

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

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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 an initiative called Education Leading to Employment and Career Training (*ELECT*). *ELECT* works with expectant 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. The Center for Schools and Communities (*CSC*), a subcontractor of *PDE* through the 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 through Federal *TANF* funds and a local cash match obtained by Grantees.

ELECT programs are operated by Local Education Agencies (*LEA*) that consist of school districts and Intermediate Units (*IU*). *LEAs* have historically been awarded *ELECT* funds for a period of three years. Issuance of the second- and third-year contracts are 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 earned income does not exceed 235% of the Federal Poverty Income Guidelines (*FPIG*), and are enrolled in a secondary education program.

For the purposes of these guidelines, and unless otherwise specified, the terms “*ELECT* participants” and/or “*ELECT* students” refer to expecting or parenting participants of all genders who are enrolled in *ELECT* and meet eligibility guidelines for *TANF* and/or *FW* Programs. All *ELECT* participants must receive comprehensive services and support and must comply with all reporting requirements.

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 age 22*) 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 to 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.

Program Eligibility

ELECT programs may only serve expectant and parenting students under age 22 who are pursuing a high school diploma or 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.

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% 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 22 years old while attending their senior year of high school may remain in the ELECT program until the end of their senior year. However, HSE students are not eligible to remain in ELECT upon turning 22 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% of the number of participants for which they are funded based on a per slot cost basis not to exceed \$4,000 annually, [e.g., a program that serves 35 individual young parents over a program year may request up to \$140,000 per contract year to serve those students ($\$4,000 \times 35 = \$140,000$).

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% or higher of all expectant and parenting youth eligible to graduate each program year will earn a diploma or HSE.

Secondary Pregnancies

85% 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% or higher 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% or higher 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% or higher of students enrolled in the ELECT program will meet 75% of their expected attendance for the school year or will show improvement in their attendance if less than 75%.

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 a 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 have concerns that a 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% dedicated to ELECT and who can effectively and efficiently maintain all program roles. One of these two individuals must be the Program Coordinator. Program Coordinators must spend at least 50% of their time on Program Coordinator duties, while the other 50% 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 with notification of the update to ensure that the new version replaces the old on file.

Program Coordinator

The Program Coordinator 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% 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 TA, 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 these guidelines.

Program Coordinators are required to give at least two weeks' notice prior to their employment ending with the ELECT program. Along with this notice, Program Coordinators 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 Program Coordinator duties as defined above, how the program will ensure timely and accurate data entry during the transition, and how the new Program Coordinator 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 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.

Case Managers 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; and
- 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 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 Program Coordinator 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 a 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.

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 Communication

Microsoft Teams

ELECT has an established network housed within Microsoft Teams where Grantees may share resources, seek guidance and advice regarding topics or issues that affect expectant and parenting teens or ask programmatic questions of The Monitoring Team.

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

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

Individual Grantee Teams

Within each Grantee's individual Team there are secure folders 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. The network provides access to posts, files, and the ELECT calendar.

Posts

The landing page of the network which displays posts like a discussion board. Any network member can post, share, reply, or react to comments or questions from their colleagues. Activity on this page can be seen by all network members, including state agency staff. 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 the folder. Grantees are NOT to upload files to these folders. 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.

ELECT Program Contact Information

This folder contains each individual program contact and coverage area spreadsheet for staff to modify on their own and the overall contact information spreadsheet that CSC updates regularly.

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 County Assistance Office 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
- Incentive Quarterly Report due dates
- Statewide Meeting dates
- PD and upcoming event dates
- Conference dates
- TA Hours

Channels

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

- Program Coordinator Channel - Program Coordinators only;
- Data Specialist Channel - All Data and backup Data Specialists welcome;
- Case Manager Channel - All Case Managers welcome.

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

Program Contact Information

The CSC collects and maintains contact information for all ELECT Grantees. A comprehensive statewide contact information sheet is kept current in the Microsoft (MS) Teams PA ELECT Grantee Network under PA ELECT Program Contact Information.

