Building Brighter Futures

Tools for Improving Academic and
Career/Technical Education in the
Juvenile Justice System

A Pennsylvania Example

TOOL VI:

Desk Manuals on PACTT for Career and Technical Education Specialists and for Academic Specialists

BUREAU OF JUVENILE JUSTICE SERVICES (BJJS)

DESK MANUAL

For the Career and Technical Education Specialist

Delivering the services and supports of the

PA Academic and Career/Technical Training (PACTT) Alliance

2013

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Introduction:

This manual describes the major duties and responsibilities of the Career and Technical Education Specialist responsibilities as it relates to the job description developed for the position with in the Pennsylvania Academic and Career Technical Training (PACTT) Alliance. This manual attempts to capture the key elements, resources, and knowledge obtained since the inception of the PACTT Alliance in 2008.

Assessing and Developing of Career and Technical Education Programs

Youth involved with juvenile corrections have unique and serious difficulties with school completion, generally have low literacy and math levels and often have significant communication problems. Taken together, these represent serious barriers to employment over and above the issue of discrimination against those with criminal histories (both juvenile adjudications and adult records). Every program that aims to help adjudicated youth become independent, law abiding adults must include supports to prepare their youths for the work world, regardless of its specific mission.

Some aspects of the work, such as soft skill training, should be offered in every youth program. Others, like technical skill training require more money, time and space to establish. Still, there is a wide variation in the cost of these programs, and we will provide guidelines for choosing tracks that can work for different settings.

A Career and Technical Education program consists of two main areas: employability/ soft skills and technical skills (at times referred to as hard skills). In each of these areas there needs to be a mix of classroom teaching and opportunities to practice the skills in authentic environments. Also, the skills in both areas should be integrated into the entire program to the extent possible, so that they are repeated often and their relevance becomes clear.

Many young employees most often lose their early jobs because of their ignorance of workplace culture and expectations. Any program for youth should operate with clear professional standards that model a positive work ethic, and youths should learn workplace behavior by practicing it in the program. These expectations include timeliness, arriving prepared to work/learn, dressing appropriately, and communicating appropriately both orally and in written form. Every day in placement or at a day treatment program should provide practice for entering the workforce.

Employability and Soft Skills:

It is expected that all youth fourteen (14) years or older be part of a program that teaches employability and soft skills. However, for data purposes the PACTT Alliance only counted youth who were committed to residential program ninety (90) days or longer if they completed the identified competencies.

I. **PACTT's Employability and Soft Skills Manual (ESSM)**:   The ESSM is the core document that guides a facility's work to teach employability and soft skills.   It identifies the key twenty-seven competencies that must be taught. The manual is not a not a curriculum but is designed to provide guidance and uniformity to the employability and soft skills training provided at PACTT affiliates. The ESSM does include a number of resources that will help a new program to develop its curriculum, if it doesn't already have one.   In addition the ESSM breaks the 27 competencies down in smaller tasks that need to be completed, and provides indicators to assist on knowing when a competency is met. The ESSM also provides the requirements for the youth portfolio that needs to be completed for each youth, and along with crosswalk demonstrating showing how the competencies relate to the Pennsylvania Academic Standards for Career Education and Work.

II. **Assessment of facility's current curriculum and instruction:**

When PACTT begins to work with a new facility that wishes to affiliate, it first reviews the facility's current soft skills curriculum, if it has one. This means cross-walking the existing curriculum against PACTT's twenty seven competencies to see where the curriculum needs to be strengthened. Often, facilities teach the soft skills in a somewhat across many platforms: in the school, at counseling/group sessions and in

the living units. The facility staff needs to identify where the skills are taught, so that PACTT can assess what is missing, and how to best ensure coordination.

After the review is a plan of action needs to be developed to address areas that may not be covered within the current curriculum or programming. The plan should include where the competencies will addressed and by whom, materials needed, and a time line to complete the needed changes.

III. **Development of procedures to complete the ESSM checklist:** Procedures need to be developed to have the ESSM checklist completed. The ESSM checklist is the document that indicates which competencies the youth has mastered. This document travels with the youth when s/he leaves the program, to minimize duplication of work and ensure that the young person is credited with his/her progress. The ESSM checklist will be sent upon discharge in three ways: 1). In the education record 2). In the probation discharge file to ensure that judges, probation officers and any subsequent programs are aware of the youth's accomplishments 3).In the youth's own employability portfolio.

It is important for a program to develop procedures for updating the employability checklist, especially when several people and/or areas of a facility are working on addressing the competencies. This can be done in several ways but one of the following uses work best:

- A case manager or transitional counselor to make sure that a responsible adult signs off on the competencies regardless of where they are successfully completed.

- The competency list can be placed in a central file accessed by all relevant staff, so that they can sign off on a competency as it is completed.   This central file can be a physical file, or an electronic file that is usually stored on a shared drive.

IV. **Development of procedures to create youth portfolios:** A major component of instruction of the soft skills competencies is the development of a youth portfolio. The minimum content for the portfolio is identified in the ESSM.   Many of the EESM competencies have products that are to be included in the youth portfolio (e.g., information on career fields, career plan, resume, cover letter, etc.).Just as the ESSM

checklist may be completed in various parts of the program, so can the portfolio. For example, cover letters and requests for references might be taught in language arts, while a guidance counselor might help a student develop a career plan. Wherever the actual work is completed, someone in the program, often a case worker or transition specialist, must be responsibility for ensuring that all the pieces come together into the portfolio. While this may seem daunting at first, the more communication that develops between staff members about their soft-skills lessons and career preparation work with the youth, the better the program will work for all the youths involved.

Technical (Hard) Skill Training:

I. **Basic requirements of a Career and Technical Track:** PACTT has identified two main requirements for a C/T program to be successful: First is a minimum hour requirement for a program (dosage). The second is the use of competency lists aligned with industry standards to guide the instruction. A Career and Technical track may be operated through the school side of a program for credit and/or operated on the facility side of a program.

    a. **Dosage Requirement—** PACTT has established three different minimum hour requirements that should be the minimum goals of every CTE program. Every affiliated program must have at least one CTE track that meets these standards:

        i. 90 hours: The C/T program needs to provide the enrolled youth with the opportunity to receive a minimum of 90 hours of instruction in the track.

        ii. 10 hours/week: The C/T program needs to operate a minimum of 10 hours over a 7 day period. This minimum can be reached through classroom time, practice time, or, optimally, a combination of classroom instruction and practice. For example, a youth could have 4-5 hours of classroom instruction in culinary arts, and then practice the skills learned in the facility kitchen for the remaining hours. The key is that practice time must be aligned with the competencies, and move the young person forward in his training.

      iii. 1 hour/session: When a C/T program is scheduled the instruction period must be a minimum of hour in length to ensure sufficient focus.

   b. **Competency Lists—**Each C/T program must have a competency list that identifies the skills that are being taught and are aligned with current industry standards. The competency lists used for each program come from several sources:

      i. Pennsylvania Department of Education Bureau of Career and Technical Education has developed Programs of Study for many CTE tracks. Each Program of Study has a competency list that was developed for the secondary level.

      ii. Competency lists that were developed by local Career and Technical Schools.

      iii. PACTT provides competency lists for three of the most popular tracks at facilities (Building Trades, Culinary Arts, and Indoor/Outdoor Maintenance).

      iv. Facility-Developed lists. There are occasions when a facility operates a C/T program that does not fit into the standard mold, but that does provide the youth with a quality learning experience, and the opportunity to find employment or to continue with training.. In this case the facility may develop a competency list which then can be used with the approval of the PACTT Alliance staff.

