DELINQUENT YOUTH
LEARN TO EARN

PACTT
PENNSYLVANIA ACADEMIC AND
CAREER/TECHNICAL TRAINING ALLIANCE
RECONNECTING DELINQUENT YOUTH

Most school drop-outs are not delinquent
BUT
Most delinquent youth do not graduate from high school and cannot find jobs

Youth sent to residential placement are most at risk
RECONNECTING LOST YOUTH

LINK BETWEEN DELINQUENCY AND ACADEMIC FAILURE WELL DOCUMENTED

- Majority of youth who are sent to out of home placement do not graduate high school after reentry
- Without basic skills, youth not equipped for 21st century jobs
- VAST MAJORITY OF ADULT PRISONERS DID NOT COMPLETE HIGH SCHOOL
- High cost to society in human and monetary capital
- We can break cycle of failure by making high school relevant, directly connected to job preparation and post secondary options for all youth
RECONNECTING LOST YOUTH

Delinquent system nationally focusing on reentry process of youth in out-of-home placements

Historically, education and workforce preparation have been footnotes. Focus on:
- Case management
- Mental health
- Drug and alcohol treatment
- Housing
- Family issues
- Education and employment reduced to: “Go to school or get a job”
BACKGROUND TO PACTT

In 2005 PA became first MacArthur Models for Change state, with one of its focuses on revamping aftercare.

PA Joint Statement on Aftercare signed by key partners, included academic and employment focus.

Philadelphia and Allegheny Counties (represent together 2,000 of 5,000 placed youth) began work on education and employment goals, identified common systemic problems.
BACKGROUND TO PACTT

MacArthur All Sites meetings made significant progress in identifying model aftercare practices:

- Need collaborative focus, including schools, workforce system, social service systems, providers
- Planning for re-entry begins at time of placement
- Placement facilities and community programs must be seamless, including academic work
- Entire process must be guided by probation single plan, which moves with youth from initial intake through discharge from the system
Juvenile Justice Goals:

- Community Protection
- Accountability
- Competency Development

Competency Development Domains

1. Pro-Social
2. Moral Reasoning
3. Academic
4. Workforce Development
5. Independent Living

PACTT: Special Focus on Academic and Workforce Development Domains
RECONNECTING LOST YOUTH: Challenges to academic success

- Youth significantly behind grade level; low literacy, weak bonding to school
- Rolling admissions and discharges
- CTE programs historically closed to them
- Weak work habits (soft skills); not familiar with work culture; little work experience
- Low expectations from systems that serve the youth
RECONNECTING LOST YOUTH: Challenges to success

- Many facility schools isolated from mainstream reforms
- Wide variation in types, oversight and funding of facility schools
- Public school resistance to re-admission: financial disincentives
- Bureaucracies inhibit innovative alternatives
  - Facility organization and youth assignments may inhibit academic progress
  - Restrictions on use of internet/technology
  - Inappropriate and archaic funding formulas
- Lack of collaboration between courts and school systems; poor record transfer

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)
RECONNECTING LOST YOUTH: Challenges to success

STATE’S DE-CENTRALIZED JJ STRUCTURE
BOTH A STRENGTH AND A CHALLENGE

- Majority of placement facilities privately run, paid through county contracts
- 67 counties
  - Historically inconsistent expectations
- Over 150 private facilities
- Juvenile justice system has not paid attention to academics and job training
RECONNECTING LOST YOUTH: Challenges to success

LOCAL CONTROL OF SCHOOLS IN STATE

- 500 School Districts
- No standardized curriculum
- No standardized subject testing
- Fledgling data collection and sharing system
RECONNECTING LOST YOUTH: Challenges to success

LOCAL-BASED CONTROL OF WORKFORCE MONEY

- Workforce Investment Board money allocated through 23 WIB areas
- Each WIB area determines spending guidelines based on mandated priorities
- Residential facilities serve many different counties and WIB areas
- Facility schools not eligible for Perkins funding
NO COUNTY, FACILITY or SYSTEM CAN DO IT ALONE:  
THE PACTT IS BORN, 4/08

Allegheny and Philadelphia Probation joined to lead statewide effort to improve academic and employment outcomes in placement

- PACTT sponsored by PA Council of Chief Juvenile Probation Officers
- Funded by MacArthur Foundation, PCCD and Stoneleigh Center
- Cross-system Advisory Board
- Focus on largest facilities serving 2/3 of youth from Allegheny and Philadelphia Counties
OVERVIEW of PACTT GOALS: Preparing youth for 21st century jobs

1. Improve academics in residential facilities; ensure alignment with state standards
2. Develop CTE programs, aligned with industry standards, integrated with academic curriculum
3. Improve communication between residential facilities and home schools (credit transfer and reentry alternatives)
4. Provide job opportunities/work experience in placement and in communities
5. Encourage system change where necessary
PACTT ACADEMIC GOALS:

