

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

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**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

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## Part I - Introduction

Since 1990, the Pennsylvania Department of Human Services (DHS) and the Pennsylvania Department of Education (PDE) have worked collaboratively to assist pregnant and parenting youth through an initiative called Education Leading to Employment and Career Training (ELECT). ELECT works with pregnant and parenting youth who qualify for assistance through Temporary Assistance for Needy Families (TANF) or other DHS assistance programs to support their continuation of, or return to, school to complete their secondary education through either graduation or a High School Equivalency (HSE) program. Funding for ELECT is primarily provided through TANF federal dollars, matched by both DHS funds and a local cash match obtained by participating grantees.

ELECT programs are operated by Local Education Agencies (LEA) or Intermediate Units (IU) statewide. LEAs/IUs are awarded ELECT funds for a three-year period with issuance of the second and third year contracts contingent upon adequate performance and the availability of state and federal funds.

Originally, participants in ELECT Programs were expectant and parenting young females who were eligible for or participating in TANF programs and enrolled in a secondary education program that would result in a high school diploma or its equivalent. In 2001, the ELECT initiative received supplemental funding to expand services to address the specific needs of young fathers. This component enables ELECT Programs to serve young males who have established paternity, are enrolled in a secondary education program, and whose personal earned income does not exceed 235 percent of the Federal Poverty Income Guidelines (FPIG). Also, in 2001, DHS broadened eligibility to enable participants whose personal earned income does not exceed 235 percent of the (FPIG) to participate in ELECT. This component of ELECT is called ELECT Family Works (FW).

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

## Common Acronyms

Acronym	Meaning
AIMS	Automated Information Management Systems (Data)
BCSE	Bureau of Child Support Enforcement
BEP	Bureau of Employment Programs
CAO	County Assistance Office
CBO	Community Based Organization
CCIS	Child Care Information Services
COMPASS	Commonwealth of Pennsylvania Access to Social Services
CPS	Child Protective Services
CSC	Center for Schools and Communities
DOB	Date of Birth

Acronym	Meaning
DOH	Pennsylvania Department of Health
DRS	Domestic Relations Section
DV	Domestic Violence
ELECT	Education Leading to Employment and Career Training
ESW	ELECT Student Works
FPIG	Federal Poverty Income Guidelines
FW	Family Works
GPA	Grade Point Average
HSE	High School Equivalency
IEP	Individual Education Plan
ISP	Individual Service Plan
IU	Intermediate Unit
LEA	Local Education Agency
MA	Medical Assistance
MAR	Monthly Attendance Report (ELECT)
MI	Motivational Interview
OCYF	Office of Children, Youth, and Families (DHS)
PDE	Pennsylvania Department of Education
PPT	Pregnant and Parenting Teens
RAR	Recruitment, Attendance, and Retention
RFA	Request for Application
RFP	Request for Proposal
SAP	Student Assistance Program
SEL	Social Emotional Learning
SFPF	Strengthening Families Protective Factors
SSN	Social Security Number
SV	Site Visit
TA	Technical Assistance
TANF	Temporary Assistance for Needy Families
WIC	Women, Infants, and Children

## 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.

**Case Managers** act as a liaison with community service providers, educators, and health providers for students, advocate for the rights, strengths, and needs of the students, encourage student self-sufficiency, document all case management activities, and respect the students’ rights and confidentiality.

**Service Hours** are hours spent in case management with a student, such as home visits, one-on-one meetings, group sessions, transporting students, and workshops.

**Video Calls** are calls using social media, such as Skype or FaceTime, for case management with the student.

**Home Visits** involve spending time in the student's home, other personal space, or a place where they are comfortable to observe and determine strengths and needs.

**Group Sessions** are gatherings of students and case managers involved in the program to build rapport and offer peer socialization and/or education.

**Case Notes** document date, time and length of all one-on-one interaction, home visits, significant and specific student information, phone calls, video calls, or any other type of communication with a student in detailed, narrative format.

**Retention** refers to the efforts used to keep participants involved in your project.

**Cross-Systems** refers to coordination and collaboration of efforts and resources among health care and community providers to fulfill the needs of the program.

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

**Motivational Interviews** are student-written goals within the first 30 days in the program in three categories, including career, academic, and personal. Goals must be attainable within six months, reviewed after three months, and rewritten every six months for the duration of the student's enrollment in the program.

**Strengthening Families™ (SPF)** is a nationally and internationally recognized parenting and family-strengthening program for high-risk and general population families. SFP 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.