Any changes to program staff information should be made to the Grantee's individual program contact information spreadsheet within 7 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. The contact information spreadsheet requires the following information:

- Grantee Name/Program Year
- Date of Review/Name of Reviewer/Updates Made (Y/N)
- Administration Information
 - Superintendent/Executive Director Name, Address, Phone, Email
- Program Information
 - Program/Site Address, Phone, General Email
 - ELECT Program Coordinator (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 Information
 - ELECT Data Specialist, Phone, Email
 - ELECT Backup Data Specialist, Phone, Email
- 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 Program Coordinator and at least one other member of staff have access to at any given time. PDE, DHS and the 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.

DocuShare Account Access

DocuShare is used to securely transmit participant information to BEP for monthly federal TANF auditing purposes called TANF Random Sampling. The general program email account will be used to maintain DocuShare access if DHS reaches out to the program for TANF Random Sampling.

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 Employment and Training (*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 access their DocuShare folder to obtain their list of sampled participants. The TANF Sampling Checklist, the TANF Sampling PowerPoint training, and Instructions for accessing DocuShare are located in the [Provider Resource File](#), within the TANF Random Sampling folder. Contractors who do not already have a designated staff member or general email address with access to DocuShare should contact the Bureau of Employment Programs (BEP) at RA-TANFsample@pa.gov to request access immediately or contact your DHS Program Advisor for assistance.

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, as well as ensure that all program volunteers have these clearances prior to performing any work with the students.

[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 5 years. At the completion of the training the employee receives a certificate as documentation.

ELECT Administrators or Program Coordinators 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. Mandated reporter certificates are to be scanned and emailed to the ELECT Program Officer by the last day of the first full week of the second quarter of each program year and as refresher training is completed.

Please reference the [Training for Mandated Reporters](#) available through DHS.

Staff Professional Development

Training for programs is provided by the 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

The 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 the CSC. Grantees are asked to provide prior notice to the 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 Program Coordinator and one Case Manager 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 (e.g., bi-monthly statewide meetings) organized and moderated by the 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
- 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; or
- 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, Program Coordinators must provide the new school's name to the Data Coordinator with the CSC 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 of 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 7 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 22, are currently attending school, and have not achieved a high school diploma or HSE certificate. The aforementioned staff person must also be responsible for data retrieval for expectant and parenting youth within their service area who are under the age of 22, are not currently attending school and have not achieved a high school diploma or 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. Collaborations can also be beneficial for the sharing of resources and responsibilities to jointly plan, implement and evaluate programs to achieve common goals. These collaborations must include:

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 childcare 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 postsecondary 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, 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.

Attendance and Truancy Prevention

Programs will monitor participant attendance to identify barriers early so they may be addressed expediently. Programs must commit to reducing participants' 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 must 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 health care 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 Case Manager will also work to find appropriate support and social services for the participant 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

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 strengths, enhance child development, and reduce the likelihood of child abuse and neglect. The Strengthening Families Protective Factors 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.

Health Care 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 postnatal 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 nutrition 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 of the information detailed in the following list:

- Reproductive coercion and pregnancy pressure, and how these types of abuses affect pregnancy prevention options. 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-ups 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 childcare and transportation services. Programs will help participants craft detailed written childcare and transportation plans. Transportation plans must describe for how the participant will get to and from school, ELECT events, work, appointments, and childcare providers.

Note: Funds may be available through each ELRC to support childcare for Family Works participants and each CAO for childcare, 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 creating an employment plan detailing 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

Postsecondary 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; and
- 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 to in-school youth, an 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.

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 Case Manager-guided and participant-focused. The purpose of the goal setting activity is to ensure a client-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 an 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; and
- 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. At the end of each quarter the ELECT program will submit the Quarterly Incentive Report (QIR). The report must be received by the PDE Fiscal Technician and PDE Program Officer within 30 days of the end of the quarter.

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

Programs must submit a QIR that documents the types of incentives given to each participant for that quarter. The participants PAMail ID, type of incentive, how it was earned, when it was provided and how much the incentive was should appear on the QIR. Programs should make use of the PDE created QIR or given the convenience or size of the program an excel spreadsheet may be used as an alternative. The QIR should be emailed at the same time quarterly fiscal reporting is done to the Program Office and Fiscal Technician. See the chart below for a quarterly break down and due dates.

