

ACADEMIC AND CAREER/TECHNICAL TRAINING FOR PLACED YOUTH

**COUNCIL OF CHIEF JUVENILE PROBATION OFFICERS
FOCUS ON COMPETENCY DEVELOPMENT
PACTT ALLIANCE 2008**

PA JOINT STATEMENT ON AFTERCARE

January 2005

- ✦ Identifies competency development as one of key focuses of placement and aftercare
- ✦ Competency development must include academic and career technical training
- ✦ Progress in placement must be coupled with seamless continuation upon re-entry

BARRIERS TO ACADEMIC SUCCESS

Our youth face a number of academic problems:

- ★ Significantly behind academically**
- ★ Poor work habits, disciplinary issues, long periods of truancy**
- ★ Undiagnosed learning disabilities**
- ★ Lack of continuity and communication between home school and facility school**

BARRIERS TO EMPLOYMENT

Young people face a number of barriers when they try to get or hold onto a job

- No training**
- Poor education: low reading and math skills**
- Little to no experience**
- Weak work habits**
- High expectations (pay), low opportunities**

MODEL SYSTEM PROJECTS CORRECTIVE EFFORTS

★ ALLEGHENY COUNTY EDUCATION SPECIALISTS

- Credit retrieval and accrual
- Improved communication between providers and school districts
- Speedy and seamless re-entry to school based on pre-discharge meeting between all parties

MODEL SYSTEM PROJECTS CORRECTIVE EFFORTS

- ★ **PHILADELPHIA REINTEGRATION INITIATIVE**
 - Curriculum alignment with state standards and local graduation requirements
 - Facilitate record transfers
 - Centralize determination of credits, grade and school assignment
 - Expand school options at re-entry:
 - Accelerated schools
 - Bridge program
 - Open Doors program
 - Beginning examination of workforce readiness programs in residential facilities

CORRECTIVE EFFORTS NOT ENOUGH

**EDUCATION FOR DELINQUENT YOUTH HAS
NOT KEPT PACE WITH NATIONAL
EDUCATIONAL REFORM MOVEMENT**

Reforms fueled by two crises:

- **National drop-out crisis**
- **Employers report that our schools no longer prepare young people to enter the workforce**

EDUCATION REFORM

National focus on accountability results in No Child Left Behind

- Brought High Stakes Testing to every State
- In PA three pronged approach to increased accountability:
 - PSSA Test
 - Graduation Rate Monitored
 - Attendance Goal Set

Schools must attain all three to meet Adequate Yearly Progress (AYP)

**Residential facility schools must keep pace
with the increased rigor and accountability in
public schools**

EDUCATION REFORM

Meanwhile, the job market is shrinking fast for workers without some post-secondary education and/or training

- ✦ **Jobs for even high school graduates do not pay family-sustaining wages**
- ✦ **85-90% of all job growth in past 15 years required post secondary education. This trend continues into the future.**

