



ACADEMIC AND CAREER/ TECHNICAL TRAINING FOR DELINQUENT YOUTH IN PLACEMENT AND ON AFTERCARE

**PENNSYLVANIA
COUNCIL OF CHIEF JUVENILE PROBATION OFFICERS
FOCUS ON COMPETENCY DEVELOPMENT
PACTT ALLIANCE 2009**

4/09

1



PA JOINT STATEMENT ON AFTERCARE

January 2005

KEY CROSS-SYSTEM STAKEHOLDERS:

- DEPT OF PUBLIC WELFARE**
- DEPT OF EDUCATION**
- PA COMMISSION ON CRIME &
DELINQUENCY**
- JUVENILE COURT JUDGES COMMISSION**
- PA COUNCIL OF CHIEF PROBATION
OFFICERS**

4/09

2

PA JOINT STATEMENT ON AFTERCARE

January 2005

- Coordinated planning for release begins at disposition
- Competency development a key focus 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

4/09

3

EDUCATION IN PLACEMENT

**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**

4/09

4

EDUCATION IN PLACEMENT

EDUCATION FOR DELINQUENT YOUTH HAS NOT KEPT PACE WITH NATIONAL EDUCATIONAL REFORMS

National and statewide academic reforms fueled by:

- National drop-out crisis
- Schools no longer prepare young people to enter the workforce

Reform has focused on

- Increased rigor, accountability
- Multiple pathways to diploma
- Integration of academics and career/technical training

4/09

5

CHALLENGES TO SUCCESS

- Youth significantly behind grade level; low literacy
- Poor record transfer
- Rolling admissions and discharges
- Weak work habits (soft skills)
- Little work experience
- Low expectations from systems that serve the youth

4/09

6

CHALLENGES TO REFORM

- Facility schools isolated from mainstream academic system; little oversight
- Wide variation in types and funding of facility schools
- Resistance to re-admission at discharge
- Bureaucracies inhibit innovative alternatives
- Lack of collaboration between courts and school systems

4/09

7

CHALLENGES TO REFORM

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

4/09

8

CHALLENGES TO REFORM

LOCAL CONTROL OF SCHOOLS IN STATE

- 501 School Districts
- No standardized curriculum
- No standardized subject testing
- Fledgling data collection and sharing system

4/09

9

CHALLENGES TO REFORM

LOCAL-BASED CONTROL OF WORKFORCE MONEY

- Workforce Investment Board money allocated through 23 WIB areas
- Each WIB area will only serve resident youth
- Residential facilities serve many different counties and WIB areas

4/09

10

MODEL SYSTEM PROJECTS CORRECTIVE EFFORTS

- STATEWIDE, COLLABORATIVE MEETINGS
- DEVELOPMENT OF BEC TO ADDRESS SCHOOL RE-ENTRY

ALLEGHENY AND PHILADELPHIA ADDRESS ACADEMIC AND EMPLOYMENT NEEDS

- Improve communication between providers and schools
- Improve transfer of records, credit retrieval
- Assess academic alignment of facility schools with state standards
- Assess CTE programs in residential facilities

4/09

11

MODEL SYSTEM PROJECTS CORRECTIVE EFFORTS

PROBATION ADOPTS SINGLE PLAN: PROBATION DRIVES THE BUS

- CONSISTENT, COHERENT BARJ-DRIVEN EXPECTATIONS
- DISCHARGE PLANNING BEGINS AT ADMISSION
- ADDRESS FAMILY, LIVING ARRANGEMENT NEEDS
- DISCHARGE PLAN DRIVES PLACEMENT WORK
- FOCUS ON COMPETENCY DEVELOPMENT

4/09

12



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

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

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

4/09

13



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

THE PACTT GOALS: ACADEMICS

1. Improve academics in residential facilities

- Align curricula with state standards and local graduation requirements: maintain rigor
- Focus on credit recovery/acceleration: credits based on competencies, not seat time
- Use software programs to provide individualized remediation, recovery and acceleration
 - Portable upon discharge

4/09

15

THE PACTT GOALS: ACADEMICS

- Encourage the expansion of school day, school year
- Infuse literacy throughout program
- Integrate academics with CTE training: project-based learning
 - Make academics relevant to young people

4/09

16

THE PACTT GOALS: CTE TRAINING

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

- **EMPLOYABILITY TRAINING (SOFT SKILLS)**
 - Career exploration
 - Communication skills
 - Work ethics
 - Forms/documentation
- **OFFER BASIC CERTIFICATIONS**

4/09

17

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

- **FOCUS ON HIGH DEMAND, HIGH EMPLOYABILITY OCCUPATIONS**
- **CTE TRAINING BASED ON INDUSTRY STANDARDS AND COMPETENCIES, LEAD TOWARD RECOGNIZED CERTIFICATION**
- **ALIGN WITH PROGRAMS OF STUDY DEVELOPED BY PDE FOR CREDIT ACCRUAL**
- **STANDARD DOCUMENTATION of COMPETENCIES TO ENSURE PORTABILITY**

4/09

18

THE PACTT GOALS

3. Ensure speedy transfer of education records between host and home school districts, speedy and appropriate placement in school
4. Ensure job training/placement opportunities during and following placement
5. Ensure active involvement and collaboration with key state administrative agencies; address reform needs at legislative and/or regulatory level

4/09

19

PACTT PROCESS

- Cross-system advisory board
- Individualized technical assistance from Specialists
- Cross-agency training
- Peer networks
- Provider participation on Committees

4/09

20

PROGRESS FIRST YEAR

PROBATION USE OF SINGLE-PLAN

- Inclusion of academic and CTE goals
- Improvements in transcript transfers and school communication
- Increased attention to appropriate career planning and training post discharge

4/09

21

PROGRESS FIRST YEAR

SIGNIFICANT INCREASE IN CTE PROGRAMS

- Initially ~21 CTE programs, not aligned with industry certification, in a few agencies; now close to 40 programs, spread over all 9 agencies, all aligned with industry standards
- All pilot agencies offering some or all basic certifications:
 - Uniform Employability Skills Program
 - OSHA-10
 - ServSafe
 - Microsoft Certification
 - Drivers' Permit

4/09

22

PROGRESS FIRST YEAR

- Expansion of computer-based academics
- Alignment of academic programming
- Increased expectations, time on tasks
- Significant collaboration with Philadelphia and Pittsburgh School Districts
- PACTT web site will speed progress by sharing information

4/09

23

DATA COLLECTION

CROSS-SYSTEM DATA COLLECTION AND ANALYSIS PLANNED

MEASUREMENTS OF VALUE ADDED

- READING LEVELS
- MATH LEVELS
- CREDIT ACCRUAL
- CTE COMPETENCY AND CERTIFICATION ACCRUAL
- RECONNECTION TO SCHOOL
- EMPLOYMENT

4/09

24

CONTACT

James Rieland, Director
Allegheny County Probation
564 Forbes Avenue, Suite 1212
Pittsburgh, PA 15219
James.Rieland@alleghencourts.us
412-350-2545

Candace Putter, Director
Pennsylvania Academic and Career/Technical Training Alliance
1601 Cherry Street, 7th Floor
Philadelphia, PA 19102
Cputter.pactt@comcast.net
215-490-4549