Table 1: Quarterly Due Dates

Quarter	Months Covering	Due By
Q1	July through September	October 31
Q2	October through December	January 31
Q3	January through March	April 30
Q4	April through June	July 31

Summer Programming

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

- Continuity of relationships between the participant and the Case Manager;
- Continuity of social services to help the participant succeed;
- and 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 Program Coordinator or designated staff must be accessible via phone and email during regular office hours, Monday through Friday, throughout the summer.
- 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 will be 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 in order to count a field trip toward their summer service hours.)
- Programs must observe and document a 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, as long as 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 Monitoring 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 Monitoring 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 in order 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 in order to expand and improve current services and to provide additional meaningful activities for participants.

The ELECT Monitoring Team (PDE, DHS, CSC) may conduct unannounced visits of a randomly selected 25% of Grantee summer programs (about 4-7 programs each summer). On the day of the visit, the Monitoring Team will contact the Program Coordinator an hour before their arrival. Based on observations during these visits, 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.

Programs visited will receive a report of findings within 30 business days following the visit via MS Teams and email. The report will include an overall description of the experience, if an updated/accurate schedule was provided, and any suggestions or recommendations to enhance the following year's programming.

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.
- Case Managers 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 childcare, 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 information regarding suitable postsecondary education and training.
- Participants may voluntarily exit from Transition at any time.
- Participants cannot re-enrolled 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, and
- 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 case manager's guidance, will self-select a certain percentage of Transition Plan tasks to work toward during their Transition time.

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 CIS access must complete the CWDS User Agreement as well as Enclosure 3 of the CWDS Management

Directive Information Technology Acceptable Use Policy. 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 both the case management of students and the accurate accounting for the federal participation rate 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 required reports are submitted accurately and timely. PDE and DHS will provide the appropriate forms and training to meet these requirements. Program Coordinators as well as staff hired to perform data entry are required to attend CWDS training. Program Coordinators must ensure that information is promptly and correctly data entered into CWDS. It is essential to capture all student activity hours towards meeting federally mandated TANF participation requirements.

ELECT programs may have their own data information system to track program referrals, rejections, enrollments, participant data, activities, 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 client 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 15th 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 following the month of participation, (e.g., July hours must be entered by August 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.

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 the 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 the CSC Special Projects Data Specialist for system-related questions or concerns, 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. 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 can remain on the program dashboard until the data is reconciled.

Program Referrals and Enrollment

To ensure that only eligible youth receive services, Program Coordinators 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 already 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 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.

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 also be obtained from the CAO.)
- Verify the applicant’s gross earned income does not exceed 235% 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.
- 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 must be in Enrolled status no later than day 45 of PS status.
 - If the student is determined 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 30 days of submitting the application, the ELECT provider must contact the CAO to check on the status of the application.
 - If programs are having difficulty receiving a FW determination from the CAO by day 37 of PS status, please contact the 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 CWDS 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 is dependent on whether the individual is a TANF or FW participant.

TANF

Federal regulation sets the Work Participation Rate (WPR), or the number of hours each client is required to participate weekly. The required hours of participation that meet the WPR can be found in the Participation Requirements Chart.

The number of core and non-core hours in which a client is required to participate will be determined by the CAO and recorded on the client's Agreement of Mutual Responsibility (AMR). The ELECT service provider must ensure the client participates 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, are 20-hour clients. Please contact the DHS Program Advisor to discuss any questions about a participant's AMR after first consulting with the appropriate CAO liaison. The required hours are for TANF participants only. If the student is FW eligible, there is no weekly hour requirement. However, they must still receive required case management and participate in all the services that the Case Manager and the participant deem appropriate.

Note: Hours of participation must be tracked for all ELECT participants, regardless of whether an AMR is provided or not. ELECT programs are required to enter hours weekly into AC 13 to track continuous enrollment in high school or HSE.