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

**Summer Services** are defined as those provided during July and August. These services are in place for the continuity of relationships, social services, and for peer socialization. These visits can be done at ELECT events, in the community, on field trips, by partnering agencies, or in the home.

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

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

**Job Shadowing** is a work experience option where students 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 student.

**Data Specialists** are employed at least part-time during the school year and are responsible for implementing all data requirements of the program.

**Back-Up Data Specialists** handle data reporting if the Data Specialist is unavailable.

**Monitoring** is the regular observation and recording of activities taking place in a project or program. It is a process of routinely gathering information on all aspects of the project, checking on how project activities are progressing, regular observation and recording of activities taking place, and giving feedback to those coordinating the program.

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

**Program Coordinator** is responsible for day-to-day program oversight and management.

**Termination** refers to the end of the student's enrollment in the program for reasons other than diploma or HSE, such as relocation, change of eligibility, or lack of interest and involvement.

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

**Transition Services** are services that support students transitioning from the end of their secondary education onto either employment or post-secondary schooling that will last up to 120 days after diploma or HSE attainment.

**Intake** is the process of gathering pertinent student data upon his or her entry into the program, including name, contact information, date of birth, gender, pregnancy/child information, emergency contact, school, employment, and signatures.

**Child Care Plan** is a student-written document that names the person(s) who will care for the child when the student/parent is in school and/or working.

**Educational Checklist** is a continuous working document for the duration of the student's enrollment that includes a list of topics and record of dates, times, and provider of the education.

**Supplemental Paperwork** refers to copies of forms, incentive sheets, correspondence, or anything that the student signs that is not included in other sections.

**Exit Paperwork** is done at the student's completion of the program, either by termination or by diploma/HSE attainment, and includes the full name of student, date of exit interview and a reason for exit.



## **Part II - Program Requirements**

### **Purpose and Goals**

The primary purpose of ELECT is to assist pregnant, custodial, and non-custodial young parents, under age 22, to obtain a high school diploma or its equivalent.

The principal goal of all ELECT programs is to assist eligible pregnant and parenting youth to break the cycle of welfare dependence by remaining in school, maintaining regular attendance, obtaining a high school diploma or HSE certificate and securing post-graduation employment, education, or training that will help them become successful parents and 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.

### **Eligible Participants and Funding Categories**

ELECT programs may only serve youth under the age of 22. To be eligible, females must be either expecting or parenting and males must have established paternity. Youth must also be attending an educational entity approved by PDE or a HSE program and must be:

- Expectant mothers or custodial young parents who are receiving TANF benefits; or
- Expectant mothers, custodial and non-custodial parents who are not receiving TANF, and whose personal monthly earned income does not exceed 235 percent of the Federal Poverty Income Guideline (FPIG).

### **Required Program Services**

All ELECT programs must provide the core components listed below and demonstrate individualized planning processes and comprehensive case management services for each participant that culminates in high school graduation or attainment of an HSE certificate.

In addition to these services, all ELECT programs must comply with all applicable requirements detailed in these guidelines.

### **Required Program Components**

#### **Case Management Services**

Case management services must be based on the academic, personal, social, and health needs of the student and their child(ren) identified in the assessment of the student upon enrollment.

Individual, comprehensive case management services must be provided to each student enrolled in ELECT. ELECT students should receive case management services for each month the student is enrolled. The number of hours that are required is dependent on the month of service and the initial day of enrollment into the program. Individuals to fill the position of a case manager may come from many backgrounds, including but not limited to, teachers, social workers, guidance

counselors, and nurses. The emphasis needs to be the ability and interest in working with these students and to have the time in their schedule to dedicate to the program.

Qualities of a case manager should include the abilities to:

- Liaise with community service providers, educators, and health providers for the students;
- Advocate for the rights, strengths, and needs of the students;
- Encourage student 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 ensuring effectiveness of services and support to the students. Documentation should be detailed and effectively tell the student's story; and
- Respect the students, their rights and confidentiality and work to ensure others treat the students with the same respect.

Individual face-to-face meetings with students for case management purposes must occur at least weekly for the first two weeks after ELECT enrollment and every two weeks thereafter to review student progress, issues, problems or problem resolution, and any necessary revisions to the service plan. Home visitation must also be a part of case management and occur quarterly (or more often as individual needs require).

Case management service hours and educational service hours combined must equal a minimum of four (4) hours of services provided every month September through June.

Service hours for July and August are modified to either one or two hours and are explained in detail in the following section titled Summer Services.

