

Education Leading to Employment and Career Training (ELECT) End of Year Report

2016-2017



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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ELECT 2016-17 Annual Update on Key Program Outcomes

ELECT Background

Pennsylvania's Education Leading to Employment and Career Training (ELECT) program is a statewide initiative providing comprehensive educational and other support services to expectant and/or parenting students. In Pennsylvania, in 2015, there were 7,218 teen births and the **birth rate** was 17.7 births per 1,000 teen girls age 15-19. The teen birth rate in Pennsylvania declined 62% between 1991 and 2015 (National Campaign to Prevent Teen and Unplanned Pregnancy, 2017). Although teen pregnancy rates have declined in recent decades, the U.S. rate is still one of the highest in the developed world. The ELECT program responds to the pressing academic, social, and economic challenges of this vulnerable student population. Research shows that adolescent mothers are at risk for medical complications, emotional crisis, worries about the future, delayed education, smoking and drugs, exhaustion, depression, neglect of baby, and trouble with finances (Bodeeb, 2010). Programs that incorporate specific, core components are more likely to achieve desired outcomes. These core components are self-sufficiency, housing stability, financial stability, successful and engaged parenting and attachment, and healthy relationships. To coordinate and ensure delivery of the supports and resources focusing on these core components, case managers play a critical role, assessing youth as individuals so that their unique needs may be met most effectively. Flexibility, individualization, nurturing, guidance through positive role modeling, and consistent coordination by one caring adult professional are key elements of case management services (Healthy Teen Network, n.d.). Each of the 29 ELECT programs is required to meet several outcomes regarding school achievement and individual ELECT program success. These outcomes include:

- seventy-five (75%) percent or higher of all expectant and parenting youth eligible to graduate each program year will graduate or earn a GED;
- eighty-five (85%) percent or higher of the participants will not become pregnant or father a second pregnancy while enrolled in the ELECT program regardless of the outcome of the pregnancy, including participants who are married;
- seventy-five (75%) percent or higher of enrolled ELECT students will remain in the program until graduation;
- seventy-five (75%) 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;
- and seventy-five (75%) percent or higher average school attendance rate from September to June for all ELECT participants is required.

The following table displays the expected primary outcomes for the ELECT program and the outcomes from the 29 sites in 2016-17.

Outcome	Graduation Rate	Non-Repeat Pregnancy	Participant Retention	Academic Performance	School Attendance
Expectation	75 percent	85 percent	75 percent	75 percent	75 percent
Actual	80 percent	94 percent	64 percent	81 percent	82 percent

This report provides information about Pennsylvania’s ELECT program activities and its participants, as well as evidence related to its impact.

Technical assistance, trainings and data collection

Since 1990, the Center for Schools and Communities (CSC) has provided ongoing training and technical assistance (TA), to Pennsylvania’s ELECT programs facilitated by the Pennsylvania Department of Education (PDE) and funded by the Pennsylvania Department of Human Services (DHS), Office of Income Maintenance.