Core Hours are required for all individuals who are mandatory to participate in Road to Economic Self-Sufficiency through Employment and Training (RESET). RESET is operated by DHS, within the constraints of available funds, to enable TANF benefit recipients to secure permanent full-time unsubsidized jobs, entry level jobs or part-time jobs which can establish a work history, preferably in the private sector, with wages and benefits that lead to economic independence and self-sufficiency as soon as practicable.

Non-Core Hours are available if additional hours are needed to meet the minimum work requirement after the required core activity hours are met or when all opportunities to participate in a countable core activity have been exhausted or are not available.

An individual can participate in more than one core activity to meet the minimum work requirement. Once the required number of core hours is met, an individual may choose to participate in any core or non-core activity.

Note: Time spent in any other activity, such as subsidized or unsubsidized employment, must be captured in CWDS and reflect actual hours of participation.

Family Works

FW students do not have hourly or core/non-core requirements. However, ELECT programs are still required to enter 20 hours weekly into AC 13 to track continuous enrollment in high school or HSE while they are attending. FW students may also participate in any other approved ELECT activities for any amount of time.

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 data 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 Activity Code open.
- Multiple activity codes can be opened to track hours at the same time.
- The ELECT provider must enter participation hours after the client participates in the service or activity and applicable documentation is provided.
- 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 designation of core or non-core for each activity for TANF participants, as well as durational time limits or important notes included as applicable.
- If a specific AC has never been used before, programs will need to (1) add the Service Authorization code, and (2) accept the code, before being able to use it. See Creating and Accepting a Service Authorization attachment for guidance on adding a new AC.
- 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 will remain 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 activity code 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 employed hours verified and tracked under AC 33: Unsubsidized Employment. An accompanying Placement Report must be created in order to capture the participant's current employment information. A new Placement Report must be created each time a participant verifies new employment.
- Ensure hours entered into ACs are properly documented. The below documents may be used to assist in verifying hours. (See E&T Activity Codes and Descriptions for more details on proper verification)
 - Community Service Verification Form (PA 1979)
 - Employment and Training Activity Verification Form (PA 1895)
 - Work Experience Verification Form (PA 1980)

EDCS Data Entry

EDCS is the official data system for ongoing data collection and analysis of ELECT program targeted outcomes, both individually and state-wide. The user's email and password will be entered on the [EDCS home page](#). Program staff should contact the 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 program year (after June 30th and no later than July 15th). Program Coordinators must deactivate any staff who are no longer employed with/by the ELECT program within 24 hours of employment end date. The Program Coordinator must notify the state administrator of ELECT staff that leave 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 Case Manager that is a Backup Data Specialist would need Data Specialist access even though their position title is Case Manager). These roles and system functions are further explained below.

Program Coordinator

An individual given Program Coordinator access can do the following:

- view and edit all participants
- view Case Manager to participant links and link Case Managers 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 Data Specialist access can do the following:

- view and edit all participants
- view Case Manager to participant links and can link managers 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
- Education Form
- Pregnancy Outcome Form
- Child Information Form
- Follow-Up Form
- MAR Form

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 program year 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 initial 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 birth/delivery date for live birth or any end of pregnancy for which the result is other than live birth. 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 Pregnancy Outcome 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 program year. Follow-up forms for all participants must be completed at the end of each program year by July 15.

Note: Students entered Transition prior to the end of the school year do not need another Follow-up form completed 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, participants who graduated/attained HSE prior to June and are active in Transition do not need the End of Year (EOY) Follow Up form completed.

Monthly Attendance Report Form (MAR)

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)	<ul style="list-style-type: none"> • Within 30 days of enrollment • Review/update record by November 30 and July 15
Education Form	<ul style="list-style-type: none"> • Within 30 days of enrollment • New form entry by November 30; February 15; April 30; July 15
Pregnancy Outcome Form	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • By July 15 for all participants active through end of program year • Within 15 days of program exit at any time, for any reason, during the program year (July 1 – June 30)
Monthly Attendance Report (MAR) Form	<ul style="list-style-type: none"> • By the 15th of each month reflecting 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 concise location.

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 Management Tracking

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. 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; 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 program must provide the service hour one-on-one.