Also, be advised:

- Phone calls with an ELECT student, may count for up to one-half (.5) hour of individual case management per month and must be a meaningful conversation with the student that pertains to the student's individual goals and barriers. You may only count up to one-half (.5) hour per month – even if you speak with the student longer. Remember that the conversation must be documented in the student's case notes with the same clear and concise entries as a one-on-one visit would have.
- Phone calls to plan a visit with a student, or on behalf of a student, cannot be counted toward your service hours but should be documented. Service hours are a combination of case management hours and educational hours that are spent directly with the student.
- Video calls with an ELECT student, using platforms such as Skype and FaceTime, may be counted for up to one (1) hour of case management per month. The conversation with the student must pertain to the student's individual goals and barriers. These calls offer the case manager the opportunity to see the student. Documentation in the case notes must be clear and concise regarding the entries for the video calls. The entry should show all the details that would be documented in a regular one-hour face-to-face visit. You may only count up to one (1) hour of the required four (4) hour monthly case management with the student even if the video call lasts more than one (1) hour.
- Other multimedia communication cannot be counted towards service hours, including text messaging, e-mails, and communication via social networks such as Facebook.

- Electronic communications, including text messages and emails, **do not count** toward case management hours; however, this communication should be documented in the case notes.
- Case managers are encouraged to develop relationships with other community agencies that are making home visits for this population of students. This coordination of services will be beneficial to the student, the family, and the case manager. If another agency is visiting one of your students, include a copy of the report in the student's case file and make sure there is a notation in the case notes.
- If a student leaves the service area or is not responding to case manager inquiries via phone, text, email, or visitation for longer than three (3) weeks, the student must be exited from the program and re-enrolled if/when they return.
  - One exception to this is during the summer months of July and August when students who notify staff that they are traveling and/or are on vacation, prior to leaving, with documentation will not be terminated unless the individual is in transition. A student in transition shouldn't be kept in the program and cannot re-enter the program once terminated if they are unavailable to receive the necessary transition services.
  - Case notes will show clear and concise documentation, including the expected return date. If the student does not return to the program within two weeks of the expected return date, the student will be exited from the program at that point and then re-enrolled if/when they return.

### **Attendance and Retention**

Programs will monitor student attendance, so barriers can be identified early and dealt with expediently. ELECT programs must commit to reducing chronic absenteeism of students to ensure maximum service and school impact. ELECT programs must develop proactive efforts and can use incentives to affect this required program component. These efforts must include contact and discussion with each absent student to determine the cause of the absence and to develop an appropriate plan to eliminate the cause(s) of the attendance issue and to improve the situation. Furthermore, programs can coordinate with other service providers to encourage scheduling of student appointments after school hours. A comprehensive cross-systems collaborative plan will be developed between the LEA and other organizations utilizing available resources to address chronic absenteeism. Efforts in determining reasons for non-attendance, which may be symptoms of more serious underlying problems, will be evaluated and incorporated into the original student assessment. Cross-systems case management, home visits, peer involvement, flexible scheduling, incentives, and awards can be used to encourage school attendance. Programs are encouraged to coordinate with health care and community providers to minimize scheduling appointments that conflict with school attendance.

Programs will evaluate all available HSE/training programs to determine which program best meets the needs of the individual, and to develop a contractual plan between the ELECT program and participant outlining services and activities leading to a high school diploma or an HSE certificate, and either post-secondary employment or education. All ELECT programs must utilize the standard ELECT file requirements to reflect each student's participation in program activities, progression toward graduation or HSE attainment, and service hours received.

## **Creative and/or Flexible Programs**

ELECT programs will develop a year-round plan for services/activities and will explore and employ all appropriate educational avenues for each student, to provide a comprehensive program design extending beyond the boundaries of the normal school day and school year.

This flexibility and creativity is also required when dealing with students in Cyber School. There may be a need to develop new ways of reaching out and servicing these students so that their needs are being met and they have the same success as the rest of the population.

This comprehensive design must reflect a creative approach to support each student's successful completion of their educational program and preparation for their post-secondary employment/education goal. Effective intervention may include family life education, decision-making training, and self-esteem building.

## **Teen Pregnancy Prevention Services**

Programs must provide ELECT students with information regarding options to prevent a secondary pregnancy. Programs will use effective teaching skills to instruct students on the correct usage of pregnancy prevention options and motivate students to incorporate them into their plans. Programs can partner with local community-based organizations to facilitate options.

## **Miscarriage, Stillbirth & Infant Death Support**

If an ELECT participant suffers the loss of a baby through miscarriage, stillbirth, or infant death, the ELECT program will continue to offer the student the support services needed from the ELECT team 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 student from community agencies to assist the student in moving forward with their goals.