Technical assistance

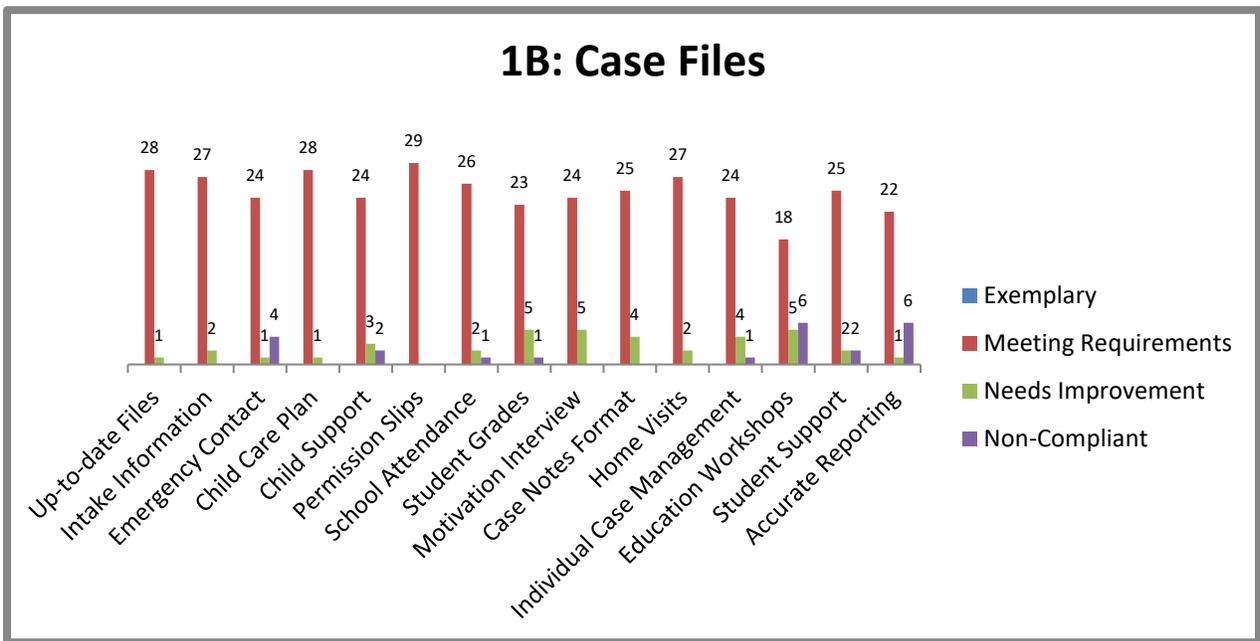
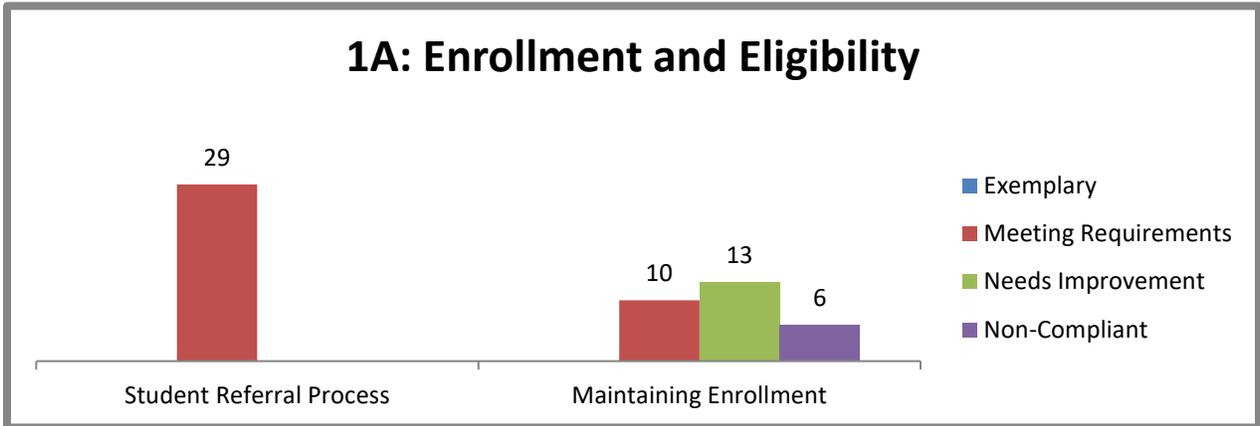
Technical assistance is provided through telephone support, web-based support (i.e. Zoom, GoToMeeting), on-site visits, trainings, publications, resources, and websites. In 2016-17, staff made or received over 560 phone calls and emails regarding topics such as summer programming, student enrollment and eligibility, program requirements, professional development, and monitoring visit requirements.

Site monitoring consisted of observation of a teen parent group, an interview with the grantee’s ELECT staff, meeting with the superintendent or executive director, and a review of the student case files. The ELECT monitoring tool is divided into four sections:

- Staffing (five benchmarks)
- Enrollment and Eligibility (three benchmarks)
- Programming (12 benchmarks)
- Case Files (18 benchmarks)

Ten percent of student case files are reviewed and rated with a percent score for each of the 18 benchmarks in this section. Each benchmark is reviewed independently of the other benchmarks within that section and the overall monitoring tool. Each individual benchmark receives a rating of Exemplary, Meeting Requirements, Needs Improvement or Noncompliant. Figures 1A and 1B below show the 2016-17 program monitoring results in enrollment and eligibility and case files. These results demonstrate a need for further TA and training in several areas, including: maintaining enrollment, raising graduation rates, improving grades, increasing the number of home visits and the amount of individual case management, and providing accurate reports. Grantees receiving Needs Improvement or Noncompliant ratings were offered recommendations for improvement by the Pennsylvania Department of Education.

Figures 1A and 1B: Results from 2016-17 PA ELECT Monitoring Reports



The ELECT program website, <https://elect.center-school.org/> was updated and maintained throughout the 2016-17 program year. Since the website was created in 2008, it has received over 11,500 visitors and 82,696 page views. This public website provides resources, professional development opportunities, and an overview of the ELECT programs across the state. In the 2016-17 program year, 1,553 users visited the website, 54 percent of which were first time visitors to the site. In comparison, the 2015-2016 program year, there were 1,849 users, 56 percent of which were first time visitors to the site. During the 2014-2015 program year, there were 1,698 users, 53 percent of which were first time visitors to the site. The average visit to the site (referred to as a 'session') was around two minutes.