Overall goal is to make academics relevant and rigorous

- Align curricula with state standards and local graduation requirements
- Focus on credit recovery and acceleration
- Infuse literacy across the curriculum
- Integrate academics with CTE training: project-based learning
- Improve GED programs to include post-secondary preparation
PACTT ACADEMIC GOALS:

IMPROVE COMMUNICATION BETWEEN HOME SCHOOL AND FACILITY SCHOOL

- Ensure front and back end transfer of records
- Address historic “push out”
- Defend right of delinquent youth to quality education
  - ELC Toolkit
  - Multiple pathways to graduation
PACTT ACADEMIC GOALS: Standards alignment

- State and upcoming national standards provide consistent “standardized” curriculum to ease reentry
- PACTT supports curriculum alignment through resources such as the PA Dept. of Education’s Standards Aligned System (SAS) [www.pdesas.org](http://www.pdesas.org)
- PACTT professional development supports integration of academic and CTE studies
PACTT ACADEMIC GOALS: Credit Recovery and Acceleration

- Utilize computer software programs that allow for individualized instruction
  - Students motivated through engagement
  - Mobility of students addressed
  - Teacher as facilitator
  - Diagnostic testing directs instruction
  - Online component provides 21st century skills to students with less than average exposure to computers and technology

- Expand school time beyond the traditional hours and 180 days
PACTT ACADEMIC GOALS: Acceleration

- Offer dual enrollment and college in the high school courses
- Offer online postsecondary courses
- Articulate earned secondary CTE credits to related postsecondary programs
PACTT ACADEMIC GOALS: Literacy Training Across Curriculum

- Literacy as foundation to all other subjects
- Reading instruction ends at 6th grade; reading strategies help students to comprehend complex and technical texts
- Every instructor from each academic and CTE area needs to help students to develop these strategies
- Collaboration, team work, and higher level thinking are encouraged
- Skills are transferrable across the curriculum and into the workplace
PACTT ACADEMIC GOALS: Progress to Date

- Curriculum Alignment
- Record Transfers
- Credit Recovery, acceleration and remediation
- Literacy training
PACTT CTE GOALS:

Improve/create CTE training in residential schools:
Young people must be prepared for 21st century jobs

EMPLOYMENT TRAINING (SOFT SKILLS): CREATION OF
MANUAL TO STANDARDIZE THE TEACHING OF THESE
SKILLS IN FACILITIES AND COMMUNITY PROGRAMS

- Aligned and cross-walked with national and state programs
- Addresses key areas of communication and job preparation
- Includes issues related to delinquent history
- Identifies teaching resources
- Includes standardized checklist for students
- Provides foundational framework for portfolios
PACTT CTE GOALS

Standards-Based Curriculum & Competency Lists

- FOCUS ON HIGH DEMAND, HIGH EMPLOYABILITY OCCUPATIONS: Culinary Arts, Indoor/Outdoor Maintenance, Microsoft Office, Welding, Auto Body, Auto Maintenance

- CTE TRAINING BASED ON INDUSTRY STANDARDS AND COMPETENCIES, LEAD TOWARD RECOGNIZED CERTIFICATION

- ALIGN WITH STATE CAREER/TECHNICAL STANDARDS

- OFFER BASIC CERTIFICATIONS (OSHA-10, ServSafe etc)
PACTT CTE GOALS
UNIFORM DOCUMENTATION

- CREATE PORTFOLIOS with UNIFORM INFORMATION
  - Standard documentation of competencies
  - Copies of certifications
  - Individual career plan, resume
  - Completed FAFSA form
  - Recommendations, contact information
  - Resources for help with legal issues
  - Personal documentation (Social Security Card, birth certificate, etc.)
PACTT CTE GOALS

Standards-Based Curriculum & Competency Lists

PROGRESS TO DATE

- CTE PROGRAMS
- CERTIFICATIONS
- COMMUNITY-BASED PROGRAMS
PACTT CTE GOALS
CREATION OF JOB EXPERIENCE

PARTNER WITH WIBs TO PROVIDE INTERNSHIPS AND JOBS

- Youth need to offset effect of criminal background checks
- Experience must be authentic
- Examples of success:
  - DeLa Salle Vocational program
  - WorkReady Philadelphia summer jobs
  - Pittsburgh Learn to Earn Program
  - Youth Build at St. Gabriel’s Hall
  - Over 100 additional jobs at residential facilities, funded by local WIBs
PACTT IMPLEMENTATION
ROLE OF PROBATION

- At disposition, clarify academic and CTE expectations during placement
- Facilitate transcript transfers and school communication at front and back end
- Ensure immediate school and/or CTE program enrollment after discharge
- Closely monitor and support school and/or job retention
- Encourage career planning and training
PACTT ADVOCACY AGENDA

- Academic:
  - Funding of facility schools
  - Oversight of facility schools
  - Incentives for reentry
- CTE
  - Funding of programs
  - Community availability of internships, subsidized/unsubsidized jobs
- Cross-system funding and oversight of residential facilities
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