## **Strengthening Families™ Protective Factors**

ELECT programs will provide pregnant and parenting teens with strategies to strengthen their resilience, better understand the development of their child(ren), utilize positive learning strategies to guide behavior of their child(ren), improve the social and emotional development of their child(ren), assist in building a network of support and connections to family and services, and reduce the incidents of child abuse and neglect. The foundation for this education will be based on the Strengthening Families™ logic model.

## **Health Care and Nutritional Education**

Programs will address the importance of prenatal and postnatal care and promote good parenting practices regarding infant/child health care along with access to health care and nutritional services for mother, father, and child.

## **Budgeting and Fiscal Planning**

Programs will provide information and build knowledge regarding budgeting, fiscal planning, and improving financial literacy.

## **Other Issues Related to Pregnant and Parenting Youth**

- Domestic Violence and Sexual Assault Resources
  - ELECT programs will provide information regarding available resources and services related to domestic 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.
- Building Healthy Relationships.
- Programs will provide information about what constitutes healthy relationships, warning signs of abuse, and skills that foster healthy relationships, such as communication, anger management, conflict resolution, etc. Programs should also highlight issues related to 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.
- Programs will also provide current and relevant information that may affect this population (e.g., sexting, relationship building, communication, etc.).

## **Access to Child Care and Transportation Services**

Programs will collaborate with the CAO, CCIS, and other community resources to identify and access quality child care and transportation services.

Note: Funds may be available through each CCIS to support child care and each CAO for transportation services for eligible ELECT students participating in approved educational, training and employment activities who receive welfare benefits.

## **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 post-secondary education.

## **Higher Education/Post-secondary Education**

Participants who have an interest in pursuing college or other higher education will be supported to do so. Services related to post-secondary education preparation may include:

- SAT preparation;
- Occupational interest surveys;
- College search activities, college fairs or provision of campus visitation schedule; and,
- Assistance with school application and admittance forms.

## **Individual and Group Supportive Services**

Programs will ensure that all ELECT students have access to individual and group support services such as peer support group meetings, family meetings, and other activities to encourage the student's achievement of their individual plan.

## **Coordination of Community Services**

Programs will develop viable partnerships with CBOs to ensure the provision of a comprehensive continuum of services.

These collaborations might result in a CBO provision of health services/education, nutrition information, life skills instruction, career exploration, job training/work experience activities, pregnancy prevention services, parenting education, and other related services. ELECT grantees will have the primary responsibility for program management and ensuring cooperation and coordination with local community resources.

## **Mentoring, Tutoring, Homework Assistance, and Related Resources**

Programs will explore these and other community and school resources to provide information and access to services furnishing supplemental academic and personal support for participants.

## **Summer Services**

ELECT summer months are identified as July and August. Delivering summer services is critical to the success of ELECT programs for the following three reasons:

1. Continuity of relationships between the student and the case manager;
2. Continuation of social services to help the student succeed; and,
3. Peer socialization with other students facing the same barriers.

ELECT programs must have a minimum of 20 office hours per week during the summer. The program coordinator or appointed staff should be accessible via phone and email during regular office hours, Monday through Friday, throughout the summer. Staff will be employed year-round and should be available to students no less than the number of hours their employment contract stipulates, generally 20 hours or more per week. ELECT programs must provide a minimum of three non-consecutive, group sessions for students that are two or more hours in length throughout the summer. ELECT students will continue to receive all grant-required services during the summer months, when school is not in session.

Summer programming may be coordinated with other community providers and existing summer school programs. ELECT staff are encouraged to partner with these existing programs, as well as expand and improve current services, and if necessary, provide additional meaningful activities for students. For these collaborations to be considered service hours, ELECT staff must be present, and the activity must be documented in Section 4 of the student's Case File.

Summer home visits are required only if the student's quarterly home visit is due. Students must still be seen face-to-face for the required number of times based on their work and summer school

situation in July and August; however, these visits can happen at ELECT events, in the community, on field trips, by partnering agencies or in the home.

Again, please note that video calls will **not** count toward Summer Service hours.

During ELECT summer months of July and August:

Students who are attending summer school and/or working:

- Must receive a phone call once per week, if not seen in person, and
- Must be seen face-to-face once per month.

Students who are neither attending summer school nor working:

- Must receive a phone call once per week, if not seen in person, and
- Must be seen face-to-face two times per month.

One face-to-face contact per month must include observation of the student parent/child interaction. These visits may be completed by agency partners provided there is documentation from that agency in Section 4 of the student's Case Files.

