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

2017-2018

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Department of Education
Pedro A. Rivera, Secretary

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Matthew S. Stem, Deputy Secretary

Bureau of School Support
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School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Curriculum, Assessment and Instruction
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice: (717) 787-8913, Fax: (717) 783-6617
www.education.pa.gov

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ELECT 2017-18 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 support services to expectant and/or parenting students. The 2016 teen birth rate (births per 1,000 females ages 15-19 each year) is down nine percent from 2015, when the birth rate was 22.3, and down 67 percent from 1991 when it was at a record high of 61.8. The teen birth rate has declined continuously over the past quarter century and is at the lowest level ever recorded. (OAH, 2016) Although teen pregnancy rates have declined in recent decades, the U.S. rate is still one of the highest in the developed world at 20.3 and 15.8 for Pennsylvania.

The ELECT program responds to the pressing academic, social, and economic challenges of this vulnerable student population by providing individualized support through ongoing case management. To coordinate and ensure delivery of the supports and resources focusing on the core components, case managers play a critical role in assessing youth as individuals, so their unique needs are met effectively. Flexibility, individualization, nurturing, guidance through positive role modeling, and consistent coordination by caring adult professionals are key elements of ELECT's case management services (Healthy Teen Network, n.d.). 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 funded through the Pennsylvania Department of Education (PDE), and the Pennsylvania Department of Human Services (DHS), Office of Income Maintenance.

Technical assistance

Technical assistance (TA) is provided through telephone support, on-site visits, trainings, publications, resources, and websites. In 2017-18, staff made or received nearly 800 phone calls and emails regarding topics such as summer programming, student enrollment and eligibility, program requirements, professional development, and monitoring visit requirements.

The 2017-18 site monitoring visits consisted of observation of a teen parent group, an interview with the grantee's ELECT staff and a review of the student case files. The ELECT monitoring tool is divided into four sections:
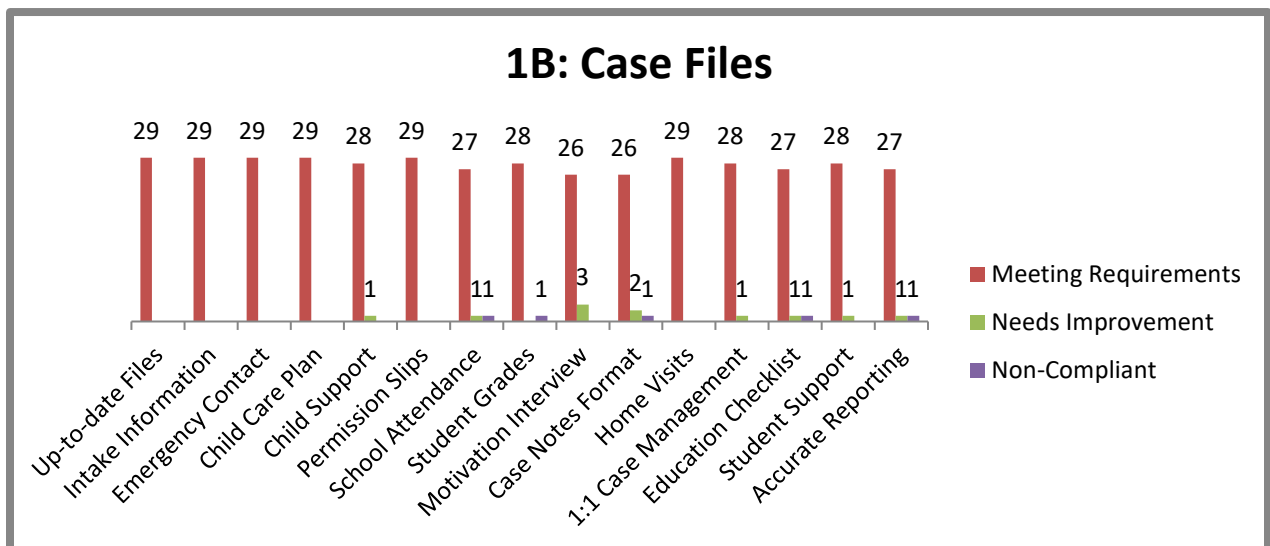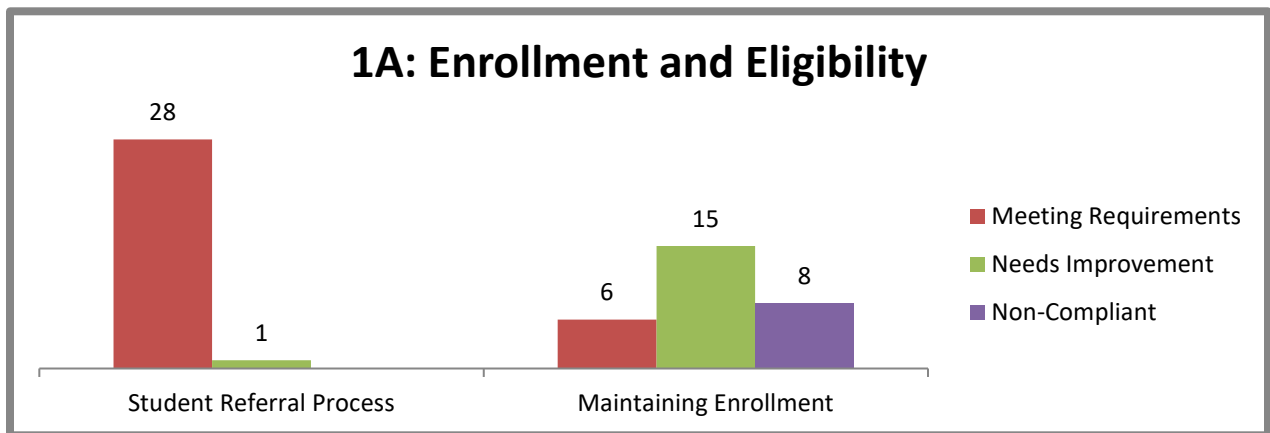
- Staffing (five benchmarks)
- Enrollment and Eligibility (three benchmarks)
- Programming (12 benchmarks)