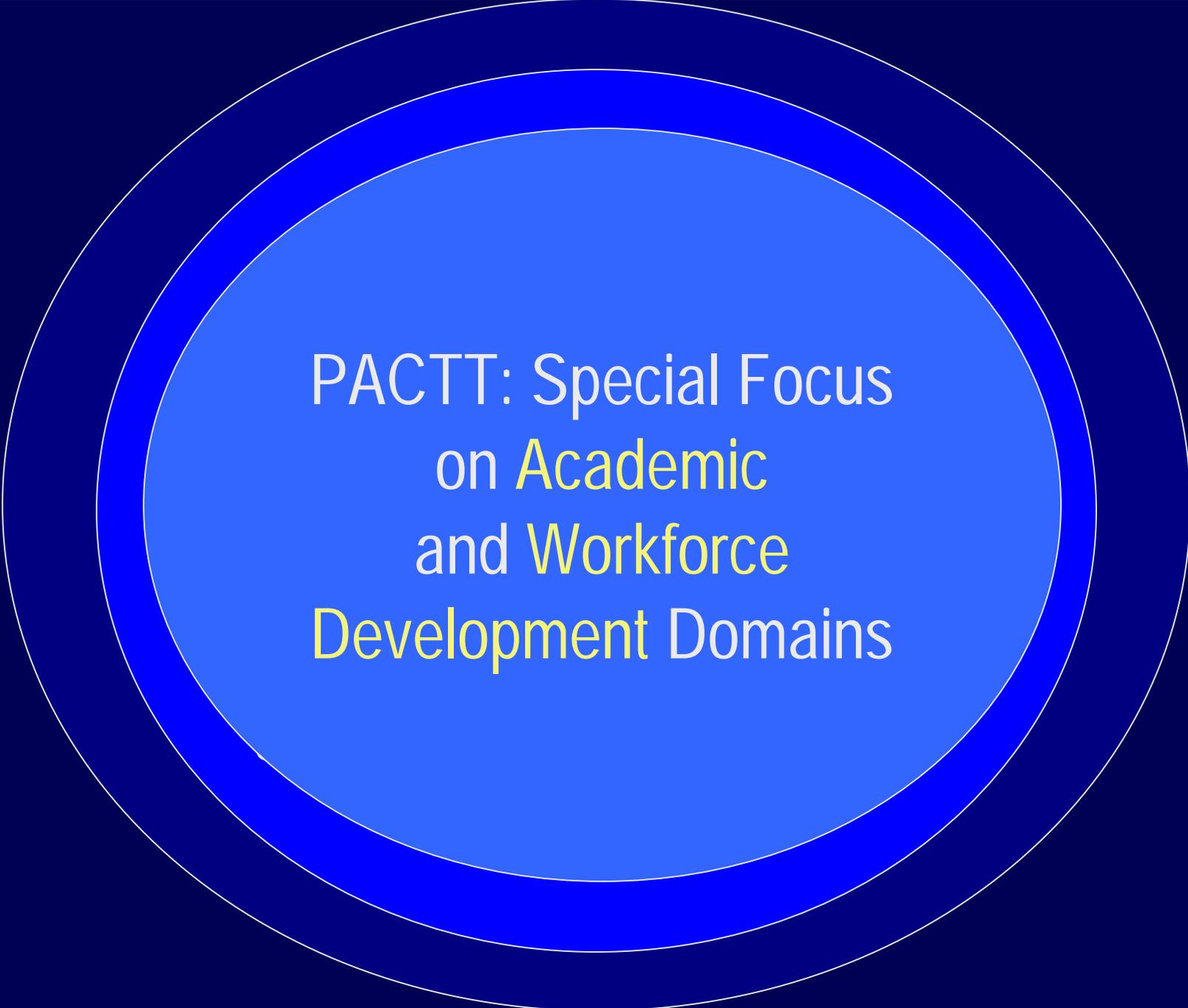
THERE IS NO CHOICE BETWEEN EDUCATION AND JOB PREPARATION: YOUTH MUST DO BOTH

EDUCATION REFORM

**WE CAN NO LONGER AFFORD TO
EDUCATE TODAY'S STUDENTS
FOR TOMORROW'S WORLD IN
YESTERDAY'S SCHOOLS!**

(from Illinois Education to Careers Next Generation Education)

**TRUE FOR OUR PUBLIC SCHOOLS, EVEN MORE
TRUE FOR OUR RESIDENTIAL FACILITY
SCHOOLS**



PACTT: Special Focus
on *Academic*
and *Workforce*
Development Domains

**NO COUNTY or FACILITY CAN DO IT ALONE:
THE PACTT IS BORN**

**Allegheny and Philadelphia Probation lead
statewide effort to improve academic and
employment outcomes for placed youth**

- ✿ PACTT sponsored by Council of Chief Probation Officers**
- ✿ Funded by MacArthur Foundation, PCCD and Stoneleigh Center**
- ✿ Projected to last five years**

THE PACTT: goals

1. **Improve academic and career/technical training in residential facilities**
 - **Expand accelerated programs for credit recovery**
 - **Expand and align CTE curricula with recognized industry standards and state CTE standards**
 - **Align curricula with state standards and local graduation requirements**

THE PACTT: goals

- 2. Ensure speedy transfer of education records between host and home school districts and speedy appropriate placement of youth in both settings**
- 3. Ensure academic credit approval/transfer and recognition of CTE competencies earned in placement by home school district**

THE PACTT: goals

4. Ensure smooth education and CTE continuation following placement
 - ✦ Develop protocol for reintegration to home school district
 - ✦ Develop model approaches in CTE in community-based programs

THE PACTT: goals

5. **Ensure active involvement and collaboration with key state administrative agencies**
 - ✦ **PACTT Advisory Committee**
 - ✦ **Five PACTT Working Committees**

FACILITY SCHOOLS: PATHWAY TO GRADUATION

- ★ Link academics to career possibilities**
- ★ Curriculum alignment with state standards and local graduation requirements**
- ★ Credits awarded based on competencies not seat time.**
- ★ Academics rigorous enough to ensure continuing success**

PATHWAY TO GRADUATION: Remediation

- ✦ Identify appropriate reading level materials
- ✦ Incorporate reading strategies into every subject matter
- ✦ Implement best practice strategies
 - Use Guided Practice
 - Clarify Instructions
 - Allow extended time for activities
- ✦ Relate learning to “Real Activities”/ CTE
- ✦ Use available software to provide individualized remediation

PATHWAY TO GRADUATION: Acceleration

- ✦ Acceleration strategies necessary for students that are more than a year behind in credits
- ✦ Many approaches to accelerate to the appropriate level.
 - ✦ Modules developed for Twilight
 - ✦ Cyber Schools
 - ✦ Instructional Software

Pathways to Graduation: Credit Recovery

- ★ Students discharged with partial credit need the opportunity to finish the work
 - ★ Coordination with home communities
 - ★ Standard documentation
- ★ Every attempt should be made to advance students to grade level.