Note: Contact by other agencies can fulfill the home visit requirement; however, said visit cannot be counted toward the four required service hours.

## **Homebound Instruction**

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

## **High School Equivalency (HSE)**

Programs will assist interested students in accessing HSE services. While ELECT is primarily targeted to in-school youth, often an HSE is the only educational option available for older students who are behind a grade level or have been out of school for a substantial period. Pregnant and parenting youth enrolled in an HSE program may be served as ELECT participants if they meet the eligibility criteria.

## **Transition Services**

These services support students transitioning from the end of their secondary education into either employment or post-secondary schooling. Transition plans will be developed jointly between the ELECT staff and the student. Transition services should not last more than 120 calendar days post-diploma or HSE attainment for FW participants and no more than 60 days post-diploma or HSE attainment for TANF participants.

Transition services must begin prior to high school graduation and assist students in identifying their interests, abilities, and aptitudes. These services are critical steps in helping students achieve their long-term goals. Transition activities include assisting students in obtaining employment, as

well as training and education, based on their career goals. Participants will also receive guidance on how to overcome barriers that may hinder their ability to meet their goals, such as child care, transportation problems, and financial aid.

Transition services might include home visitations, peer group meetings focusing on independent living skills, job readiness and pre-employment skills, service learning, job clubs, community service, work experience activities, job shadowing, career exploration, and coordination with other community services. Students enrolled in the transition component of ELECT must still receive the same number of service hours that students normally receive in the program. A student may voluntarily exit the transition component at any time. A student cannot be re-enrolled in the ELECT program if they are terminated during transition.

Note: Please see the DHS ELECT Manual for more information regarding Transition Services.

## **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**

Seventy-five percent or higher of all pregnant and parenting youth eligible to graduate each program year will graduate or earn an HSE.

### **Secondary Pregnancies**

Eighty-five percent or higher of the participants will not have a repeat pregnancy while enrolled in the ELECT program regardless of the outcome of the pregnancy. This includes participants who are married.

### **Student Retention**

Seventy-five percent or higher of enrolled ELECT students will remain in the program until graduation.

### **Academic Performance as Measured by Grade Point Average (GPA)**

Seventy-five percent or higher of students enrolled in the ELECT program must maintain an end of the year cumulative GPA of at least 2.0 (based on a 4.0 system) or an increased GPA from semester to semester if the individual has a GPA below 2.0. Educational institutions that do not utilize a traditional GPA must document maintained or improved academic performance as compared to the baseline data. Programs are responsible to collect this data. A traditional GPA must be documented on each quarterly report card and kept in the student's case file.

### **School Attendance**

Seventy-five percent or higher average school attendance rate from September to June for all ELECT participants is required. Non-traditional students who enter the transition component during the school year are not expected to have attendance records.



## **Program Reporting Requirements**

ELECT programs must ensure that all required reports will be submitted accurately and by the prescribed submission dates. Data entry must be timely and accurate, timely as defined by entry of terminations, enrollments, and attendance hours. This may include additional information as required by PDE.

Because of the complexity of data reporting, ELECT programs must employ a data specialist who will be responsible for implementing all data requirements. A back-up person must be in place to ensure timely data reporting if the data specialist is unavailable. The data specialist must be employed at least part-time throughout the summer months, as well as adequate hours during the school year to complete the data requirements.

## **Program Monitoring**

All programs will be monitored on a regular basis by way of a site visit by the monitoring team at a location determined by the grantee. The monitoring team consists of a representative from the PDE, DHS, and CSC. The grantee will be notified at least three weeks before the date of the visit by email. The email should include:

- A letter addressed to the Executive Director or Superintendent of the LEA (Attachment A);
- A Preliminary Monitoring Report (Attachment B) that the grantee will complete and return to the monitor prior to the site visit; and
- An itinerary completed by the grantee (Attachment C).

The general components of a site visit include a meeting with the Executive Director or Superintendent of the LEA if available, observation of a student group, case file review (10 percent of case files; random selection) and staff interviews. Staff is 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.

## **Technical Assistance and Professional Development**

Technical assistance and training for ELECT programs is provided by the Center for Schools and Communities. ELECT grantees are required to attend all webinars on relevant teen parenting topics organized and moderated by the CSC. ELECT grantees are required to attend an annual ELECT conference held in the state's capital region. The conference has a variety of workshops, panels, and keynote presentations aid in ELECT staff professional development.