Training

In 2016-17, ELECT grantees participated in webinars using GoToWebinar®, a platform that can be used by anyone with an internet connection. CSC's digital learning coordinator assists with the scheduling, registration, presenter orientation, live presentation and the evaluation of each session. The following six sessions were provided as part of the ELECT First Friday Series, offered on the first Friday of the month:

- September 2016: Changes in Funding Sources for ELECT Students
- October 2016: Teen Parents and Child Care Subsidies
- November 2016: Helping Students Set and Achieve Meaningful Goals
- December 2016: Encouraging Early Language & Literacy Opportunities in Teen Parent-Child Relationships
- February 2017: Communication for Healthy Teen Relationships (Teen Dating Violence)
- March 2017: Relationships: The X Factor to Motivation and Resilience in Youth

Data Training

Data trainings were held throughout the year as needed, particularly for new staff and for programs requesting or in need of training in specific focus areas.

- July 2016: Four hours of web-based training for seven new ELECT data coordinators
- April 2017: One-hour web-based training for Philadelphia ELECT staff
- April 2017: Technical assistance training for 8 ELECT staff during the 2017 ELECT Statewide Conference
- August 2017: 2.5 hours of web-based training on August 1, 5, 8, and 11 for two Lincoln IU data staff
- September 2017: Training provided to over 30 participants regarding funding sources for ELECT

The ELECT Statewide Conference was held April 10-12, 2017, at the Holiday Inn Grantville, PA, and 150 participants attended the event. The conference offered a Roundtable Networking Session during which conference participants were given the opportunity to share struggles and best practices, and generate ideas in key program areas. Twelve workshop sessions offered information on a variety of topics including, but not limited to: father involvement and co-parenting, legal issues for teen parents, supporting foster care youth, time management, engaging families, home visitation, supporting homeless youth, career decision making, the

impact of incarceration on the family, and physical implications of pregnancy. The conference included three keynote addresses. Nadine Finigan-Carr, Director of the Prevention of Adolescent Risk Initiative, presented a keynote address titled "Using Games to Engage and Empower Youth," Leslie Josel, Academic Life Coach and Owner of Order Out of Chaos, provided a keynote address called, "Time Management Strategies for Student Success," and Christian Moore, Founder of the WhyTry Organization, delivered a keynote address entitled, "Resilience Can Be Taught: Ten Tools to Motivate and Engage Every Student."

Data Collection

In the fall of 2003, CSC launched the first ELECT data collection website with secure individual site data reporting features. Web-based summary reports were made available to users for immediate access to client data for evaluation. The CSC issued monthly and year-end ELECT program reports for both state and ELECT site use. The reports provide both a summary

analysis and site-specific information regarding the ELECT sites. The first year-end reports (prior to 2004) were provided in a spreadsheet format, but in 2004, CSC worked collaboratively with PDE and DHS officials to improve the report format. These changes resulted in additional detailed narrative analysis of ELECT data, a summary of data collection and analysis methods, and a more extensive analysis of ELECT data. Program reports were also enhanced on the ELECT website, permitting real-time access to attendance data. All reports were produced according to best practices and reviewed by multiple professional staff for accuracy and completeness.

Over time, additional programmatic reporting and administrative features were added to the data collection website to respond to specific data requests from ELECT sites. System modifications and improvements continued to be made until 2010 when targeted data collection funding was removed from the FY2011-12 state budget. Data from 2012-13 was collected from ELECT sites via spreadsheets and in July 2013 the secure online data collection system was available to the 29 ELECT sites and used to collect the data for the 2013-14 program year.