Participants must be seen F2F or virtually for at least 45 minutes (0.75 hour) 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 fifteen minutes (0.25 hour). 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 hour). 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 Case Managers, 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 Case Manager and school nurse or social worker, calls made by Case Manager to assist with housing for participants, etc. Indirect services do not count as service hours but must be documented in the case notes.

Methods of Service

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, 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 an F2F meeting.

Time spent on phone calls just 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 an 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 (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. Case Managers 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.

Case Managers 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.

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 data entry procedures and timelines.

EDCS Transition Requirements

- Within 15 days 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 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 core activity(ies) after graduating or obtaining their HSE to meet the WPR as required by Federal regulations.

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

A TANF participant that is enrolled in a core activity upon graduation or HSE obtainment may remain in Transition for a maximum of 60 days. The ELECT provider will:

- Coordinate with the CAO when a participant reaches 45 calendar days in Transition to ensure a 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.

FW Transition Parameters

FW participants may be eligible to participate in Transition for up to 210 days 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. FW participants do not have hourly or core/non-core requirements when participating 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. Transition participants who are employed and attending, or planning to attend, a postsecondary education program are considered to be 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 in Transition for a maximum total of 210 days in Transition.

- The extra 90 days 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 in order to receive the extra 90 days for postsecondary education.
- If a participant withdraws from the postsecondary educational program or apprenticeship and has already received at least 120 days in Transition, they must be exited from the ELECT program within seven calendar 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

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 as well as that of 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 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, secured 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
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 information in the files should support the program's efforts to help the participant overcome barriers while trying to obtain a diploma or HSE. The case files should be stored in a secure location that is 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 in its entirety within 30 days 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 discretion of the Grantee.

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 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

All programs must use the official ELECT Child Care Plan form. Additional information may be captured on a separate form at the discretion of the Grantee.

- The form must be completed for all participants, regardless of gender or parenting status, within 30 days of enrollment.
- Must be participant-led and written. If a participant is unable to complete the form personally, the Case Manager must sign off on it and document in the case notes as to why the participant was unable to complete it.
- Must be appropriate, meaning that the plan does not involve the participant caring for the child, require an adult or community member to take off work to care for the child or for another student to miss school. Every participant must complete a childcare plan, including cyber, HSE, and homebound students.
- 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 for retained participants 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 on a separate form at the discretion of the Grantee.

- The purpose of asking the participant about child support is to start a discussion with participants and educate participants about their rights and options.
- It can be separate or included on the intake form.
- 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;” etc.
 - Inappropriate: “parent is incarcerated;” “parent doesn’t want to;” etc.
- There must be a case note documenting this conversation.

Initial Employment Verification

- This information is required for a participant of any age who is employed, including those who are self-employed or working “under the table.”
- Acceptable forms of initial employment verification include: a pay stub, written note from employer, statement on letterhead, DHS Employment Verification Form or documentation from ELECT staff indicating that the participant was seen at their place of employment.
- New verification is needed in this section only if a participant changes jobs.

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 programs have an attendance policy for the participant and maintain a copy of their own ELECT Attendance Policy 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 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; and
- 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 as to why it is not available, and that efforts were made to document any maintained or approved academic performance.

Section 3: Goal Setting

ELECT Opportunities Form

Within the first thirty (30) days

Discuss Priorities: Complete the initial ELECT Opportunities form.

- Guide a conversation about the student's needs and priorities using the form.
- Have the student check-off their priorities. Add additional notes when necessary.

- Identify tasks for ELECT staff and the student to accomplish together that can be achieved within the month.

Every six (6) months

Update Priorities: Complete a new ELECT Opportunities form with the student and discuss changes in their priorities.

ELECT Goals Form

Within the first three (3) months (by 2nd QV)

Set a Goal: When prompted by the student or when the case manager feels the student is ready, set the first goal on the front of the ELECT Goals form.

- The student can set one goal, or multiple if desired. Use one form per goal.
- The goal can be in any category.
- The Case Manager guides the goal setting process, ensuring the short-term goals are **Specific, Measurable, Attainable, Realistic, and Time-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 twice a month. Follow-up on the goal using the ELECT Goals form.