Technical assistance is ongoing for the ELECT programs through the CSC. The technical assistance provider will communicate directly with each of the grantees and will follow up on the technical assistance plan as established between the grantee and PDE. In addition, the technical assistance provider will provide notifications of trainings within the region via email, resources regarding pregnant and parenting teens, and updates to the ELECT website.

## Ongoing Program Operation

In addition to the information contained in this section, all ELECT programs must comply with all applicable requirements detailed in the previous sections, the remainder of these guidelines and any changing procedures or requests from PDE.

## Clearance for Program Staffing and Volunteers

All individuals who are in contact with ELECT program students are to have obtained all clearances required by the Child Protective Services Law. ELECT staff must ensure that all program volunteers have the necessary clearances **prior** to their work with students.

## Program Staffing

Because of the comprehensive array of services provided through the ELECT program, every program must establish an efficient and knowledgeable staffing structure.

## Program Coordinator

The Program Coordinator, who is responsible for day-to-day program oversight and management, must have strong administrative skills, as well as teen parent service experience. In addition to oversight and management, Coordinator duties include the following assurances:

- All mandated ELECT student services provided are easily accessible, high quality, and are delivered to eligible participants;
- Maintenance of thorough student records with the required information and documentation;
- Maintenance of timely and accurate data entry;
- Proper staff supervision of program staff; and
- Monitoring program compliance with ELECT requirements and outcome goals as stated in these guidelines.

## Case Manager

ELECT programs are required to employ one case manager for up to 35 students. Exceptions may be considered by PDE. It is critical that individuals placed in said positions are empathetic, supportive individuals who are truly committed to assisting pregnant and parenting teens, and who can provide the required program components and case management services as outlined in these guidelines.

## Data Specialist

ELECT programs must employ a data specialist who will be responsible for implementing all data requirements. **A back-up person must be in place to ensure timely data reporting if the data specialist is unavailable.** The data specialist must be employed at least part-time throughout the summer months, as well as adequate hours during the school year to complete the data requirements.

In case of absence of the data specialist, the back-up data specialist is responsible for all aspects of data reporting, including timely submission. At no time is the absence of the data specialist an acceptable explanation for a late data submission.

## Other 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.

## Direct Service Hours

Programs are required to provide no less than four (4) service hours per student per month, year-round (see Summer Services section for exceptions). A minimum of two (2) of the required four (4) hours must be individual face-to-face case management. The two (2) hours may be separated into time blocks that accommodate the schedules of the students and staff throughout the month; however, a student must be seen individually at least every other week. Examples of direct service include, but are not limited to, workshops, group sessions, face-to-face case management, home visits, field trips, camps, transporting students to appointments, and a variety of other support services.

- Telephone contact cannot account for more than one-half (.5) hour of the required four (4) hour monthly total, even if said contact is longer than one-half hour. Time on the call must be documented as a meaningful conversation.
- Video calls, such as Skype and FaceTime, can only count up to one (1) hour of the required four (4) hour monthly total, even if its longer than one (1) hour. Time on the video call must be meaningful, case management-related conversation with the student. **Video calls cannot be counted toward service hours during the summer months.** Other multimedia communication may **not** be counted towards service hours, including text messaging, emails, and communication via social networks such as Facebook.

## Incentives

Incentives are reinforcements to promote positive behavior and/or to reinforce a student's demonstration of improved behavior such as increased or sustained attendance, academic accomplishments, goal attainment and active program participation. Grant funding can be used for incentives, but incentives must be used wisely and only to encourage or continue an improved behavior on the part of the student. The use of incentives should be tailored to meet the individual interests and needs of participants and it is very important that the incentive used is comparable to the accomplishment attained.

Social and tangible incentives are the most commonly used incentives in the ELECT program. Examples of social incentives include, but are not limited to, praise, personal or group recognition, special privileges, certificates of recognition, and selection of student of the month. These incentives are cost-free and effectively induce change. Examples of tangible incentives include, but are not limited to, diapers, baby supplies, children's books, school supplies, pocket calculators, and other items that appeal to young pregnant or parenting students.

Incentives cannot exceed \$50.00 per month, per student. 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.

A program may not accumulate incentives over multiple months to increase the value of an individual incentive. Participant's signature acknowledging receipt of a monetary item must be maintained by the program in the participant's case file.

## **Participant Termination Procedures**

Programs must demonstrate efforts to increase student retention in school. This can be accomplished through intensified case management, involvement of the extended family, and removal of the barriers that interfere with the student's continued education. If it is clear that a student does not wish to continue in school, a meeting should be scheduled with the LEA, the student, 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.