II.   Assessing existing CTE tracts and/or recommend possible areas for development:

When assessing a facility in identifying and developing an appropriate C/T track, we first consider the existing facility resources. For example, many programs choose to develop a culinary arts program, because they already have an industrial kitchen to feed their students and staff. Similarly, every program had buildings in constant need of repair, and grounds that need to be maintained – thus an indoor/outdoor maintenance (also referred to as building or property maintenance) program might make sense.

Several other factors to consider when looking at developing a C/T program:

a. **Current Programs:** Do current programs meet the minimum requirements?   If not can they modified for adapted to meet the requirements (i.e. dosage)

b. **Space:** What space is available to operate a program? Is there a classroom, garage, maintenance building, etc. that can be used as the home base for the program. Is the kitchen large enough? Does the space have computer access?

c. **Current Services**: Who operates the kitchen or repairs the building? If there is an agreement with an outside contractor, can the agreement be modified to include student learning?

d. **Instructor:** PACTT currently does not have specific qualification requirements for the instructor of the CTE program. The qualification needed for the instructed will depend if the program is being operated through the school or through the facility. However, the instructor should have experience in the CTE track, or be willing to get the proper credentials needed.

e. **Credit/Transcript:** If the facility anticipates making the C/T track part of the school program, the instructor certification and PDE approval is required.

Facilities may have additional Career and Technical programs that do not meet the hour requirements, but do use approved competency lists. These programs are noted, and facilities are encouraged to keep working towards meeting the dosage requirement.

III. **Certification requirements:** Every facility should offer one of the identified entry-level certifications. When deciding which certification(s) to offer both instructor and computer resources need to be taken in to consideration, as well as the certification's relevance to the job training available. The following is a brief description of each identified certification and options to obtain the certification:

a. OSHA-10: Is a ten hour safety course developed by the Occupational Safety and Health Administration. There are two version of this course— General Industry and Construction. The Construction version should be used for programs that offers Building Trades, Carpentry or other tracks that fall in the construction field. This course can be delivered either by an instructor or on-line. PACTT usually recommends doing it on-line through an approved provider due to cost and scheduling.   While there are several options on line to complete the course. PACTT recommends using CareerSafe®. (www.careersafeonline.com) since it is designed for high school age youth and the most cost effective.

b. ServSafe®: ServSafe offers several certifications and is nationally recognized for their work in food safety education.   PACTT emphasizes developing a program that allows a youth to earn the Food Protection Manager Certification since that is the training and certification that Pennsylvania requires for at least one person for each food service operation.   Training can be done through a certified instructor or on line. However each county in Pennsylvania can set additional requirements. For instance, Philadelphia does not accept on line training or testing. Unlike OSHA-10, PACTT usually recommends that the ServSafe Food Protection Manager program be done through an instructor due to the different county requirements and the difficulty of the course. Several facilities have reported better results when youth are instructed through an instructor.   In many cases the culinary arts instructor can become certified to be an instructor as well as a certified proctor of the certification exam.

ServSafe also offers a Food Handler certification. This is food safety course that is not as difficult as the manager certification but will demonstrate to future employers that a youth has completed a food safety course. This course can be done either via instructor or on-line. PACTT does not have a recommendation on how this training is delivered since neither Pennsylvania or individual counties within the state has regulations or requirements around the Food Handlers certification.

c. ICDL: International Computer Driving License. This is basic computer certification that demonstrates that proficiency in using a computer and with various software applications like word processing, spreadsheets, data bases, and creating presentations. A facility needs to become an approved testing center for ICDL in order to give this certification.

d. IC^3**:** Internet Computing Core Certification. This certification is very similar to the ICDL in that it provides a certification that demonstrates entry level computer skills.

e. MOS: Microsoft Office Specialist. MOS is certification that demonstrates that an individual has expertise is a specific Microsoft Office program such as Word, Excel, PowerPoint, and Access. A provider can become an official testing center or take the youth to an official testing center once instruction is completed.

PACTT also encourages other third party certifications such as First Aid and CPR which can enhance a youth's resume but are not identified by PACTT as one of the entry level certifications required for Affiliation.

PACTT Alliance Affiliation:

Currently there are two different levels of affiliation with PACTT: 1). Residential and Day Treatment. 2). Community Based.   The main difference between the two agreements in terms of Career and Technical education is the community base program does not need to have a hard skills component. The actual affiliation agreements currently being used can be found at the end of this document. There area several programs elements that need to met in order for a facility or program to become an affiliate.   The following section will explain the CTE requirements that each facility needs to meet in order to become an affiliate.   There are additional affiliation requirements that fall under the academic side of PACTT.   A copy of the affiliation agreement is attached in the appendix of this document.

Residential/Day Treatment

1. Teach the twenty-seven competencies to all youth fourteen (14) years or older.

2. Procedures in place to make sure that the ESSM checklist is distributed upon discharge the youth education records, discharge files, and in the youth portfolio.

3. Facilitate the development of a portfolio for every youth.

4. Offer at least one of the following identified certifications: OSHA-10, ServSafe (preferable the Food Protection Manger level), ICDL, IC3, or MOS. *Each one of these certifications were explained in a previous section).*

Every youth at a facility does need to earn or participate in one of the above mentioned certification program. At the current time PACTT has not placed a number or percentage requirement.

5. Offer at least one CTE track, The CTE program must be at least one hour in length at a time for a minimum of 10 hours a week and offer 90 total hours of training. The 90 hours can be any combination of classroom time, lab work, and practical work experience. It can also include time spent on certifications aligned with the CTE track. However, it does not include classroom time spent working on the 27 competencies of the Employability Soft Skills Manual.

Every youth in the facility does not need to be in a CTE program. At the current time PACTT does have a minimum number of youth who need to participate; however, when working with a program we attempt to get at least 10% of the youth in a program with the understanding that over the next year there will be an effort to move that percentage up.

6. Procedure in place to make sure that the CTE competency list is distributed upon discharge the youth education records, discharge files, and in the youth portfolio

7. Make an effort to provide opportunities for youth to earn real life work experience while in placement. For data purposes PACTT had set a minimum fifty (50) hour requirement for it to be counted in the data, but any amount of work experience is a plus. Unlike the other requirements if a program did not offer work experience, it would not bar it from affiliating.

Community Base Affiliation:

1. Teach the twenty-seven competencies to all youth fourteen (14) years or older.

2. Procedures in place to make sure that the ESSM checklist is distributed upon discharge the youth education records, discharge files, and in the youth portfolio.

3. Facilitate the development of a portfolio for every youth.

4. Offer at least one of the following identified certifications: OSHA-10, ServSafe (preferable the Food Protection Manger level), ICDL, IC3, or MOS. *Each one of these certifications were explained in a previous section.*

5. Establish an active relationship with the local CareerLink Center and provide guidance to the youth to access it and use the resources available.

6. Offer services that assist the youth to access postsecondary education opportunities.

There is no requirement for a community base program to deliver training or instruction in a hard skill. However, if a program does offer instruction or training in a hard skill i.e. culinary arts, building trades, etc. the program should design the program around an approved competency list.

PACTT Alliance Re-Affiliation:

Programs are affiliated with PACTT for one calendar year from the date of the date of affiliation. For example a program that affiliates on August 1, 2013 would need to re-affiliate by August 1, 2014 (or as close to after that date that is mutually agreed upon by both PACTT and the affiliate). During the re-affiliation is a review of a program current offerings to make sure that they still meet the affiliation objectives. The current checklist consist of twelve areas that addressed. The re-affiliation checklist can be found in the appendix of this document. The following are the procedures that have been developed to conduct a re-affiliation of a program.

1. Program is contacted with a tentative date(s) for the re-affiliation. The re-affiliation checklist that is going to be used is also sent to the affiliate at this time. The checklist list the material needed under each area of review. In addition , any special requests of materials, or individuals that need to be present are made known to the affiliate since there may be a particular focus or area of concern that may need to be addressed at the meeting. Ideally, this happens 30 days or more prior to the meeting.