Options for monthly worksheet follow-up:

- Student Reflection
- Brief Case Manager progress note
- 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 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 Case Manager 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, 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-adverse, the Case Manager 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 sections 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. To ensure that program staff and the ELECT Monitoring Team can easily review case progress notes, 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 Case Manager-led and include all service efforts (direct and indirect), show bi-weekly 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 that are to be provided to ELECT participants is vast and the services 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 quarterly visits) 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:
 - Childcare/child support issues
 - Goal setting and progress
 - ELRC support
 - Attendance updates and support
 - Relationship issues
 - Completion of quarterly visits
 - Health information (participant and child)
 - Family engagement
 - Co-parenting
 - Academic support
 - Postsecondary discussions
 - Mental health
 - Transportation
 - Benefits from attending 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. Case Managers are responsible for keeping track of all service 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 has three key components and directly connects one note to the next to assist in the ongoing implementation of the case management plan and assessment of student needs.

- What will the Case Manager do next?
- What will the student do next?
- What is a 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. (e.g., what were the Case Manager tasks? What were the participant’s tasks? How did that 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 brief summary of the student’s situation upon entering ELECT. Future case notes do not require the 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. Student is new to her current school and reportedly struggling with attendance due to childcare 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 her 18-month-old son. Student and child reside with the student’s biological mother and 4 siblings. Student aspires to graduate in 18 months, and stated she is unsure of postsecondary plan. The student earned baby bucks for completing enrollment. Areas of need include ELRC application/reliable childcare, 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 daycares prior to next meeting on 2/6/22.

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

Quarterly Visit (QV) Form

- Due within the first 30 days and then every three months thereafter
- Form should include visit date, previous visit date and next visit date
- Signed and dated by Case Manager
- Areas of focus selected and detail mentioned on form during QV
- Case note service line should be highlighted for all QV
- Case notes should mention where visit took place, who was present and what Case Manager observed
- Case notes should clearly document what was covered of 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 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. Case managers 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:

- Assistance with securing childcare
- Addressing scheduling issues
- Verifying unexcused absence errors
- Incentives offered
- Transportation

Case notes regarding attendance must showcase a relationship between ELECT and the school to support student's attendance improvement, noting outreach with teachers and counselors supporting student need for attendance improvements.

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.

Postsecondary Support

Case notes must include ongoing evidence of postsecondary planning discussions and activities, such as:

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

Transportation Note

- Note how student gets to and from school
- Documenting when transportation is provided to student
- Mentioning issues and support provided with all transportation concerns (i.e., violence, physical hardship, scheduling issues, etc.)

Child Care/Child Support Forms

- Case notes documenting the completion of form should be entered to match the date of form signature
- Case notes should reflect 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 Case Manager that documents efforts to connect the new Case Manager to the student

Exit Note

- Closing Note that documents 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 Case Manager 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)
- When noting education, include statements like "Case Manager 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 education the participant receives in both one-on-one sessions with their Case Manager and in group sessions.

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

Educational sessions should be recorded in chronological order.

Case Managers 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 and student-Case Manager

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 it is clear that 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 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. ELECT program 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 age 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 program's service area and would like to continue in the program, every effort to connect them with another ELECT Grantee must be made. The ELECT program will coordinate with both CAOs and the other ELECT 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 same ELECT Grantee program area, the ELECT program 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 s(he):

- Receives a FW ineligibility notice from the CAO;
- Is no longer eligible for TANF or FW benefits (e.g., becomes over income, no longer pregnant or parenting);

- Turns 22 years of age while attending a HSE program or drops out of the program;
- Turns 22 years of age while attending high school but is in a grade lower than their senior year;
- Graduates from high school or obtains their HSE and does not wish to participate in Transition;
- Ends their optional Transition time voluntarily;
- Is not meeting hourly participation requirements for TANF benefits while in Transition; or
- Reaches 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.

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 code 5. 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.

Note: Termination code 5 – completion of planned AMR/EDP activities – no employment (Graduation) will be used for all Transition participants when closing the Y Project.