- Case Files (18 benchmarks)

Ten percent of student case files are reviewed and then rated using a percentage score for each of the 18 benchmarks in the section. Each benchmark is reviewed independently of the other benchmarks within the section and the overall monitoring tool. Each individual benchmark receives a rating of Meeting Requirements, Needs Improvement or Noncompliant.

Figures 1A and 1B below show the 2017-18 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 and created an ongoing TA plan to track the needed program improvements.

Figures 1A and 1B: Results from 2017-18 PA ELECT Monitoring Reports

1A: Enrollment and Eligibility

Legend: Meeting Requirements, Needs Improvement, Non-Compliant

- Student Referral Process: 28 (Meeting Requirements), 1 (Needs Improvement)
- Maintaining Enrollment: 6 (Meeting Requirements), 15 (Needs Improvement), 8 (Non-Compliant)

1B: Case Files

Legend: Meeting Requirements, Needs Improvement, Non-Compliant

- Up-to-date Files: 29
- Intake Information: 29
- Emergency Contact: 29
- Child Care Plan: 29
- Child Support: 28, 1
- Permission Slips: 29
- School Attendance: 27, 11
- Student Grades: 28, 1
- Motivation Interview: 26, 3
- Case Notes Format: 26, 21
- Home Visits: 29
- 1:1 Case Management: 28, 1
- Education Checklist: 27, 11
- Student Support: 28, 1
- Accurate Reporting: 27, 11

Training

In 2017-18, 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 sessions were provided as part of the ELECT First Friday Series, offered on the first Friday of the month:

- October 2017: Empowering Choices for Young Parents: Making Birth Control Options Real
- November 2017: Home Visitor Safety: Practical Measures to Stay Safe
- December 2017: Suicide Awareness and Prevention
- February 2018: Youth Voices Matter: Making Youth Self-Advocacy Real
- March 2018: Preventing Substance Use and Abuse among Pregnant & Parenting Teens