2. Three to five days prior the meeting a confirmation email is sent. This email confirms the meeting date, time and materials needed, such as youth portfolio's, CTE schedules.

3. The actual re-affiliation meeting consists of three parts:

a. PACTT and the facility people work through the checklist. Information is provided by the facility that answers or addresses each area.

b. After going through the checklist together. The PACTT personal takes thirty minutes to one hour to discuss what was shared, and to look at provided documentation and to make a determination of the facility is in line to affiliate of the upcoming year.   In order to affiliate a program must satisfactorily address all twelve points on the checklist.

c. The larger group re-assembles and the PACTT reviewers share their preliminarily findings.   This includes if the facility affiliates or not. In addition, commendations, recommendations, and corrections that are needed are shared and discussed.

Depending on the on the outcome of the meeting there are two courses of action that are taken:

1. Facility is approved:

   a. An affiliation agreement is given to the facility to sign. Ideally, it is signed that day, however, some providers require that the agreement be signed or approved by individuals who may not be present.   If the agreement is signed it is taken by PACTT to get the official signatures on their end. A copy of the agreement is then returned to the facility.
   b. A report is prepared and sent to the facility outlining what was discussed. This reports includes commendations and recommendations. Recommendations do not mean that a program did not meet the requirements, but are areas that they may want to address to improve the program.

2. Facility does not meet the requirements for affiliation:

   a. Before leaving the facility both sides understand what is needed to be corrected.   In addition, the facility understands that it has sixty days to correct the deficiency. During this sixty day period the facility is still considered an affiliate.
   b. A written report is prepared and shared with the providers. This includes what is deficient and suggestions for correction.   It is also, made clear to the provider that the appropriate PACTT personnel is available to provide technical assistance in meeting the standards.

c. Thirty days into the correction time frame if no prior contact has been made then PACTT reaches out to see where the facility is in terms of meeting the requirements.
d. Once the facility determines that they have corrected the problem a follow up visit is made by PACTT to determine if the corrections are made satisfactorily.   Since there should have been contact throughout this process there should be no issues.
e. If a facility fails to make the needed corrections within sixty days, the facility will no longer be considered an affiliate.   The facility may if so desire at a later date re-apply for affiliation.   PACTT will continue lending Technical Support to the facility if so desired as if it was a new provider working towards affiliation.

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APPENDIX

PACTT AFFILIATION AGREEMENT

The PACTT Affiliation refers collectively to delinquent residential and day-treatment facilities that have chosen to meet the Pennsylvania Academic and Career/Technical Training Alliance standards for academic and career/technical education (CTE). Participation as a PACTT affiliate entails an agreement between the Provider Agency and PACTT with each entity agreeing to provide specified services in accordance with this Agreement. The Agreement will be renewed each year based on verified ongoing compliance with the standards. The list of Affiliated Agencies will be updated for the Pennsylvania Council of Chief Juvenile Probation Officers on a quarterly basis. .

To become a PACTT Affiliate the provider must sign this Agreement and implement, at a minimum, the following program elements:

- Teach the PACTT Employability/Soft Skills Manual to all of its youth. Note: The ESSM checklist is to be completed for youth committed to 90-day programs or longer and for youth who are 14 years old and older. Subsequently, only youth meeting the above criteria should be counted in the data; however, if possible, all youth in your program should be exposed to employability skills training.
  - Employability competency check list is to follow youth at time of discharge, as part of the youth's educational record and probation discharge packet. Note: Checklist completion is not a requirement of PACTT; however, progress to completion is expected. Data indicate this progress.
- Facilitate the development of a portfolio for every youth
- Provide the opportunity for youth to complete at least one of the following basic certifications: OSHA 10, ServSafe, MOS, or International Computer Driver's License (ICDL)
- Offer at least one CTE track, aligned with industry standards and identified as high priority and/or high employment. Note: For affiliation, one CTE program must be at least one hour in length at a time for a minimum of 10 hours a week and offer 90 total hours of training. The 90 hours can be any combination of classroom time, lab work, and practical work experience. It can also include time spent on certifications aligned with the CTE track. However, it does not include

classroom time spent working on the 27 competencies of the Employability Soft Skills Manual.

- A list of completed industry competencies is to follow youth at time of discharge and reflect the progress youth has made

- Maintain a rigorous academic curriculum fully aligned with PA Academic Standards
- Offer credit recovery and acceleration opportunities
- Offer opportunity for remediation (numeracy and literacy)
- Make every effort to secure school records within 10 days of admission, and send school records back to home school and/or subsequent placement according to the requirements of the receiving district. If there are no special requirements, school records should be sent to receiving district and/or subsequent placement15 days prior to discharge, if possible, but no later than 5 days post discharge.
- Provide data to PACTT on a quarterly basis
- Provide PACTT staff with the opportunity to assess progress and compliance with PACTT expectations on a yearly basis
- Make every effort to provide opportunities for youth to earn real life work experience while in placement. In order to be counted in the data as having had a work experience, a student must have worked 50 hours. Please note that any work experience included as part of the required 90 hours for a CTE track cannot also be counted as work experience in this category. Only work experience meeting the following conditions should be recorded
  1. Application procedure exists
  2. List of responsibilities/duties hold student accountable
  3. work experience is aligned to ESSM and/or CTE track
  4. the youth must participate for a minimum of 50 hours
- Providers are further expected to make a serious effort to develop a working relationship with their local Workforce Investment Board (WIB) in order to access their extensive network of partners, to leverage resources and to seek funding for subsidized payment for work.

The PACTT Alliance agrees to provide the following services to all PACTT Affiliated programs:

- On-site visits to assist and monitor the provider success in meeting (or exceeding) the basic program elements listed above
- Continued Technical Assistance around the CTE and academic expectations
- Professional development for the teachers, with an initial emphasis on learning/literacy strategies
- Information from area Workforce Investment Boards (WIBs) and the Pennsylvania Department of Education (PDE) as well as other system partners as appropriate

- Liaison services between the facilities, the Council of Chief Juvenile Probation Officers and represented probation departments, school districts, PDE, WIBs, and community based agencies serving these youth
- Assistance in accessing WIB funding and developing opportunities to provide work experience for youth in placement
- General data reports on the implementation of PACTT across the agencies
- Opportunities for peer networking and to contribute to the continued development of program elements spearheaded by PACTT
- PACTT will continue to work with the Council and with individual Chiefs to improve the flow of information at referral to and discharge from placement
- PACTT will thoroughly consult and communicate with affiliated agencies prior to making any changes or modification of current PACTT affiliation requirements, allowing providers time to respond and make adjustments necessary to meet new requirements.

Failure to maintain the required services would result in the dissolution of this Agreement and the provider agency would no longer be considered a PACTT Affiliate.

_____

Name of Facility

_____   _____

Signature of Provider/Date   Signature of PACTT Director/Date

AFFILIATION AGREEMENT FOR COMMUNITY PROGRAMS

The PACTT Affiliation for Community Programs refers to community based programs serving, at least in part, system involved youth. These programs have chosen to meet the standards for academic and career/technical education (CTE) as identified and monitored by the Pennsylvania Academic Career/Technical Training (PACTT) Alliance. Participation as a PACTT Affiliate entails an agreement between the Provider Agency and PACTT with each entity agreeing to provide specified services in accordance with this Agreement. The Agreement will be renewed yearly.