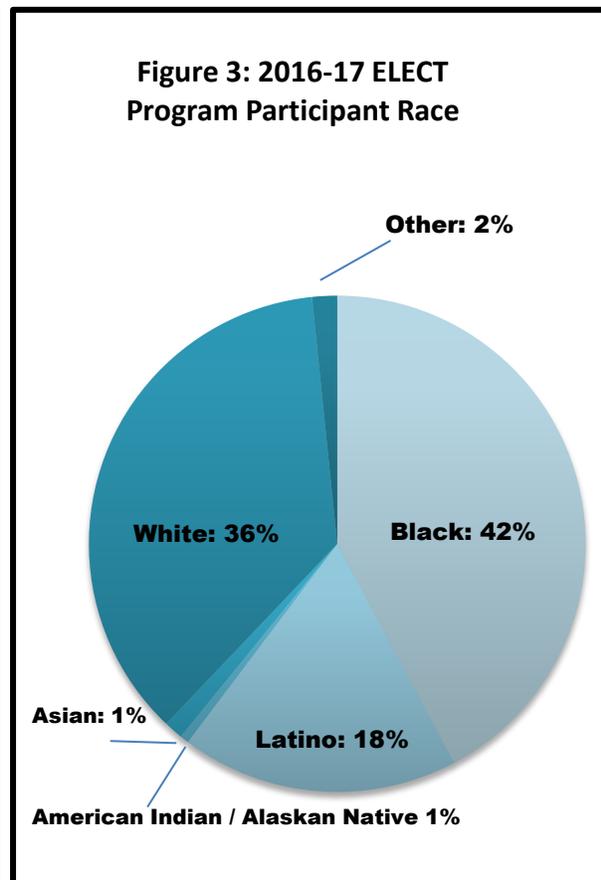
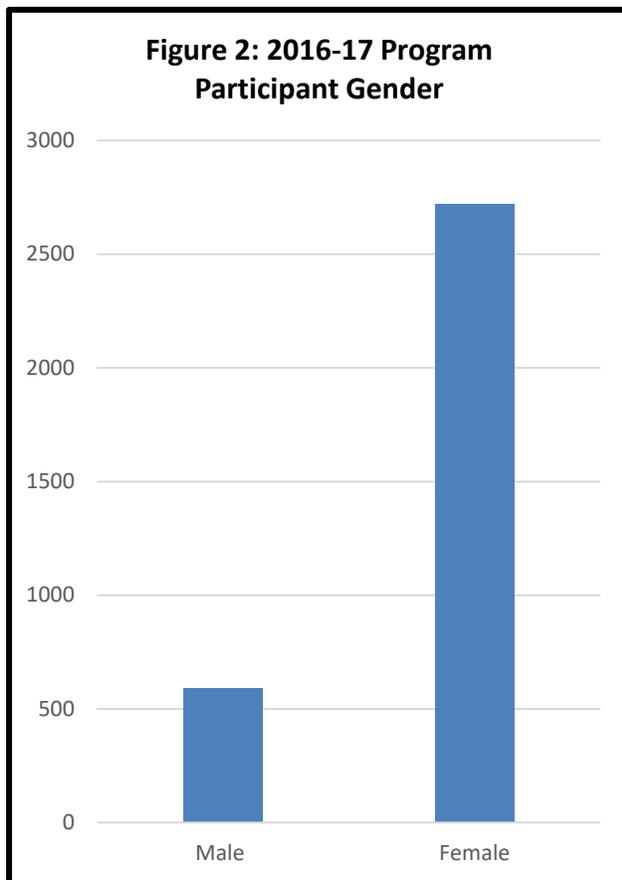
In 2015-16, CSC's data coordinator handled over 759 phone call consultations regarding data questions from ELECT program sites, as well as 2963 emails to grantees to address data concerns and questions. The highest concentration was through the months of July 2016 (412), September 2016 (389) and July 2017 (378), when sites were completing the data for ending or beginning of a program year.