The ELECT Statewide Conference was held April 3-5, 2018 at the Sheraton Harrisburg-Hershey Hotel, Harrisburg, PA, and 150 participants attended the event. The conference offered a motivational opening session presented by Carlos Ojeda and Joey Negron on running engaging workshops for youth. Twelve workshop sessions offered information on a variety of topics including: implications of cultural factors on teen pregnancy, prevention of STIs and HIV, DADvocacy, involving LGBTQ in parenting and pregnancy prevention programs, post-secondary education, postpartum strong, empowering young people as self-advocates, finding funding, and knowing the job market. The conference included a keynote address by Travis Lloyd, President of Changing Lives Entertainment LLC, titled Just One Person, followed by a strategic sharing youth panel during which Mr. Lloyd facilitated and led Q&A with ELECT students.

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.

- August 2017: Commonwealth Workforce Development System (CWDS) data entry training at Chester IU, Scranton SD, and Capital Area IU
- September 2017: Data training (1.5 hr.) with Erie School District staff
- October 2017: Data training (1.5 hr.) with McKeesport School District staff
- December 2017: Staff trainings with School District of Lancaster and Williamsport School District
- January 2018: Staff training for Williamsport School District
- February 2018: Staff training for Schuylkill IU
- March 2018: Staff training for Delaware County IU
- April 2018: Staff training for 24-26 sites via Go To Meeting
- May 2018: New staff training via Zoom for Delaware County IU
- June 2018: New staff training via Zoom for Williamsport SD

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 analysis methods, and more extensive analyses 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 2018, CSC's data coordinator added a monthly enrollment report to ensure enrollment accuracy and participant entry and exit coordination with the Department of Human Services CWDS system.

In 2017-18, CSC's data coordinator handled over 599 phone call consultations regarding data questions from ELECT program sites, as well as 7733 emails were sent to grantees to address data concerns and questions, with the highest concentration through the months of August 2017 (922), September 2017 (711) and October 2017 (1022) when sites were completing the data for ending or beginning of a program year. There were over 6900 errors during this time period.

Program Outcomes

Data from the 2017-18 ELECT program year were collected in the secure online ELECT database from July 1, 2017, through June 30, 2018. The ELECT data coordinator conducted an extensive data cleaning and analysis process from July 16, 2018, to August 24th, 2018, using database error reports and the Statistical Package for the Social Sciences (SPSS). Data was 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 was examined and corrected in the database and then merged into one data record per student ID code. Data was then examined for consistency, cleaned and analyzed in SPSS. All analyses used simple descriptive statistics and were focused on reporting the outcome measures established by PDE.

In 2017-18, the ELECT program enrolled a diverse group of 2,975 secondary school students in which 86 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 2017-2018 in Figure 3 include: 43% of the students reporting as Black, 37% as White, 18% as Latino, 1% as other and 1% as Asian or American Indian. Site enrollment numbers varied from 24 to 919 participants.

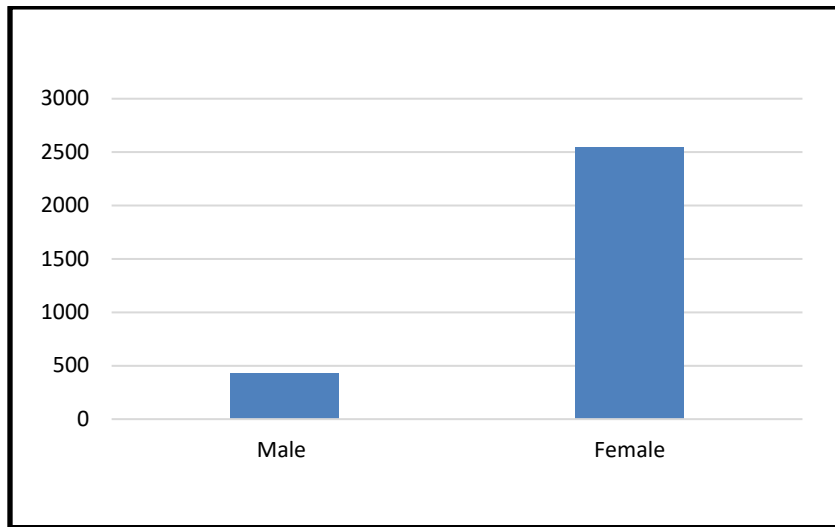**Figure 2: 2017-18 Program Participant Gender**