To become a PACTT Affiliate as a community based program, the provider must sign this Agreement and implement, at a minimum, the following program elements:

1. Offer Soft Skills/Employability Skills Curriculum that addresses, at minimum, the 27 competencies identified by PACTT

2. Implement the PACTT Employability Soft Skills Manual, including use of the Checklist and ensure that all youths create an Employment Portfolio

3. Offer a minimum of one of the PACTT identified basic industry certifications (e.g. ServSafe, OSHA-10, MOS, ICDL)

4. Establish a relationship with the local Workforce Investment Board (WIB)'s Youth Division

5. Establish an active relationship with the local Career Link Center and teach youth to use it

6. Offer services that assist youth to access career/technical training, postsecondary education and job placement

7. Offer case management services designed to support youth's transition to school and/or work

8. If the GED is offered, ensure that it connects youth to postsecondary training and careers in accordance with the PACTT GED Guidelines; if youths receive GED preparation through referral elsewhere, ensure that GED enhancements are provided by the community based program

9. Offer opportunities for remediation/tutoring (numeracy and literacy). Provide the opportunity for credit retrieval through an assisted computer program if recognized by local school district.

10. For youth returning from placement, make every effort to obtain copies of youth's employability skills checklist, basic certifications, and CTE program competency lists. Documents should be sought from youth, youth's probation officer, and placement site.

11. Submit quarterly data

The PACTT Alliance agrees to provide the following services to all Community Based PACTT Affiliated programs:

- On-site visits to assist and monitor the provider's success in meeting (or exceeding) the basic program elements listed above
- Continued Technical Assistance around the CTE and academic expectations
- Professional development for the teachers, with an initial emphasis on learning/literacy strategies as needed.
- Information from area Workforce Investment Boards (WIBs) and the Pennsylvania Department of Education (PDE) as well as other system partners as appropriate
- Liaison services between the facilities, the Council of Chief Juvenile Probation Officers and represented probation departments, school districts, PDE, WIBs, and community based agencies serving these youth
- Assistance with grant writing, responding to RFPs and offering support for opportunities to provide work experience for youth in the community.
- General data reports on the implementation of PACTT across community based programs
- Opportunities for peer networking and to contribute to the continued development of program elements spearheaded by PACTT

- PACTT will continue to work with the Council, individual chiefs, and the residential facilities around the smooth transition of information and services from placement to the community.

PACTT will thoroughly consult and communicate with affiliated community based programs prior to making any changes or modification of current PACTT affiliation requirements, allowing providers time to respond and make adjustments necessary to meet new requirements. Failure to maintain the required services would result in the dissolution of this Agreement, and the provider agency would no longer be considered a PACTT Affiliate.

_____
Provider Agency Name

_____   _____
Signature of Provider Agency Director   Date

_____   _____
Signature of PACTT Director   Date

PACTT ALLIANCE RE-AFFILIATION

CHECKLIST

Please prepare a list of currently enrolled students who are 14 years old or older, have been in placement for 60 days and are expected to remain in placement for 90 days or longer. PACTT staff will randomly pick 5 students from this list to review progress in completing the PACTT portfolio.

FACILITY: **DATE:**

REVIEWERS:

IN ATTENDANCE:

_____   1. Teach the <u>PACTT Employability/Soft Skills Manual</u> (ESSM) to all of its youth. Note: The ESSM checklist is expected to be completed for youth committed to 90-day programs or longer and by youth who are 14 years old and older. Subsequently, only youth meeting the above criteria should be counted in the data; however, if possible, all youth in your program should be exposed to employability skills training.
Checklist completion is not a requirement of PACTT; however, progress to completion is expected. Data is collected that indicates this progress.
  a. *Indicate any changes to these procedures since the time of affiliation.*
  b. *PACTT will review program data regarding ESSM Checklist completion and 2/3 completion.*
  c. *PACTT will also select 2 or 3 of the competencies from the checklist to discuss specifics on how they are taught and/or completed.*

Commendations:

Recommendations:

Corrections:

Career and Technical Specialist Desk Manual

_____   2. Employability/Soft Skills Checklist (ESSC) is to follow youth at time of discharge, as part of the youth's educational record and probation discharge packet.

PACTT will review feedback from community sources regarding the presence of the ESSM Checklist in the probation and/or academic discharge packet.

Provide evidence that the ESSC is included in educational record and discharge file.

Commendations:

Recommendations:

Corrections:

_____   3. Facilitate the development of a portfolio for every youth.
   a. *Indicate any changes to these procedures since the time of affiliation or last re-affiliation. PACTT will review 5 student portfolios.*
   b. *Explain how the following documents are kept on record at the facility after discharge: Employability/Soft Skills Checklist (ESSC), CTE program competency list, Industry Certifications.*
   c. *The youth's ESSC must be included to indicate progress toward completion of the competencies.*

Commendations:

Recommendations:

Corrections:

_____   4. PACTT affiliates must offer at least one (1) of the following certifications. Indicate all basic certifications currently being offered:
___ OSHA 10
___ ServSafe
      ____ Manager
      ____ Food Handler
___ MOS
___ International Computer Driving License (ICDL)
___ Other Certifications_____

Career and Technical Specialist Desk Manual

a. Indicate any changes since the time of affiliation or re-affiliation.
b. As necessary, PACTT will address any inconsistencies with the data regarding the percentage of youth completing basic certifications.
c. Please explain how youth are chosen to work toward completion of a basic certification.

Commendations:

Recommendations:

Corrections:

_____   5. Offer at least one CTE track, aligned with industry standards and identified as high priority and/or high employment. For affiliation, one CTE program must be at least one hour in length each day for a minimum of 10 hours a week and offer 90 total hours of training. The 90 hours can be any combination of classroom time, lab work, and practical work experience. It can also include time spent on certifications aligned with the CTE track. However, it does not include classroom time spent working on the 27 competencies of the Employability Soft Skills Manual.

a. Indicate any changes and additions to CTE programs since the time of affiliation or re-affiliation.
b. Provide schedule for each CTE program and a copy of competency list used.
c. Please describe how youth are identified and chosen to participate in a CTE track.

Current Programs:

Commendations:

Recommendations:

Corrections:

Career and Technical Specialist Desk Manual

_____ 6. A list of completed industry competencies is to follow youth at time of discharge and reflect the progress youth has made.
a. Provide evidence that CTE program competency list is included in educational records, discharge file and student portfolio.
b. Provide competency list for each CTE program.
c. As necessary, PACTT will address data regarding the percentage of youth participating in a CTE track.

Commendations:

Recommendations:

Corrections:

_____ 7. Make every effort to provide opportunities for youth to earn real life work experience while in placement. In order to be counted in the data as having had a work experience, a student must have worked 50 hours. Please note that any work experience included as part of the required 90 hours for a CTE track cannot also be counted as work experience in this category.

Only work experience meeting the following conditions should be recorded in the data:

1. Application procedure exists
2. List of responsibilities/duties hold student accountable
3. Work experience is aligned to ESSM and/or CTE track
4. The youth must participate for a minimum of 50 hours

Providers are further expected to make every effort to develop a relationship with their local Workforce Investment Board (WIB) in order to access their extensive network of partners, to leverage resources and to seek funding for subsidized payment for work.

Indicate changes and additions to opportunities for work experience since affiliation.

Commendations:

Recommendations:

Corrections:

_____   8. Maintain a rigorous academic curriculum fully aligned with PA Academic Standards.
             a. Indicate any changes to the following:
             - *Curriculum source*
             - *Courses offered*

             b. Indicate degree to which faculty has been trained in the use of the PDE Standards Aligned System (SAS).
             c. PACTT will review a student transcript sample.

Commendations:

Recommendations:

Corrections:

_____   9. Offer credit recovery and acceleration opportunities.
             a. Indicate any changes to programs/software used at time of affiliation.
             b. Although not required, indicate currently available postsecondary opportunities.

Commendations:

Recommendations:

Corrections:

_____   10. Offer opportunity for remediation (numeracy and literacy).
             Indicate any changes in remediation methods used at time of affiliation.