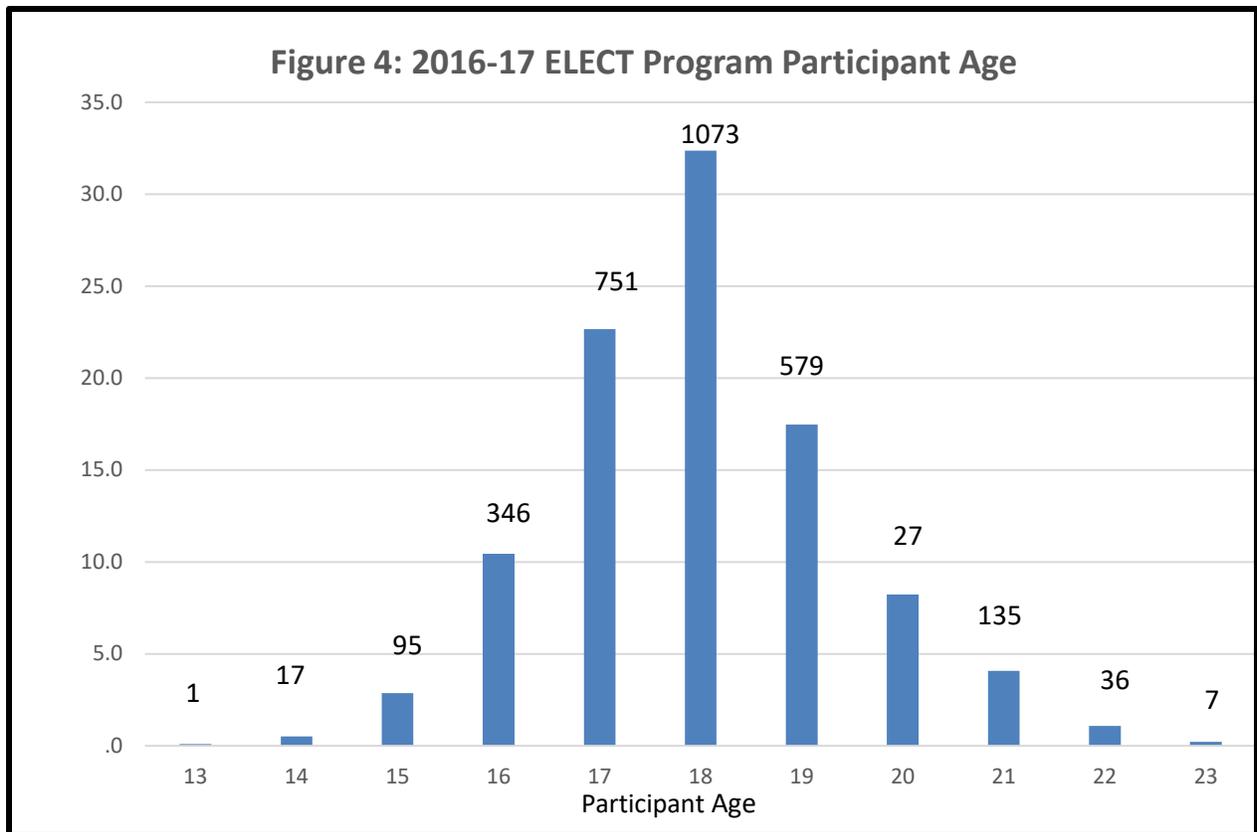
Program Outcomes

Data from the 2016-17 ELECT program year were collected in the secure online ELECT database from July 1, 2016, through June 30, 2017. The ELECT data coordinator conducted an extensive data cleaning and analysis process from July 16, 2017 to August 20, 2017, using database error reports and the Statistical Package for the Social Sciences (SPSS). Data were validated using rules established in previous ELECT data collection (2003-10).

The glossary and the data validation served as the means to ensure clean data from the 29 ELECT sites. The ELECT data coordinator continues to offer group and individual trainings to assist site staff with further understanding of each data element. Data were examined and corrected in the database and then merged into one data record per student ID code. Data were then examined for consistency, cleaned and analyzed in SPSS. All analyses used simple descriptive statistics and focused on reporting the outcome measures as established by PDE.

In 2016-17, the ELECT program enrolled a diverse group of 3,315 secondary school students in which 82 percent of the participants were female (Figure 2) and a typical participant is about 18 years of age (Figure 4). Of ELECT participants, 63.7 percent were minority students (Figure 3). Race breakdowns for 2015-2016 in Figure 3 include 44% of the students reporting they are Black, 36% as White, 17% as Latino, 2% as other and 1% as Asian or American Indian. Site enrollment numbers varied from 15 to 1,083 participants.





Graduation Rate

Among all participant seniors, 80 percent graduated in 2016-17. The graduation rates are based on the number of seniors eligible to graduate that do complete that semester. GED students are in a separate calculation. This graduation rate is five points above the ELECT outcome requirement of 75 percent. Although ELECT students face multiple challenges as they balance the impacts of pregnancy, delivery and the additional stresses of parenting while going to school, the ELECT graduation rate is the higher than their peers who may not have all of the additional responsibilities of parenthood while in high school.

Non-Repeat Pregnancy

In 2016-17, 94 percent of all participants did not experience a repeat pregnancy while enrolled in the ELECT program, which is nine percentage points above the ELECT outcome requirement of 85 percent. In comparison to national statistics on repeat teen pregnancies, the ELECT data compare favorably. For example, in 2013, almost one in six (17 percent) births to 15-19 year olds was to females who already had one or more children (**Martin, Hamilton, Ventura and Osterman, 2013**). The ELECT early intervention and support systems contribute to a diminished rate of secondary pregnancy for ELECT participants in Pennsylvania.

Participant Retention

Sixty-four percent of the enrolled ELECT students remained in the program for the 2016-17 school year, which is less than the ELECT requirement of 75 percent. Thirty-six percent (1193) of the students were not retained. There was substantial variance across sites for this outcome (between 54 to 96 percent in retention rates across sites), which indicates that some sites are struggling greatly to retain students in the program, while others lose very few students from their ELECT program during the year. If identified, students who leave the program may be excluded from calculations if the factors related to leaving are outside of the ELECT program's control (i.e. student moving to another state, miscarriage, etc.).

Academic Performance

More than 81 percent of the students enrolled in the ELECT program maintained an end-of-year cumulative GPA of at least 2.0 (based on a 4.0 system) or increased their GPA between intake and follow-up. The ELECT requirement for the same criteria is 75 percent. The ELECT students' academic performance falls below expectations and is a concern, as poor academic performance is one of the most consistent predictors of dropout.