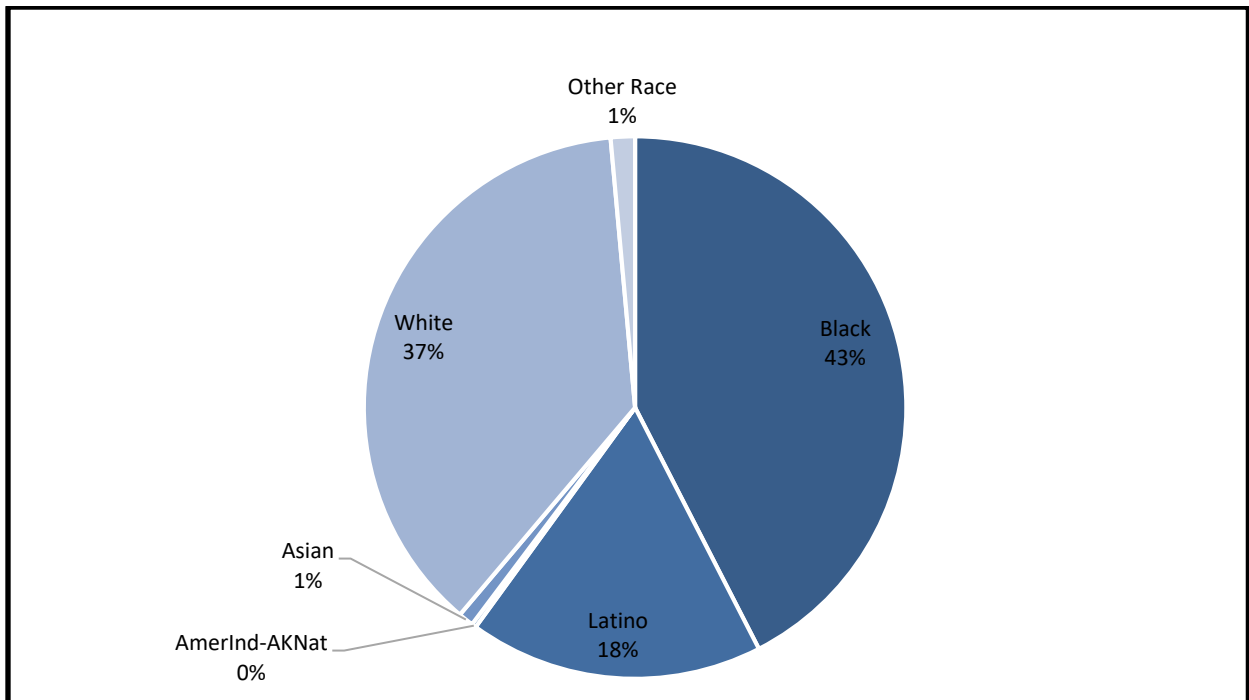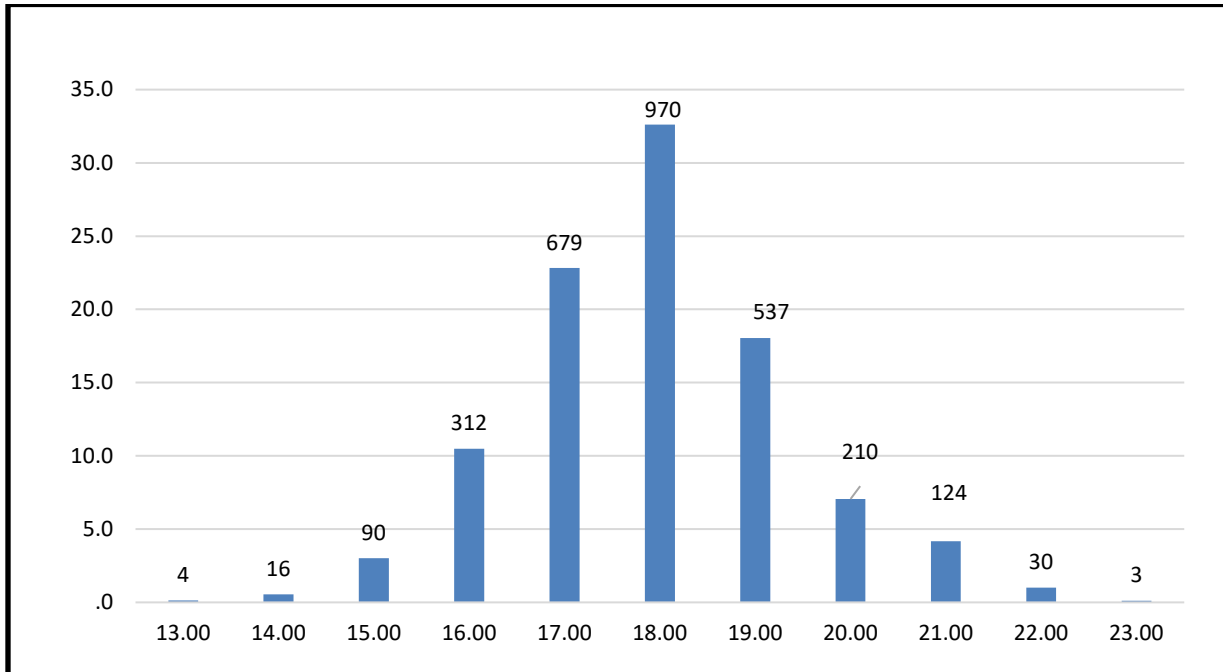**Figure 3: 2017-18 ELECT Program Participant Race**