Commendations:

Recommendations:

Corrections:

_____ 11. Make every effort to secure school records within 10 days of admission, and send school records back to home school and/or subsequent placement according to the requirements of the receiving district. If there are no special requirements, school records should be sent to receiving district and/or subsequent placement 15 days prior to discharge if possible, but no later than 5 days post discharge.
a. Indicate any changes to the procedure and the degree of success since the time of affiliation.
b. PACTT will review the data and address any inconsistencies in this area.

Commendations:

Recommendations:

Corrections:

_____ 12. Provide data to PACTT on a quarterly basis.
PACTT will review any specific data concerns.

Commendations:

Recommendations:

Corrections:

<u>Facility Status</u>:

____ **Facility agrees to make corrections within a period of 60 days after the date of this report, after which PACTT will revisit to reevaluate.**

____ **PACTT Affiliation was signed by facility agent on _____.**

____ **Facility was re-affiliated on _____.**

Career and Technical Specialist Desk Manual

BUREAU OF JUVENILE JUSTICE SERVICES (BJJS)

DESK MANUAL

For the Academic Specialist

Delivering the services and supports of the

PA Academic and Career/Technical Training (PACTT) Alliance

2013

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- Websites

Academic Specialist Job Description

The PACTT Academic Specialist is a senior level employee who is responsible for advancing improvements in delinquent placement education and home, community, and school re-entry, consistent with PA Department of Education standards and guidelines. The specialist reports to the PACTT Executive Director, and works in close collaboration with the PACTT Career/Technical Training Specialist as well as the Bureau of Juvenile Justice Service's designee, under the umbrella of the PA Department of Public Welfare.

Duties:

1. Assess PA's residential and community-based schools for system-involved youth, with respect to quality and alignment with state standards and capacity to align with local graduation requirements
2. Monitor the academic programs and teacher qualifications of the affiliated agencies, to ensure ongoing compliance with the objectives of the PACTT Alliance, as well as their alignment and integration with the CTE programs of the facility
3. Create and maintain official affiliation and re-affiliation reports and documents
4. Provide technical assistance and organize training to support the efforts of affiliated agencies to improve their programs, including the expansion of contextual and project-based learning, as well as credit recovery and remediation
5. Conduct on-site technical assistance visits at facilities to provide PACTT updates, determine areas of need, and share resources
6. Develop, adapt, and present professional development sessions to teaching and support staff at PACTT facilities to support literacy and learning strategies in all content areas

and in preparation for implementing Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

7. Provide follow up professional development sessions to assist in establishing active Literacy Committees/Communities that develop school-wide/facility-wide Literacy Plans and develop an Instructional Coach on-site to provide ongoing, consistent professional development

8. Develop, adapt, and present professional development sessions to teaching and support staff at PACTT facilities to support Career Pathways and Workforce Development emphasizing proper preparation for postsecondary and career success

9. Research and share current educational trends and professional development opportunities; research, procure and share educational materials and resources

10. Connect facility administrators to credit recovery and remediation options including computer-assisted learning software

11. Work with PDE and the local school districts to ensure speedy transfer of complete academic records, re-assignment to appropriate community schools, and credit transfer from residential placement schools to the local districts as aligned to specific graduation requirements

12. Work with community colleges and facility schools to improve matriculation and program completion

13. Identify postsecondary opportunities for transitioning students and connect facility schools to these programs

14. Develop policies and recommendations to support and expedite student transfers between educational facilities

15. Supervise consultants and junior employees in the area of academics

16. Support the PACTT Executive Director's efforts to identify a sustainable quality control mechanism, in collaboration with PDE and DPW

17. Represent the Alliance in local, state and national efforts to address the academic and employment needs of delinquent youths as requested by the Executive Director

18. Act as liaison between state agencies and facilities to further PACTT projects

19. Provide technical assistance to external partners and other agencies in their efforts to address the academic and career/technical training needs of delinquent youths as requested by the Executive Director

20. Complete all reports as required by the Executive Director in timely fashion

Skills Required:

1. Training and experience in the development, implementation, monitoring and assessment of academic programs for youth at risk of failing to graduate from high school

2. Understanding of the structure and authority of the PA Department of Education and the structure of the PA local school districts

3. Understanding of the academic challenges faced by delinquent youth and of the structure and challenges faced by residential facility schools
4. Experience in the development of experiential learning options, with a specific focus on career/technical education
5. Excellent analytic, writing, and communication skills; strong group facilitation and consensus-building abilities; strong leadership and negotiating skills
6. Understanding and experience in implementing programs consistent with the Juvenile Act; and an understanding of child and youth development programs, practices and standards
7. Ability to travel to various locations throughout the state

Education and Experience Required:

1. Masters degree in education or related field
2. Minimum of ten years of experience in the education field
3. Demonstrated past work in the area of integrated and innovative academic programming for at-risk youth, including program development, implementation and assessment
4. Demonstrated past work with PDE and/or local school districts preferred
5. Demonstrated experience in working with alternative schools and career/technical education

Must be a resident of Pennsylvania

Requisite Background Reading

Ken C. Gray, *Other Ways to Win, Third Edition,* **2006.**

- Adolescent career immaturity--this makes me think of recent brain research. I may be able to find resources under this topic and related to our kids.
- Applied learning strategies
- CTE, new role of
- Career information
- Career interests
- Disadvantaged [and at-risk] youth, limited options for
- Immaturity, adolescent
- Individual career plan (ICP)
- Individual development, decision making and
- Labor market outlook

- Learning styles, instructional practices
- Motivating students, strategies for
- Pathways, career
- Personal Planning Portfolio
- Proficiency levels
- Reading skills
- School-to-career emphasis
- Transitional academic program
- Work-based learning

Ken C. Gray, *Getting Real: Helping Teens Find Their Future,* **2009.**

- Alternatives (to college)
- Apprenticeships
- Associate degree
- Bridge year
- Career and technical education (CTE)
    - dropout prevention and
- Career development programs
    - business community role
    - dropout prevention and
- Career exploration
- Career maturity
- Careers
    - labor market information on
    - reality
- Certificate programs
- Dropout rates
- Dual enrollment
- Earnings
- Future projections (career)
- Individual career plans (ICP)
- Kuder Preference System
- Labor market
- Misconceptions
- Planning
- Portfolios
- Middle college
- Reality
- Remediation
- Self-Directed Search
- Self-knowledge

- Success
- Wake-up calls
- Web sites

Read about the author: http://www.ed.psu.edu/educ/workforce-ed/faculty/kenneth-c-gray

Ken C. Gray is highly respected in the fields of workforce education, educational reform, and career pathways and was formerly the Workforce Education and Development Department Chair at The Pennsylvania State University.

M. C. Bradley, Jiffy Lansing, and Matthew Stagner, **Mathematica Policy Research**

Issue Brief: "Connecting At-Risk Youth to Promising Occupations," March 2013:

http://web.mail.comcast.net/service/home/~/connect_at_risk.pdf?auth=co&loc=en_US& id=227991&part=2

2006 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program, Chapter 5: Education, Employment, and Recidivism: A Review of the Literature, pp. 55 – 64.
http://web.mail.comcast.net/service/home/~/education%2C%20employment%20%26%20recidiv ism.pdf?auth=co&loc=en_US&id=227991&part=4

Partnership for 21st Century Skills, **P21 Framework Definitions**, December 2009:

http://web.mail.comcast.net/service/home/~/P21_Framework_Definitions.pdf?auth=co&loc=en_ US&id=227991&part=6

Pennsylvania Partnerships for Children, **"Dropping Back In: Re-engaging Out-of-School Youth":** http://web.mail.comcast.net/service/home/~/PPC_Re-engaging%20drop-outs.pdf?auth=co&loc=en_US&id=227991&part=5

2005 Annual Report to the Florida Department of Education–Juvenile Justice Educational Enhancement Program, Chapter 6: Incarcerated Delinquent Youths: Educational Deficiencies and Related Best Practices, pp. 99 – 116.

http://web.mail.comcast.net/service/home/~/best%20practices.pdf?auth=co&loc=en_US&id=227 991&part=3

PACTT Alliance Affiliation

Application

<u>PACTT Application for Residential/Day Treatment</u>

Career and Technical Specialist Desk Manual

Once a provider expresses interest in PACTT affiliation, request that the PACTT Application be completed and submitted. This provides baseline details that will inform discussion at onsite and technical assistance visits. Document follows:

Doc: THE PACTT ALLIANCE FACILITY AFFILIATION APPLICATION

This application is the first step towards facility affiliation with PACTT, and it provides PACTT staff with sufficient information to support the process. The assessment is divided into three sections; however, there may be some crossover between the questions and answers.