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 their Data Specialist close participants in CWDS the week following the closure determination date. Prior to case closure, participation hours will be entered for the last week and the case will be closed effective the date the program determined the case should be closed.

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 for their final week.

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

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.

Note: If a student's budget closes in CIS, the system automatically puts the case into 45-day hold. ELECT staff should put the case into Extended Hold and contact the CAO to determine if the student is still eligible to participate. The Extended Hold list should be reviewed regularly to ensure proper action is taken by the CAO. If a case is left in a 45-day hold, it will close on day 45 and a new referral will be necessary. See CWDS Data Entry User Guide for more information.

Table 6: Project Termination Codes

Project Termination Codes

Codes	Description	Comments
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, withdraws from school without graduating, etc.
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
7	Other	Students are terminated for any other reason not defined including moving out of the program's service area. *a comment is mandatory 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
L	Ineligible for Family Works	Students are determined ineligible for Family Works by the CAO

Fiscal Requirements

Quarterly Reporting

Payment will be made on a reimbursement basis, reimbursing expenditures for specific periods during the term of the grant. The grant runs from July 1st to June 30th in a five year grant cycle. Per the grant agreement, PDE will annually notify the grantee in writing of the availability of funds, the amount of the grant award, and the performance period during which the grant funds may be spent. The grantee will submit a new estimated budget in accordance with the

guidelines and procedures. PDE will provide an annual grant award approval letter to the grantee along with an approved amended budget that is signed by the grantee, the department designee, and comptroller designee.

Table 7: Quarterly Reporting Deadlines

Quarter	Performance Period	Due Date
1	July 1 to September 30	October 31 ⁽¹⁾
2	October 1 to December 31	January 31
3	January 1 to March 31	April 30
Final Budget Revisions		June 30
4 (Final)	April 1 to June 30	August 31 ⁽²⁾

⁽¹⁾ Pending Commonwealth approval of the grant or budget amendment. ⁽²⁾ No later than sixty (60) calendar days after termination of the grant.

Expenditure Reports (Invoices)

Grantees are responsible for keeping all fiscal records and other supporting documentation, such as timesheets, receipts, purchase orders, etc., in their files for monitoring and backup purposes. Actual expenditures that were not approved in the grant application budget or budget revision will be disallowed. An electronic copy of the expenditure report (and other required forms) is located within the Fiscal Instructions Excel workbook provided with the Request for Application (RFA) or can be obtained by emailing the Program Officer or Fiscal Technician. If the program has any questions, please contact the PDE Fiscal Officer.

All outstanding obligations against the grant should be submitted for payment by June 30. The deadline for the last expenditure report is 60 days after the grant ends (August 30). All expenditures must be accounted for before submitting the last expenditure report. Once the last expenditure report has been processed, the grant is closed, and the Department will not be able to make additional payments. Some grantees may need to move money between lines in order to 'zero' out the line category amount for the final expenditure report. If that is the case, submit a final budget revision to the PDE Fiscal Officer. This budget revision will indicate exact expenses including cents. Once the budget revision is completed, the final expenditure report can be submitted for payment.

Authorized Signature

An authorized signature is required on expenditure reports for grants with federal funds. The authorized signatory is taking responsibility for the federal funds; make sure that someone of authority is signing the report. It will not be processed without the signature.

Email Instructions

Complete the top portion of the expenditure report. Name the invoice and save the document as a PDF with the same name. Send the completed expenditure report via email to 69183@pa.gov, making sure to place the file name in the subject line. The program may cc other individuals, but not in the 'TO' line.

Instructions can be found by visiting the [File Transfer Program \(FTP\) System](#) website.

File Transfer Program (FTP) System

An additional step of submitting actual receipts that coincide with quarterly expenses on the expenditure report will be accomplished through use of the FTP system. Grantees will be provided with a username and password for uploading the quarterly verification documentation of receipts. Please see ELECT FTP Procedures and FTP Upload Instructions. More details are in the worksheet named FTP Upload Instructions attached to the fiscal instructions located within the fiscal workbook provided with the RFA.

Program Oversight and Monitoring

Technical Assistance (TA)

The 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.