School Attendance

Participants attended school about 82 percent of the school days between September 2016 and June 2017, surpassing the ELECT requirement of 75 percent. Balfanz and Chang (2013) state that absences occur for three reasons: discretion, aversion, and barriers. Discretion is credited to students and parents' lack of understanding the importance of attendance. Aversion refers to students avoiding school due to bullying or academic issues. Barriers represent lack of health care or transportation, preventing the student from being in school regularly. It is important to understand the reason for the student's absence in order to develop a proper intervention for each individual student. ELECT staff help their students identify their reason(s) and find ways to overcome them. ELECT program staff also take into account the students' unique challenges to maintaining good attendance, such as prenatal appointments, pediatric visits for their child(ren) if they are parenting, a child's illness that prevents the child(ren) from going to daycare and bed rest in the later weeks of pregnancy.

Table 1 provides an overview of each of the 29 ELECT sites and their performance during the 2016-17 program year. A summary of these statistics is provided to the ELECT program coordinator prior to the scheduled monitoring visit so that the site's performance based on the ELECT requirements can be reviewed and discussed during the monitoring visit.

Table 1: Primary Outcomes for ELECT Sites: 2016-17

Site Name	Number of Participants	Graduation Rate for Current Year	Retention Rate for Current Year	Academic Performance Improvement or Increase in GPA	Participant School Attendance	# Secondary Pregnancies
Allegheny IU	41	88.89%	84.62%	69.0%	83.09%	5%
Allentown SD	119	85.71%	64.62%	77.7%	75.63%	8%
Altoona SD	61	80.00%	67.50%	82.0%	85.39%	2%
ARIN IU 28	71	90.48%	83.72%	88.2%	91.70%	4%
Berks IU	126	86.21%	72.86%	79.0%	89.83%	3%
Capital Area IU	87	88.46%	82.22%	77.5%	89.22%	3%
Central Susquehanna IU	87	100%	74.29%	91.4%	89.90%	7%
Chester County IU	89	81.08%	60.98%	68.6%	85.03%	7%
Delaware County IU	76	70.59%	61.22%	97.4%	90.42%	3%
Erie SD	153	90.63%	67.89%	80.4%	82.47%	5%
Greater Johnstown SD	52	83.33%	69.23%	78.4%	86.71%	4%
Harrisburg SD	41	83.33%	63.64%	72.7%	83.54%	2%
Lancaster SD	63	100%	96.30%	70.0%	85.72%	6%
Lancaster/Lebanon IU	76	77.27%	65.22%	78.7%	84.03%	7%
Lincoln IU	116	96.97%	85.19%	95.1%	90.44%	6%
Luzerne IU	115	89.58%	75.47%	82.0%	88.33%	2%
McKeesport IU	15	100%	90.00%	35.7%	84.85%	0%
Midwestern IU	127	88.37%	67.69%	83.5%	89.47%	4%
Neshaminy SD	78	65.52%	54.35%	91.2%	90.62%	4%
Northwest Tri-County IU	97	85.71%	68.85%	94.4%	90.70%	4%
Philadelphia SD	1,083	85.96%	59.43%	87.5%	79.40%	8%
Pittsburgh SD	182	79.69%	72.48%	67.5%	86.45%	6%
Schuylkill SD	76	90.91%	80.77%	75.0%	92.75%	8%
Scranton SD	35	71.43%	74.07%	72.0%	86.33%	6%
Seneca Highlands IU	74	100%	77.50%	87.5%	89.30%	4%
Tuscarora IU	54	75.00%	52.94%	76.4%	89.09%	2%
Washington SD	39	100%	72.22%	77.42%	81.44%	3%
Westmoreland IU	37	93.33%	72.00%	85.71%	88.19%	0%
Williamsport SD	45	85.71%	65.52%	65.52%	87.89%	9%
Statewide Average	3,315	80%	64.30%	81.4%	81.77%	5.9%

ELECT Program Elements

There are 29 ELECT programs in the Commonwealth of Pennsylvania. Sixteen of the programs are operated by intermediate units and the remaining 13 programs are operated by school districts. Eight programs are urban and the remaining 21 sites serve a combination of rural, suburban and urban students. The Pittsburgh and Philadelphia sites served 182 and 1,083 students respectively, while the rest of the programs averaged 67 students. Services provided by ELECT grantees include support to participants through group discussions, individual guidance meetings and curriculum-driven courses. ELECT programs also offer intensive case management, attendance monitoring, summer programming and other services to facilitate students' transition into the workforce. Academic credit for program participation is provided by some programs.

Delivery of Case Management to Participants

A crucial component of the ELECT program is the provision for individual student case management. ELECT students are required to receive no less than two hours of one-to-one case management, provided at minimum every other week. During this time, case managers work with students to help them overcome obstacles that may prohibit them from graduating. These obstacles may include academic struggles, relationship issues, health problems, attendance issues as well as other issues that may affect the pregnant or parenting teen's ability to graduate from high school. Pederson and Huberman agree that one of the most important factors in preventing subsequent pregnancies and overcoming barriers is establishing a strong relationship between a teen mother and at least one individual working with her. When teens develop this kind of close and sustained relationship—whether with a social worker, case manager, nurse or physician—they do not just feel supported. They also are more likely to open up and be receptive to the services and counseling the program offers (Family & Youth Services Bureau, n.d.).