GENERAL INFORMATION

- Facility Name
- Parent Agency
- Facility Address
- Phone number
- Fax
- Name and contact of Director
- Name and contact of primary PACTT contact (if different from Director)
- Name and contact of school principal:
- Name and contact of CTE director:
- Name and contact of data contact:
- Total beds/slots:
- Age range of youth served:
- Most common age of youth served:
- Youth served: % male   % female
- Average demographics: % Black ____, % Latino ____, % White ____, % Other ____
- Counties served and average number of commits from that county (e.g. Allegheny, 10-12)
- Average length of stay (if different by county, please specify)

ACADEMICS

If the residential facility uses a public school, it may not have control over some of these issues. However, the answers should be available. If the facility is unable to get answers to some of these questions, indicate why.

1. To what type of school does the facility send its youth (eg. public, public alternative education, charter, independent private, Licensed Private Academic School, Non-public, non-licensed PRRI, etc.) Indicate whether the school is on-site or off-site.

2. Does the school, regardless of type, routinely receive records from the home school? If there are problems, what are they?

3. Does the facility or the school have direct contact with students' home schools in order to determine expectations and graduation requirements?

4. Is the school equipped to provide adequate special education? Does the school receive and update IEPs in a timely manner?

5. What diagnostic instrument(s) is used to determine Reading and Math levels upon placement? Is the same instrument used as a post-test, prior to discharge?

6. Is the core academic curriculum (English, Math, Science, Career Education and Work, etc.) aligned with Pennsylvania Academic Standards? How is this determined? Are teachers trained in the PDE Standards Aligned System at either the SAS or SASIT level?

7. How do you assess and verify teacher qualifications? If the facility does not operate the school, are the teachers certified?

8. Is any computer-assisted learning instruction used, such as A+, Apex, Aztec, PLATO, New Century or NovaNet, either at the facility or in the school? If yes continue with question 9. If no, skip to question 12.

9. Which computer-assisted learning program/software is used?

10. Is used for: ___ remediation ___ credit recovery ___ credit acceleration.

11. When are the computer-assisted learning programs used? (e.g., during the school day, evenings, weekends) How are student use and progress monitored?

12. What additional opportunities, beyond computer-assisted learning programs, are available for remediation, credit recovery, credit acceleration?

13. The following items concern the school's schedule:

    a. What is the length of the normal school day? _____

b. Number of period/blocks _____ Period/Block length (in min.)____

14. What is the instructional program over the summer?

a. What is the length of the school day?

b. Who provides the instruction?

c. For how many weeks are the students off from school altogether?

15. Are the students given homework? Are the students exposed to independent study?

CAREER AND TECHNICAL AREAS

1. What Career and Technical Education (CTE) Programs are currently offered?

2. If CTE programs are offered are they offered on site? If not where are programs offered? (e.g. Local Career and Technical Center)

3. What is the experience and/or certification of the instructors teaching the CTE courses?

4. For the CTE courses that are offered, are industry based competency lists used? Are these lists part of the student's educational record?

5. Are academic standards included in the CTE curriculum? What is the degree of integration between CTE programs and the academic courses?

6. How are employability/soft skills taught? Are they being tracked with a competency list? Is the list forwarded at discharge, as part of the student's record?

7. For current Career and Technical programs, are the lab/shop areas adequate and are equipment, tools, and supplies available?

8. What space is available for additional programs?

9. What work programs are available (paid and/or unpaid)?

10. Is there any contact between the facility and the local Career and Technical Center? If yes please describe.

11. Is there any contact between the facility and the local Workforce Investment Board (WIB)? If yes, please describe.

12. What basic certification instruction is offered?

___ OSHA -10, ____ ServSafe, ____ MOS (Microsoft Office Specialist), ___ International Computer Driving License (ICDL), ___ First Aid, ___ CPR, ___ Driver's Education/Permit, Other Certifications _____

Please send this completed application to _____
*at*_____.

(End of Doc)

Affiliation Agreement (requirements)

Doc: Residential/Day Treatment

The PACTT Affiliation refers collectively to delinquent residential and day-treatment facilities that have chosen to meet the Pennsylvania Academic and Career/Technical Training Alliance standards for academic and career/technical education (CTE). Participation as a PACTT affiliate entails an agreement between the Provider Agency and PACTT with each entity agreeing to provide specified services in accordance with this Agreement. The Agreement will be renewed each year based on verified ongoing compliance with the standards. The list of Affiliated Agencies will be updated for the Pennsylvania Council of Chief Juvenile Probation Officers on a quarterly basis. .

To become a PACTT Affiliate the provider must sign this Agreement and implement, at a minimum, the following program elements:

- Teach the PACTT Employability/Soft Skills Manual to all of its youth. Note: The ESSM checklist is to be completed for youth committed to 90-day programs or longer and for youth who are 14 years old and older. Subsequently, only youth meeting the above criteria should be counted in the data; however, if possible, all youth in your program should be exposed to employability skills training.
    - Employability competency check list is to follow youth at time of discharge, as part of the youth's educational record and probation discharge packet. Note: Checklist completion is not a requirement of PACTT; however, progress to completion is expected. Data indicate this progress.
- Facilitate the development of a portfolio for every youth

- Provide the opportunity for youth to complete at least one of the following basic certifications: OSHA 10, ServSafe, MOS, or International Computer Driver's License (ICDL)
- Offer at least one CTE track, aligned with industry standards and identified as high priority and/or high employment. Note: For affiliation, one CTE program must be at least one hour in length at a time for a minimum of 10 hours a week and offer 90 total hours of training. The 90 hours can be any combination of classroom time, lab work, and practical work experience. It can also include time spent on certifications aligned with the CTE track. However, it does not include classroom time spent working on the 27 competencies of the Employability Soft Skills Manual.
  - A list of completed industry competencies is to follow youth at time of discharge and reflect the progress youth has made
- Maintain a rigorous academic curriculum fully aligned with PA Academic Standards
- Offer credit recovery and acceleration opportunities
- Offer opportunity for remediation (numeracy and literacy)
- Make every effort to secure school records within 10 days of admission, and send school records back to home school and/or subsequent placement according to the requirements of the receiving district. If there are no special requirements, school records should be sent to receiving district and/or subsequent placement15 days prior to discharge, if possible, but no later than 5 days post discharge.
- Provide data to PACTT on a quarterly basis
- Provide PACTT staff with the opportunity to assess progress and compliance with PACTT expectations on a yearly basis
- Make every effort to provide opportunities for youth to earn real life work experience while in placement. In order to be counted in the data as having had a work experience, a student must have worked 50 hours. Please note that any work experience included as part of the required 90 hours for a CTE track cannot also be counted as work experience in this category. Only work experience meeting the following conditions should be recorded
  5. Application procedure exists
  6. List of responsibilities/duties hold student accountable
  7. work experience is aligned to ESSM and/or CTE track
  8. the youth must participate for a minimum of 50 hours
- Providers are further expected to make a serious effort to develop a working relationship with their local Workforce Investment Board (WIB) in order to access their extensive network of partners, to leverage resources and to seek funding for subsidized payment for work.