Program Monitoring

All programs will be regularly monitored through a site visit by the Monitoring Team at a location determined by the Grantee. The Monitoring Team consists of a representative from PDE, DHS, and CSC, when applicable. The Grantee will be notified at least three weeks before the date of the visit by email. The email will include:

- A letter addressed to the Executive Director or Superintendent of the LEA;
- A Preliminary Monitoring Report (PMR) and Preliminary Monitoring Questions (PMQ) document that the Grantee will complete and return to the monitor prior to the site visit; and
- An itinerary to be completed by the Grantee prior to the site visit.

The general components of a site visit include:

- a meeting with the Executive Director or Superintendent of the LEA if available;
- an observation of a participant group;
- a case file review (10% of case files; random selection); and
- staff interviews.

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 technical assistance and corrective action requirements.

Participant interviews may be conducted at the discretion of the Monitoring Team and, if so, will adhere to the following guidelines:

- 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 to 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 Monitoring Team.

Appendices

Contact Information

PDE

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Pennsylvania Department of Education | Bureau of School Support
333 Market Street, 3rd Floor, Harrisburg, PA 17126
Phone: 717-783-9294 | Fax: 717-783-2642
llockwood@pa.gov

DHS

Natalie Douglas | DHS Program Advisor
Department of Human Services | OIM | Bureau of Employment Programs
Division of Contracted Programs and Systems
Health & Welfare Bldg, 7th and Forster Streets, 2nd Flr West, Harrisburg, PA 17105
Phone: 717-346-1094 | Fax: 717-787-4106
nadouglas@pa.gov

CSC

Nichole Fisher | Youth Development Program Coordinator
Center for Schools and Communities
275 Grandview Avenue, Suite 200, Camp Hill, PA 17011
Phone: 814-308-4688 | Cell: 717-763-1661 ext.107 | Office: 717-763-2083
nfisher@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
FTP	File Transfer Program system (FTP)
FW	Family Works
GED	General Education Development
GPA	Grade Point Average
HiSET	High School Equivalency Test
HSE	High School Equivalency
IEP	Individual Education Plan
ISP	Interim Staffing Plan
IU	Intermediate Unit
KEYS	Keystone Education Yields Success
LEA	Local Education Agency
LMC	Local Management Committee
MAR	Monthly Attendance Report
MS	Microsoft
PC	Program Coordinator
PD	Professional Development
PDE	Pennsylvania Department of Education
PHI	Protected Health Information
PII	Personally Identifiable Information
PMQ	Preliminary Monitoring Questions
PMR	Preliminary Monitoring Report

Abbreviation	Acronym
PS	Preliminary Screening
PY	Program Year
QIR	Quarterly Incentive Report
QV	Quarterly Visit
RESET	Road to Economic Self-Sufficiency through Employment and Training
RFA	Request for Application
SFP	Strengthening Families Protective Factors
SFPF	Strengthening Families Protective Factors
SMART	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
WPR	Work Participation Rate
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 client'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.

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 case manager and school nurse or social worker, calls made by case manager 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.

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.

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.

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 client. 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 represents success at achieving your outcome.

Unsubsidized Employment is defined as a position in which an employer pays the wages directly to the client 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 Microsoft Teams. Please follow this link: [2023-2028 ELECT Operational Guidelines Attachments.](#)

PDE Documents

ELECT Quarterly Incentive Report (QIR)

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

- Childcare Plan

- Child Support Form

- Quarterly Visit

- Education Checklist

- ELECT Opportunities Form

- Goal Setting Form

- Transition Plan

DHS Documents

TANF and Institutional Eligibility FAQ

SPAL Form (PA 1883)

SPAL Desk Guide

CWDS User Agreement + Management Directive

CWDS ELECT Data Entry User Guide

Required Documents Checklist

Family Works Application (PA 1720)

Authorization for Release of Information (PA4)

Participation Requirements

E&T Activity Codes and Descriptions

Creating and Accepting a Service Authorization

Community Service Verification Form (PA 1979)

Employment and Training Activity Verification Form (PA 1895)

Work Experience Verification Form (PA 1980)

Transition Flowchart

Employment Verification Form (PA 1895)