## **Student Records**

Students enrolled in ELECT must have an individual file that is accurate, up-to-date, and reflects participation in program activities, progression toward graduation or HSE attainment, and the number of hours spent receiving direct services.

## **Transition Component**

Specifics for the Transition Component are detailed in the section titled Transition Services of these guidelines. Eligible participants in the Transition Component will include TANF and FW students. Participants must be referred to or be actively participating in ELECT at the time of graduation or attainment of their HSE to participate in the ELECT Transition Component.

At the end of the transition period, TANF participants will be referred to the CAO to pursue education, training, or other allowable activities. A student may voluntarily exit the Transition Component at any time.

## **Part III - Case Files**

Every student enrolled in the ELECT program must have an individual file that is accurate, up-to-date, and reflects the student's participation in program activities, progression toward graduation or HSE attainment, and number of hours that the student is receiving direct services. The components in the ELECT case files are PDE requirements, and though there is flexibility in structuring the information, all requirements must be present in each student's file. The case files will be randomly reviewed at each monitoring visit for accuracy and completion of requirements.

The files must have six distinct sections with the proper forms in each section. The information in the six sections is ongoing and should be updated frequently. The information in the files should support the ELECT program's effort to help the student overcome barriers while trying to obtain a diploma or HSE. The case files should be stored in a secure location that is accessible to the ELECT staff.

To protect the privacy of your students, their children and/or families, the case files should not contain copies or originals of social security cards, birth certificates, or driver's licenses. The Social Security Number (SSN) should be blacked out if it is included on or within any form or section of the case file. This information is considered Personally Identifiable Information (PII) and could put students at risk if the file is lost or misplaced. If you choose to retain copies of this information, please do so in a separate data file and place in a locked, secure cabinet (i.e. with data specialist).

## **Section 1 - Student Data**

### **Intake Process**

- 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 student. Once the review takes place the form should be initialed and dated by the person who performed the review

Below are the minimum requirements for the intake form. (Please note that additional information may be included on the form at the discretion of the case manager).

1. Name;
2. Enrollment date;
3. Address;
4. Contact information;
5. Date of birth;
6. Gender;
7. Information on the child and/or pregnancy;
8. School information;
9. Employment status;
10. Name of assigned case manager;
11. Signature of the person filling out the form and date it was completed (this may not always be the same as the enrollment date);
12. Emergency contact information and a place that designates it as so; and
13. Space for the date of a review and initials of the person who completes the review.

### **Agreement of Services and Permission Slips**

- Must be in compliance with school district and/or IU policies.
- Must be returned within 30 days of enrollment.
- Depending upon district policy, students who are 18 years or older may sign their own permission forms; however, parental signatures are still encouraged.

**Required Agreements:**

- Participation
- Parental
- Release of Information

**Recommended Permissions:**

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

**Child Care Plan**

- Must be completed for all students within 30 days of enrollment, including male and female students pregnant or parenting.
- Must be student-led and written. If a student 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 student was unable to complete it.
- Must be appropriate, meaning that the plan does not involve the student caring for the child. A child care plan must be done for every student, including cyber, HSE, and homebound.
- Must be signed and dated by the student.
- Should be reviewed by September 30 each year for retained students with any changes documented. When the form is reviewed, it should be dated and initialed by that individual.
- There should be a case note documenting this conversation.

**Child Support Information**

- The purpose of asking the student about child support is to start a discussion with students and educate students about their rights and options.
- It can be separate or included on the intake form.
- Male and female students should have this documented on the intake form or somewhere in the intake section (Section 1).
- If students are not getting child support, there should be a reason listed as to why they are not receiving child support.
- Documentation of the child support discussion should be in each student's anecdotal case management notes.

**Employment Verification**

- This is not to be confused with the DHS employment verification requirements. This information is for ELECT use only and is required for a student of any age who is employed. New verification would be needed in this section only if a student changes jobs.
- Acceptable forms of verification are: pay stub, written note, statement on letterhead, or documentation from ELECT staff indicating that the student was seen at their place of employment.
- When applicable, there should be copies of any forms filled out on behalf of the student.

## **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 15<sup>th</sup> of the following month. If each print out from the school includes all dates from the beginning of the school year to the current date, please remove any duplicate month print out.

- It is recommended that ELECT programs use a calendar with a key to track attendance patterns.
- It is recommended that ELECT programs should have an attendance policy for the student and maintain a copy of their ELECT Attendance Policy in this section.

### **Grades**

If a school does not give grades, then the ELECT site should place a cover letter in the student'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 students enrolled in that school.