The PACTT Alliance agrees to provide the following services to all PACTT Affiliated programs:

- On-site visits to assist and monitor the provider success in meeting (or exceeding) the basic program elements listed above
- Continued Technical Assistance around the CTE and academic expectations
- Professional development for the teachers, with an initial emphasis on learning/literacy strategies
- Information from area Workforce Investment Boards (WIBs) and the Pennsylvania Department of Education (PDE) as well as other system partners as appropriate
- Liaison services between the facilities, the Council of Chief Juvenile Probation Officers and represented probation departments, school districts, PDE, WIBs, and community based agencies serving these youth
- Assistance in accessing WIB funding and developing opportunities to provide work experience for youth in placement
- General data reports on the implementation of PACTT across the agencies
- Opportunities for peer networking and to contribute to the continued development of program elements spearheaded by PACTT
- PACTT will continue to work with the Council and with individual Chiefs to improve the flow of information at referral to and discharge from placement
- PACTT will thoroughly consult and communicate with affiliated agencies prior to making any changes or modification of current PACTT affiliation requirements, allowing providers time to respond and make adjustments necessary to meet new requirements.

Failure to maintain the required services would result in the dissolution of this Agreement and the provider agency would no longer be considered a PACTT Affiliate.

_____

Name of Facility

_____/_____   _____/_____

Signature of Provider/Date   Signature of PACTT Director/Date

(End of Doc)

Doc: Community Programs

AFFILIATION AGREEMENT FOR COMMUNITY PROGRAMS

The PACTT Affiliation for Community Programs refers to community based programs serving, at least in part, system involved youth. These programs have chosen to meet the standards for academic and career/technical education (CTE) as identified and monitored by the Pennsylvania Academic Career/Technical Training (PACTT) Alliance. Participation as a PACTT Affiliate entails an agreement between the Provider Agency and PACTT with each entity agreeing to provide specified services in accordance with this Agreement. The Agreement will be renewed yearly.

To become a PACTT Affiliate as a community based program, the provider must sign this Agreement and implement, at a minimum, the following program elements:

Career and Technical Specialist Desk Manual

1. Offer Soft Skills/Employability Skills Curriculum that addresses, at minimum, the 27 competencies identified by PACTT
2. Implement the PACTT Employability Soft Skills Manual, including use of the Checklist and ensure that all youths create an Employment Portfolio
3. Offer a minimum of one of the PACTT identified basic industry certifications (e.g. ServSafe, OSHA-10, MOS, ICDL)
4. Establish a relationship with the local Workforce Investment Board (WIB)'s Youth Division
5. Establish an active relationship with the local Career Link Center and teach youth to use it
6. Offer services that assist youth to access career/technical training, postsecondary education and job placement
7. Offer case management services designed to support youth's transition to school and/or work
8. If the GED is offered, ensure that it connects youth to postsecondary training and careers in accordance with the PACTT GED Guidelines; if youths receive GED preparation through referral elsewhere, ensure that GED enhancements are provided by the community based program
9. Offer opportunities for remediation/tutoring (numeracy and literacy). Provide the opportunity for credit retrieval through an assisted computer program if recognized by local school district.
10. For youth returning from placement, make every effort to obtain copies of youth's employability skills checklist, basic certifications, and CTE program competency lists. Documents should be sought from youth, youth's probation officer, and placement site.
11. Submit quarterly data

The PACTT Alliance agrees to provide the following services to all Community Based PACTT Affiliated programs:
- On-site visits to assist and monitor the provider's success in meeting (or exceeding) the basic program elements listed above
- Continued Technical Assistance around the CTE and academic expectations
- Professional development for the teachers, with an initial emphasis on learning/literacy strategies as needed.
- Information from area Workforce Investment Boards (WIBs) and the Pennsylvania Department of Education (PDE) as well as other system partners as appropriate
- Liaison services between the facilities, the Council of Chief Juvenile Probation Officers and represented probation departments, school districts, PDE, WIBs, and community based agencies serving these youth
- Assistance with grant writing, responding to RFPs and offering support for opportunities to provide work experience for youth in the community.
- General data reports on the implementation of PACTT across community based programs
- Opportunities for peer networking and to contribute to the continued development of program elements spearheaded by PACTT

Career and Technical Specialist Desk Manual

- PACTT will continue to work with the Council, individual chiefs, and the residential facilities around the smooth transition of information and services from placement to the community.

PACTT will thoroughly consult and communicate with affiliated community based programs prior to making any changes or modification of current PACTT affiliation requirements, allowing providers time to respond and make adjustments necessary to meet new requirements. Failure to maintain the required services would result in the dissolution of this Agreement, and the provider agency would no longer be considered a PACTT Affiliate.

_____   _____/_____
Provider Agency Name   Signature of Provider Agency Director/Date

_____/_____

Signature of PACTT Director/Date

(End of Doc)

Site Visits for Pre-affiliation, Affiliation, Re-affiliation

At minimum, the Academic Specialist should discuss/collect information for the following:

- Type of school
- Curriculum source—alignment to PDE Academic Standards—lesson plan review
- Course titles—specific or general
- Student schedule development as aligned to graduation requirements
- Educational records transfer—documents included—any difficulties
- Teaching Staff: Teacher certification, instructional specialists, teacher aides
- Standards Aligned System (SAS) training levels and dates; plan for updates
- Literacy support efforts in all content areas
- Credit accrual, recovery, acceleration
- Remediation and tutoring
- Computer based instruction—uses and schedule
- Computer access for students
- Integration of academics in Career and Technical Education (CTE) programs
- GED program and Computer Based Testing (CBT) site
- Dual enrollment and postsecondary opportunities
- Professional development schedule

Affiliation/Re-affiliation Checklist and Report format

This document can be adapted for use to create either an Affiliation or a Re-affiliation report. When used for *Affiliation*, provide explanation at each requirement that explains how the requirement is being met. Commendations and Recommendations sections may be retained.

The following language should be added as heading to *Re-affiliation* report: *Please prepare a list of currently enrolled students who are 14 years old or older, have been in placement for 60 days and are expected to remain in placement for 90 days or longer. PACTT staff will randomly pick 5 students from this list to review progress in completing the PACTT portfolio.*

Doc: PACTT ALLIANCE AFFILIATION/RE-AFFILIATION CHECKLIST and Report

FACILITY: **DATE:**

REVIEWERS:

IN ATTENDANCE:

_____   1. Teach the PACTT Employability/Soft Skills Manual (ESSM) to all of its youth. Note: The ESSM checklist is expected to be completed for youth committed to 90-day programs or longer and by youth who are 14 years old and older. Subsequently, only youth meeting the above criteria should be counted in the data; however, if possible, all youth in your program should be exposed to employability skills training.
Checklist completion is not a requirement of PACTT; however, progress to completion is expected. Data is collected that indicates this progress.
  d. *Indicate any changes to these procedures since the time of affiliation.*
  e. *PACTT will review program data regarding ESSM Checklist completion and 2/3 completion.*
  f. *PACTT will also select 2 or 3 of the competencies from the checklist to discuss specifics on how they are taught and/or completed.*

Commendations:
Recommendations:
Corrections:

_____   2. Employability/Soft Skills Checklist (ESSC) is to follow youth at time of discharge, as part of the youth's educational record and probation discharge packet.

Career and Technical Specialist Desk Manual

PACTT will review feedback from community sources regarding the presence of the ESSM Checklist in the probation and/or academic discharge packet.

Provide evidence that the ESSC is included in educational record and discharge file.