The ELECT guidelines recommend that a case manager's caseload be between 20-35 students depending on the employment status (full- or part-time) of the case manager. Due to the statewide decline in the number of pregnant and parenting teens, some programs are broadening their service area to keep the enrollment numbers at full capacity. Therefore, these sites, with permission from PDE, are covering additional areas not previously served.

Some ELECT programs use a team approach with students; services for participants are provided by more than one staff member. This allows the students to have more than one point of contact during their time enrolled in the program. One of the benefits of this approach is that programs with a large service area can organize their travel schedules to serve a greater number of students efficiently. This is especially helpful when planning group work or events.

Most case managers have an office in their primary school and temporary space on scheduled days in other schools. Approximately half of the programs allow for students to drop in as needed, and the other half require an appointment or a teacher's pass to visit the ELECT staff. The ELECT staff reports that schools are increasingly more restrictive in allowing students to leave class to attend ELECT groups/activities.

The social world has changed. According to Johnson (2011), "more than 500 million people are on Facebook, 200 million are on Twitter, and billions watch YouTube videos every day." Social engagement, emotional expression, and intimacy definitions have shifted with the expansion of our communication to social media formats. Through monitoring visits, technical assistance phone calls or during professional development, many of the grantees have verbally requested the ability to use technology to connect with students. While texting is commonly used to communicate with students, it is not an allowable platform to conduct one-to-one time with the students. One potential conduit to opening up more opportunities for case management is to meet students where they are with the use of technology, such as video calls using Skype or FaceTime. According to Villagran (2011), clients and patients are more informed than they ever have been which leads them to be more likely to become engaged in therapy and move towards helpful solutions if they are approached with collaborative opportunities to use their voice. No matter what format is used or how useful the communication or therapeutic tool is, it will only work for the client if it is adapted to meet them as a person and is responsive to their therapeutic needs.

Instruction of Teen Pregnancy Prevention

One of the key components of the ELECT program is to prevent subsequent pregnancies. Researchers have found that young women who stay in school after having a baby are less likely to become pregnant again. Therefore, programs that are effective in delaying subsequent pregnancies among teen moms go beyond family planning to emphasize continuing the mother's education, future planning and becoming self-sufficient. The ELECT programs provide individual and group instruction on a variety of topics to help prevent subsequent pregnancies, such as birth control methods, pro-social relationship strategies and goal setting. Pregnancy prevention education is provided to both males and females. Students who exhibit factors placing them at higher risk for subsequent pregnancies receive additional prevention education and assistance from the case managers.

The case managers are also expected to provide education on a variety of topics that are outlined in the ELECT guidelines to contribute essential support for the overall success of the teens and their child(ren). These topics are to be covered each year in creative and engaging ways by either the case manager and/or outside providers.

Instruction Regarding Up-to-Date Health Care and Nutrition

Nutrition influences health at every stage of life. Good nutrition during pregnancy is especially important to support fetal development and protect mothers from pregnancy-related risks of gestational diabetes, excessive weight gain, hypertension, and iron deficiency anemia. Good nutrition in early childhood can promote development and foster healthy behaviors that may carry over into adulthood (Carlson and Neuberger, 2017). ELECT sites are encouraged to provide education on health care and nutrition. Sites aim to help students understand the importance of health care for themselves and their child(ren). They refer students to receive routine health care and teach them how to care for their babies. Many ELECT sites work closely with Women Infants and Children (WIC) and the Penn State Extension to ensure provision of

comprehensive nutritional education and information on how to live a healthy lifestyle on a restricted budget.

Instruction in Budgeting and Family Financial Planning

An essential part of transitioning to adulthood is the ability to manage income and household finances. An online exam conducted in 2012-13 serves to underscore how much today's youth are lacking in education about practical financial subjects. Among 1,309 young people aged 15-18 only 357 (27.2%) achieved a score above 70%, and the average score was just 58% (NFEC, 2013). One explanation for this could be that millennial parents, ages 18-34, are the least likely to be confident about explaining money management to their kids: 60% report feeling confident, while 76% of parents ages 35-44 and 79% of parents ages 45-54 report feeling the same (Junior Achievement, 2015). This gives credibility to the ELECT program, as staff assist students with banking skills, monetary goal setting, and other education to help them become fiscally responsible and independent.

Vocational and Career Planning

ELECT program staff work with students in grades 11 and 12 to develop and implement a post-graduation plan, which includes continuing education or job placement.