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

- Students 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 absolutely 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 - Motivational Interview**

The initial motivational interview should be done within 30 days of enrollment and it must be student led/written.

If a student is unable to complete the form, the case manager must sign-off on it and document in the case notes as to why the student was unable to complete it personally.

Using S.M.A.R.T goals (Specific, Measurable, Achievable, Results-focused, and Time-bound), guide the prewriting with student so they understand the process, what the attainable goals should look like, and the importance of the exercise.

The student must have a goal in the following three categories that can be attained within six (6) months:

- Career;
- Academic; and
- Personal.

At a minimum, goals must be reviewed three (3) months after they are set, and documentation must be present.

At a minimum, new goals are set six (6) months after the initial goals, and the review cycle continued until the student is exited from the program. When a career, academic, or personal goal is reached, a new goal should be set for that category.

Case managers and students must sign and date both the Six-Month Goal sheet and the Three-Month Review form.

ELECT staff will review individual goals with the student and support their attainment efforts. There should be a case note documenting this conversation.

Note: These are the bare minimum requirements for the Motivational Interview. Goal setting should be an ongoing process and the goals set by students should be the driving force of their time in the program. Set goals as often as possible and work with students actively to keep them focused.

## **Section 4 - Case Notes and Educational Checklist**

Case notes and ELECT Educational Checklist serve as two distinct sections of documentation. The first section is the case notes, where the case manager should document all information specific to the student as it is discussed during one-on-one case management.

### **Educational Checklist**

The Educational Checklist serves as the student's education record while in the ELECT program. ELECT staff track the time spent on general education or specific items pertaining to each student that is delivered in group sessions or during one-on-one time. Each section of the form is accurately completed with the length of time spent with the student in 15-minute increments.

The total of both the one-on-one time and the education component will be listed in the case notes as separate entries so that they are prominent and recognizable.

### **Case Notes**

Case notes will be expected to document two (2) hours of case management per month. Case notes should include the following:

- One-to-one interaction with a student;
- Home Visits (must have specific focus and be documented in detail);
- Significant and specific information pertaining to the student;
- Half-hour meaningful phone calls;
- One-hour meaningful video calls; and
- Work done on behalf of the student.

### **Case Note Format**

- Date of service
- Type of visit (1:1 Case Management, 1:1 Education, Group Education)



- Location (School, Home, Community, Phone/Video Call)
- Quarterly home visit (please highlight)
- Narrative of event
  - Narrative Format
    - Description
    - Should specify length of time
    - Must be individualized to the student
    - Must contain information supporting the ELECT outcomes (graduation, secondary pregnancy prevention, student retention, academic performance, and school attendance)
    - Should tell a story of interaction with the student and should provide adequate information.
  - Plan
    - Case Manager: describe what you agreed to do between now and the next time you meet with the student.
    - Student: describe what the student has committed to do between now and the next time you meet with the student.
  - Instances Where Detailed Case Notes are NOT Required
    - Case management is done on behalf of the student, but not face-to-face with the student (does not count toward the required four monthly service hours)
    - Text messages or communication through social media, i.e. Facebook, etc. (does not count toward four required monthly service hours)
    - Attempted home visit (recommended to note, but does not count toward four required monthly service hours)
    - Contacts with other agencies or key players on the student's behalf (does not count toward four required monthly service hours)
    - Documentation regarding group workshops (just a line including the workshop title, topic and presenter are required. This entry should be put into the file for any student who attended the session)
- Length of service (in 15-minute increments)
  - One time for the 1:1 Case Management Component
  - One time for the Educational Component
  - Total Time (including case management and 1:1/Group Education)
- Initial case notes (at the end of the entry)
- Signature (at the bottom of every page or each entry)
- Hand written notes must be signed at each entry

### **Educational Checklist**

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

This is your documentation of all education the student has received, including the date, subject, amount of time, and who provided the education.

### **Educational Checklist Correct Format**

- The most current version of the form approved by PDE must be used.
- Record the date of the education provided.
- Forms must be filled out correctly.
- Record the length of time of provided education in 15-minute increments.
- Specify provider of student's education.

### **Section 5 - Supplemental Paperwork**

- Insert all paystubs, or other approved income verification, collected for employed students 18 and over;
  - If applicable, include incentive sign-off sheets.
- Insert copies of any forms that the student has completed.
- Include copies of correspondence with other support people/agencies involved in the students' goals, such as teachers, guidance counselors, parents, etc.
- Incorporate anything the student signs that is not required in other sections.

### **Section 6 - Exit Paperwork**

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