Figure 4: 2017-18 ELECT Program Participant Age

Each of the 29 ELECT programs are required to meet several outcomes regarding school achievement and individual ELECT program success. The following table displays the expected primary outcomes for the ELECT program and the outcomes from the 29 sites in 2017-18.

Outcome	Graduation Rate	Non-Repeat Pregnancy	Participant Retention	Academic Performance	School Attendance
Expectation	75 percent	85 percent	75 percent	75 percent	75 percent
Actual	72 percent	94 percent	65 percent	84 percent	84 percent

Graduation Rate

Among all participant seniors, 72 percent graduated in 2017-18. The graduation rates are based on the number of seniors eligible to graduate that complete the semester. GED students are not included in this calculation. This graduation rate is three points below 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 higher than their peers who may not have all the additional responsibilities of parenthood while in high school.

Non-Repeat Pregnancy

In 2017-18, 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 were to 15-19

year old's 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-five percent of the enrolled ELECT students remained in the program for the 2017-18 school year, which is less than the ELECT requirement of 75 percent. Thirty-five percent (1041) of the students were not retained. There was substantial variance across sites for this outcome (between 46 to 86 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 84 percent of the school days between September 2017 and June 2018, 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 is when students avoid 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 consider 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 2017-18 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: 2017-18

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 Intermediate Unit	43	87.50%	83.33%	88.20%	84.57%	4.65%
Allentown School District	121	66.67%	60.32%	80.00%	78.27%	5.79%
Altoona School District	55	75.00%	84.85%	81.10%	90.19%	3.64%
ARIN Intermediate Unit 28	59	76.47%	74.29%	83.70%	90.45%	5.08%
Berks Intermediate Unit	123	82.92%	67.57%	76.00%	92.58%	4.88%
Capital Area Intermediate Unit	81	85.71%	63.41%	87.20%	90.40%	4.94%
Chester County Intermediate Unit	67	75.00%	65.63%	77.80%	81.47%	7.46%
Central Susquehanna Intermediate Unit	76	76.00%	70.73%	89.60%	87.63%	3.95%
Delaware County Intermediate Unit	78	78.13%	71.11%	80.40%	73.83%	7.69%
Erie School District	149	80.77%	67.02%	74.80%	83.81%	5.37%
Greater Johnstown School District	50	54.17%	85.19%	82.20%	83.41%	4.00%
Harrisburg School District	30	90.91%	58.82%	68.00%	76.70%	0.00%
Lancaster School District	54	76.00%	50.00%	69.40%	80.74%	1.85%
Lancaster-Lebanon Intermediate Unit	60	59.26%	75.00%	72.70%	87.40%	8.33%
Lincoln Intermediate Unit	114	71.19%	62.50%	95.30%	88.14%	5.26%
Luzerne Intermediate Unit	84	78.57%	76.74%	85.00%	89.54%	3.57%
McKeesport School District	24	87.50%	61.54%	66.70%	87.22%	0.00%
Midwestern Intermediate Unit	96	85.00%	75.00%	89.90%	91.16%	5.21%
Neshaminy School District	75	76.32%	57.50%	88.10%	86.77%	4.00%
Northwest Tri-County Intermediate Unit	97	74.42%	63.64%	96.00%	89.33%	6.19%
Philadelphia School District	919	62.19%	56.65%	83.10%	78.68%	7.83%
Pittsburgh School District	145	74.58%	76.54%	70.30%	82.16%	4.83%
Schuylkill Intermediate Unit	79	82.61%	46.51%	87.50%	91.22%	11.39%
Scranton School District	34	95.00%	76.92%	81.80%	86.64%	5.88%
Seneca Highlands Intermediate Unit	61	76.92%	86.21%	80.40%	89.41%	3.28%
Tuscarora Intermediate Unit	53	84.62%	71.43%	88.60%	88.40%	5.66%
Washington School District	58	82.35%	83.78%	66.70%	83.07%	6.90%
Westmoreland Intermediate Unit	46	100.00%	78.26%	64.90%	89.15%	0.00%
Williamsport School District	44	60.00%	54.55%	72.70%	87.76%	4.55%
Total	**2975**	**71.74%**	**65.10%**	**81.35%**	**84.06%**	**6.00%**

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 145 and 919 students respectively, while the rest of the programs averaged 71 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 impact 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 don't just feel supported. They also are more likely to initiate difficult conversations 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 efficiently serve more students at a time. 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 create 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. Programs that are effective in delaying subsequent pregnancies among teen moms go beyond family planning to emphasize continuing the mother's education, planning for the future 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). ELECT staff refer students to their Personal Care Physician (PCP) or to other appropriate medical professionals 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.

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 55 students working to complete their High School Equivalency (HSE) in the 2016-2017 school year compared with 52 in 2017-18.

Child Care Utilization

Reliable, quality child care 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, child care is an ongoing challenge for teen parents. In most cases, students do not choose a licensed facility over child care options provided by a relative. This often leaves the infant/child(ren) in a solitary setting with little interaction or early childhood education. Currently, 10 percent of the ELECT students use a family care home, 24 percent use a childcare Center, 36 percent send their child(ren) to family/neighbor care, and 30 percent of the students do not use childcare at all. Less than one percent of the students utilizes multiple childcare resources. Quality child care is important as children in the early years (ages 0-5) are the most sensitive for brain development. Children who receive quality child care 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. Most 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 (child care 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, 40 percent use public transportation, 17 percent walk or ride a bike, 9 percent take a school bus, 13 percent are driven by family or friends, and 5 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 program year ends. The purpose of transition is to maintain the relationship built between the ELECT staff and students while enrolled in the program and to help students transition into the next phase of their lives. Most 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 1,062 transition students from July 1, 2017 through June 30, 2018.

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 drop-outs 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 2017-18 program year, CSC makes the following recommendations for program improvement:

- Continue to improve communication between PDE, DHS and CSC. As a statewide technical assistance team, provide training and monitoring/TA to ensure all 29 sites are comfortable and well-trained with both the Commonwealth Workforce Development System (CWDS) and the Center's ELECT data collection systems.

- 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 hasn't 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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