Across Pennsylvania, there has been a decline in the number of ELECT sites using the GED program. During monitoring visits, the sites report that fewer areas have GED programs and fewer students use them, due to the number of alternative methods available to obtain a diploma. The ELECT Program had 202 students working to complete their GED in the 2016-2017 school year compared with 210 in 2015-16.

Child Care Utilization

Reliable, quality childcare will encourage the teen parent's school attendance, providing a safe and nurturing environment for the child, help model appropriate child care practices and deter abuse and neglect through daily observation and intervention with the young family. However, childcare is an ongoing challenge for teen parents. In most cases, students do not choose a licensed facility over childcare options provided by a relative. This often leaves the infant/child(ren) in a solitary setting with little interaction or early childhood education. Currently, 11 percent of the ELECT students use a family care home, 28.5 percent use a childcare center, 39 percent send their child(ren) to family/neighbor care, and 23 percent of the students do not use childcare at all. Less than one percent of the students utilizes multiple childcare resources. Quality childcare is important, as children in the early years (ages 0-5) are the most sensitive for brain development. Children who receive quality childcare enter school with better math, language, and social skills. Parents also report reduced stress when their child has safe, loving, and stimulating child care (Children's Cabinet, 2017).

Monitoring visits have shown that very few students in Pennsylvania choose to use daycare facilities. The majority of students choose to leave their child(ren) with a relative of the child's mother or the father. When asked about this, common reasons students cite for not choosing daycare include, but are not limited to:

- Not wanting a stranger to watch their infant/child(ren);
- Not trusting someone;
- Not wanting their infant/child(ren) to be in a daycare until they can talk (report back to mom and dad);
- Lack of availability of Child Care Information Services (CCIS) funds, and/or
- Convenience (childcare provider lives in the home).

ELECT staff educate students on the benefits of licensed daycare facilities and how they can help the student and their infant/child(ren).

Transportation Services

ELECT sites help students overcome barriers to education by providing a plethora of resources. Some of these resources include bus passes, arranged transportation and working with school districts to arrange appropriate transportation for the students and their child(ren). Currently, 35 percent use public transportation, 18 percent ride a bike, 1 percent of students walk to school, 5 percent take a school bus, 15 percent are driven by family or friends, and 6 percent of students take classes at home and do not need transportation or drive themselves to school.

Transition Services

Seniors are eligible for the transition phase of the program that provides ongoing case management to graduated students for an additional 120 days after the end of the program year. The purpose of transition is to maintain the relationship the ELECT staff and student have built over the time the student was enrolled and to help students transition into the next phase of their lives with the help of ELECT staff. The majority of ELECT sites utilize the transition period to keep students engaged between high school graduation and over the summer. Only three sites offer transition-specific activities for that group of students, while the other 26 sites have transition students participate in activities with the rest of the ELECT students. The ELECT program served about 1,100 transition students from July 1, 2016, through June 30, 2017.

Retrieval Services and Efforts to Retain Students

The ELECT program focuses on keeping the students in school while they are enrolled in the program. ELECT staff help and encourage students in the area of problem solving to overcome barriers that may lead to school dropout or disengagement. Once a student is no longer enrolled in the program, they are no longer eligible for ELECT services. Most sites report very few dropouts and will continue to work with those who drop out of high school to encourage them to re-enroll.

The ELECT sites are given a set of guidelines to be followed to form the basic structure of the ELECT program. The programs have the freedom to locally design the major aspects of their programs to meet their specific needs and maximize resources available to them.

The 29 ELECT sites serving Pennsylvania's pregnant and parenting teens are staffed with individuals that want the best outcomes for their students. Though each site operates differently, the underlying goal of graduation and success beyond high school is the foundation of each of the programs.

Recommendations

Based on this year-end report and the technical assistance provided to the 29 ELECT sites during the 2016-17 program year, CSC makes the following recommendations for program improvement:

- The ELECT sites across the state continue to struggle in the area of enrollment. The recommendation is to continue to deliver quality technical assistance, assist ELECT sites in developing recruitment materials, offering resources that provide specific strategies, and providing additional professional development in this area.
- Continue to ensure that all 29 sites are comfortable and well trained with both the Commonwealth Workforce Development System (CWDS) and the Center's ELECT data collection systems. Add individualized Technical Assistance with each ELECT program to review the results from the End of Year Report to verify that the reported results mirror the program's understanding of their own year-end calculations.
- Offer feedback and guidance in the area of attendance, specifically excused absences, so that sites are made aware of the importance of encouraging good attendance and maintaining accurate data.
- Though there has not been a significant change across the state, some urban areas are showing an increase in secondary pregnancies. CSC will continue efforts to keep instances of secondary pregnancies down by providing the most current pregnancy prevention materials and resources to sites and offering training on the topic as needed.

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