT program is required to hire an adequate number of data entry staff (at least 2) to ensure that data reports and data entry occur timely, as required, and that questions and special requests can be addressed promptly during the school year, as well as during the summer break.
<input type="checkbox"/>	Comply with PDE and DHS' data collection and other reporting requirements and established timelines as detailed in the ELECT Guidelines.
<input type="checkbox"/>	Maintain internet access and compatibility to submit the required data reports.

Fiscal Requirements	
<input type="checkbox"/>	Ensure that a complete and updated inventory list, consisting of the two components, will be maintained, and updated whenever items are purchased with all information that is required by PDE.
<input type="checkbox"/>	Seek prior written approval from PDE in advance of incurring special or unusual costs to avoid subsequent disallowances in accordance with Uniform Guidance. 2 CFR §200.407.
<input type="checkbox"/>	Conduct a single audit if the amount of federal funding is \$750,000 or more. Refer to Uniform Guidance, Subpart F-Audit Requirements for additional audit requirements.
<input type="checkbox"/>	Use ELECT funds to coordinate/partner with federal and community programs and projects within the grantee's regional area to benefit ELECT participants and program operation.

Fiscal Requirements

<input type="checkbox"/>	Use ELECT funds to supplement, not to supplant, programs that are being offered through other funds.
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Program Service Requirements

<input type="checkbox"/>	Provide individual case management and structured group activities during the months of July and August.
<input type="checkbox"/>	Ensure all fathers participating in ELECT have access to all services outlined in the ELECT guidelines.
<input type="checkbox"/>	Ensure all eligible ELECT students enrolled in HSE programs receive the services outlined in the ELECT guidelines for the entire time the student spends in HSE instruction or until the student reaches the point of ineligibility.
<input type="checkbox"/>	Eligibility for transportation and childcare special allowances through DHS will be assessed for all eligible ELECT participants. Transportation and childcare providers will be coordinated with both the Early Learning Resource Center (ELRC) and the County Assistance Office (CAO).
<input type="checkbox"/>	When possible, schools will use on-site childcare as learning laboratories in which participants acquire effective child development knowledge and parenting skills and receive course credit.
<input type="checkbox"/>	Provide comprehensive student assessment and develop an individualized plan for every ELECT participant. The information contained therein will be utilized and kept current to reflect the student's changing level of need.
<input type="checkbox"/>	Assist all eligible students to access homebound instruction, if needed, or other appropriate academic support services.
<input type="checkbox"/>	Meet all conditions and requirements stipulated in the ELECT Guidelines and will provide all mandated services as described therein.

Policy and Procedures

<input type="checkbox"/>	Maintain and enforce the written policy Conflict of Interest/Code of Conduct as defined in the Uniform Guidance. The grantee understands that this policy is subject to review upon request by monitors and/or single auditors. 2 CFR §200.112
<input type="checkbox"/>	Maintain and enforce the written policy Travel Approval and Reimbursement, as defined in the Uniform Guidance. The grantee understands that this policy is subject to review upon request by monitors or single auditors. 2 CFR §200.474
<input type="checkbox"/>	Maintain and enforce the written procedures to determine the Allowability of Costs in accordance with Cost Principals to meet the intent of all federal grant awards, as defined in the Uniform Guidance. The grantee understands that this policy is subject to review upon request by monitors or single auditors. 2 CFR §200.403.
<input type="checkbox"/>	Maintain and enforce the written procedures for procurement of goods/services, as defined in the Uniform Guidance. The grantee understands that this policy is subject to review upon request by monitors or single auditors.
<input type="checkbox"/>	Maintain and enforce the written procedures for implementing the requirements related to Cash Management, in accordance with the Cash Management Act, and defined by the Uniform Guidance. The grantee understands that these procedures are subject to review upon request by monitors or single auditors. 2 CFR §200.302(b).

Policy and Procedures

<input type="checkbox"/>	Ensure all personnel abide by all Federal, State, and Local laws, regulations, and guidelines for the protection of private Personally Identifiable Information (PII).
<input type="checkbox"/>	Seek prior written approval from the PDE Program Officer in advance of any out of state travel.
<input type="checkbox"/>	Comply with the Governor’s Executive Order 2002-4 entitled Prohibition of Sexual Harassment in the Commonwealth. Contractor staff and program participants must be informed of the executive order and the individual responsible for ensuring that the workplace and program locations are free from sexual harassment and investigating sexual harassment complaints.
<input type="checkbox"/>	Comply with all policy and program design changes issued by PDE and DHS.
<input type="checkbox"/>	Maintain facilities that meet federal, state, and local education safety and health requirements and provide a comfortable environment that supports high quality educational services.
<input type="checkbox"/>	Attend coordinator meetings and other in-service programs as required by PDE and the DHS.
<input type="checkbox"/>	Agree to respond to inquiries and/or communications in a timely fashion from PDE, DHS or CSC.
<input type="checkbox"/>	Comply with Confidentiality, Limited English Proficiency (LEP), Americans with Disabilities Act (ADA), and TANF Random Sampling.
<input type="checkbox"/>	Attend Local Management Committee (LMC) and Direct Service Team (DST) meetings.