DON'T THROW AWAY WORK, RECOVER IT!

CAREER/TECHNICAL EDUCATION: High Demand/High Employability

☀ Examples of High Demand Occupations:

- ☀ Culinary Arts/Food Service
- ☀ Building Trades
- ☀ Indoor/Outdoor Maintenance

CAREER/TECHNICAL EDUCATION: Standards-Based Curriculum & Competency Lists

- ☀ National Industry Standards
 - American Culinary Federation
 - Microsoft Office Users Specialists (MOUS)
 - National Center for Construction and Education and Research (NCCER)
- ☀ Programs of Study developed by PDE
- ☀ Uniform competency lists building toward industry credentials

CAREER/TECHNICAL EDUCATION: Employability Skills/Soft Skills

☀ Examples:

- ☀ Career exploration
- ☀ Communication Skills
- ☀ Work ethics

☀ MUST BE TAUGHT

- ☀ Must be infused throughout residential program
- ☀ Must be documented in standard, portable form

CAREER/TECHNICAL EDUCATIONAL PROGRAMS

- ✦ **Basic certifications should be available to all:**
 - ✦ **ServSafe**
 - ✦ **OSHA-10 - General Industry Certification**
- ✦ **Integration of Academics**
- ✦ **Work Experience**
- ✦ **Community Service**

CAREER/TECHNICAL PROGRAMS PROGRESS TO DATE

Pilot Six Facilities

2005

- ~21 Programs (Majority located in 2 facilities)
- Very few industry-recognized competency lists or credentials
- No ServSafe certifications
- No OSHA certifications

2008

- ~35 Career/Technical Programs, spread across ___ facilities
- CTE curricula based on industry-recognized competency requirements
- 4 Facilities offer ServSafe
- 4 Facilities offer OSHA-10
- Plans in place for significant growth in next year

PACTT PROCESS

- ★ **Review of strengths and challenges of each residential school**
 - ★ **Review process**
 - ★ **Preparation of reports**
- ★ **Recommendations based on best practices**
- ★ **Development of corrective action plan and timeline**

PACCTT SUPPORT

- ✦ Individualized technical assistance from Specialists
- ✦ Cross-agency training
- ✦ Peer networks
- ✦ Provider participation on Committees

PROVIDER ACCOUNTABILITY

MEASUREMENTS OF VALUE ADDED

- **READING LEVELS**
- **MATH LEVELS**
- **CREDIT ACCRUAL**

Academic and Career/Technical Training: PROBATION RESPONSIBILITIES

PREDISPOSITION and DURING PLACEMENT

- * Identify youth's academic and job/career readiness needs and strengths**
- * Clarify academic and CTE expectations for youth during placement**
- * Facilitate speedy record transfer both ways**
- * Ensure appropriate CTE training, consistent with opportunities in home community**

PROBATION RESPONSIBILITIES

PRIOR TO RELEASE

- Review academic and CTE gains, identify appropriate options in home community
- Ensure document transfer and advocate credit retrieval with home school
- Ensure completion and transfer of competency lists by residential facility
- Meet with guardian and appropriate school (or CTE program or college) representative to facilitate enrollment
- Identify possible barriers and problem solve with all parties
- Begin job application, if appropriate

PROBATION RESPONSIBILITIES

POST RELEASE

- ✦ **Facilitate immediate school and/or CTE program enrollment**
- ✦ **Monitor youth's educational progress**
- ✦ **Problem solve with school or program**
- ✦ **Monitor job training and job application process**
- ✦ **Support job retention, ensure vision for career progress**

STATE IMPACT

- ❖ **Sharing PACTT progress and lessons**
 - ✦ **Council of Chief Juvenile POs**
 - ✦ **Model Systems Aftercare Committee work**

- ❖ **Expansion in years 2-5**
 - ✦ **Residential facilities**
 - ✦ **School Districts and County Probation Departments**
 - ✦ **State-wide and cross-system training**

FUNDING

PACTT Alliance exploring multiple strategies:

- ★ Redistribution of existing funding priorities**
- ★ Possible support from DPW**
- ★ Grants, especially DOL**
- ★ Partnerships with industry and foundations**

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