Commendations:
Recommendations:
Corrections:

_____ 3. Facilitate the development of a portfolio for every youth.
   d. *Indicate any changes to these procedures since the time of affiliation or last re-affiliation. PACTT will review 5 student portfolios.*
   e. *Explain how the following documents are kept on record at the facility after discharge: Employability/Soft Skills Checklist (ESSC), CTE program competency list, Industry Certifications.*
   f. *The youth's ESSC must be included to indicate progress toward completion of the competencies.*

Commendations:
Recommendations:
Corrections:

_____ 4. PACTT affiliates must offer at least one (1) of the following certifications. Indicate all basic certifications currently being offered:
___ OSHA 10
___ ServSafe
       ____ Manager
       ____ Food Handler
___ MOS
___ International Computer Driving License (ICDL)
___ Other Certifications: _____

a. Indicate any changes since the time of affiliation or re-affiliation.
b. As necessary, PACTT will address any inconsistencies with the data regarding the percentage of youth completing basic certifications.
c. Please explain how youth are chosen to work toward completion of a basic certification.

Commendations:
Recommendations:

Corrections:

_____   5. Offer at least one CTE track, aligned with industry standards and identified as high priority and/or high employment. For affiliation, one CTE program must be at least one hour in length each day for a minimum of 10 hours a week and offer 90 total hours of training. The 90 hours can be any combination of classroom time, lab work, and practical work experience. It can also include time spent on certifications aligned with the CTE track. However, it does not include classroom time spent working on the 27 competencies of the Employability Soft Skills Manual.

a. Indicate any changes and additions to CTE programs since the time of affiliation or re-affiliation.
b. Provide schedule for each CTE program and a copy of competency list used.
c. Please describe how youth are identified and chosen to participate in a CTE track.

Current Programs:

Commendations:
Recommendations:
Corrections:

_____   6. A list of completed industry competencies is to follow youth at time of discharge and reflect the progress youth has made.
a. Provide evidence that CTE program competency list is included in educational records, discharge file and student portfolio.
b. Provide competency list for each CTE program.
c. As necessary, PACTT will address data regarding the percentage of youth participating in a CTE track.

Commendations:
Recommendations:
Corrections:

_____   7. Make every effort to provide opportunities for youth to earn real life work experience while in placement. In order to be counted in the data as having had a work experience, a student must have worked 50 hours. Please note that any work experience included as part of the required 90 hours for a CTE track cannot also be counted as work experience in this category.

Only work experience meeting the following conditions should be recorded in the data:

1. Application procedure exists
2. List of responsibilities/duties hold student accountable
3. Work experience is aligned to ESSM and/or CTE track
4. The youth must participate for a minimum of 50 hours

Providers are further expected to make every effort to develop a relationship with their local Workforce Investment Board (WIB) in order to access their extensive network of partners, to leverage resources and to seek funding for subsidized payment for work.

Indicate changes and additions to opportunities for work experience since affiliation.

Commendations:
Recommendations:
Corrections:

_____ 8. Maintain a rigorous academic curriculum fully aligned with PA Academic Standards.
a. Indicate any changes to the following:
- *Curriculum source*
- *Courses offered*

b. Indicate degree to which faculty has been trained in the use of the PDE Standards Aligned System (SAS).
c. PACTT will review a student transcript sample.

Commendations:
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Corrections:

_____ 9. Offer credit recovery and acceleration opportunities.
a. Indicate any changes to programs/software used at time of affiliation.
b. Although not required, indicate currently available postsecondary opportunities.

Commendations:
Recommendations:
Corrections:

_____ 10. Offer opportunity for remediation (numeracy and literacy).
Indicate any changes in remediation methods used at time of affiliation.

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_____ 11. Make every effort to secure school records within 10 days of admission, and send school records back to home school and/or subsequent placement according to the requirements of the receiving district. If there are no special requirements, school records should be sent to receiving district and/or subsequent placement 15 days prior to discharge if possible, but no later than 5 days post discharge.
a. Indicate any changes to the procedure and the degree of success since the time of affiliation.
b. PACTT will review the data and address any inconsistencies in this area.

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_____ 12. Provide data to PACTT on a quarterly basis.
PACTT will review any specific data concerns.

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Recommendations:
Corrections:

<u>Facility Status</u>:

____ **Facility agrees to make corrections within a period of 60 days after the date of this report, after which PACTT will revisit to reevaluate.**

____ **PACTT Affiliation was signed by facility agent on _____.**

____ **Facility was re-affiliated on _____.**

(End of Doc)

Affiliation and Re-affiliation reports

The report out to facility staff occurs at the end of the on-site visit. A general overview is orally presented to confirm or deny affiliation/re-affiliation. Commendations and corrections are summarized. If affiliating/re-affiliating, Affiliation Agreement should be presented for signature of facility representative. Agreement is then submitted to project director for signature. Based on notes during interview, a typed report is compiled and sent for review to remaining staff. Once approved by all staff, this report is attached to a congratulatory email message. This electronic message may include a copy of the Articulation Agreement with all required signatures.

Technical assistance

Technical assistance begins at the first contact with a provider. PACTT Application should be sent for completion and submission. Pre-affiliation meetings should be scheduled to determine what requirements are being met and what requirements need to be addressed prior to affiliation. Once facility reports that they feel confident that all requirements are met, Affiliation meeting should be scheduled. Every meeting (including re-affiliation meetings) with a provider is an opportunity for technical assistance as the group reviews the facility's implementation of each requirement.

Supplemental Documents

Expediting Credit Transfer

Doc: Recommendations for Expediting Credit Transfer Between PACTT Alliance Affiliated Institutions and Home School Districts

When the Council of Chief Juvenile Probation Officers established PACTT, one of the initial goals was to improve the transfer of credits from residential placement to home district schools. These recommendations are designed to further this goal.

States throughout the nation are adopting the Common Core Standards (CCS) and are redesigning curriculum to align to these standards. Pennsylvania has begun to incorporate the CCS into its Standards Aligned System. From the US Department of Education's Secondary Course Classification System, Chapter 1:

"Developing a System for Classifying Secondary Courses

In the summer of 2003, the National Center for Education Statistics (NCES) initiated work to develop a common classification system for secondary school courses in the United States. The resulting system is the *Secondary School Course Classification System: School Codes for Exchange of Data* (SCED), presented in this handbook. The primary purpose of the SCED system is to make it easier for school districts and states to maintain longitudinal student records electronically, and to transmit course taking information from one student information system to another, from one school district to another, and from a school district to a state department of education. As substantial numbers of agencies adopt the system, it will produce a secondary benefit: standardized course information for those who evaluate transcripts for postsecondary admission or research purposes."

All 500 school districts within the Commonwealth must enter course enrollment and completion for all students into the PA Information Management System (PIMS). These data are submitted to the PA Department of Education (PDE). School entities determine matches between their course titles and those courses included in the PIMS directory.

To expedite the process of course transfer, PACTT recommends that its Affiliates align course titles to the PIMS course titles and adjust course content accordingly. Specific course titles such as "Algebra 1" should be used rather than general course titles such as "Math." The following documents will assist you in determining this alignment.

- PIMS Course Codes from the PA Department of Education
- National Center for Education Statistics (NCES) Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), US Department of Education

In the case of English courses, it is further necessary to indicate the level of instruction as English/Language Arts I, II, III or IV. See table below from PIMS Course Codes. Alternatively, and depending on the course content description as determined by the companion document from NCES, the PIMS course English/Literature option indicates combined levels of instruction.

010011	English / Language Arts (7th grade)
010012	English / Language Arts (8th grade)
01001	English/Language Arts I (9th grade)
01002	English/Language Arts II (10th grade)

01003	English/Language Arts III (11th grade)
01004	English/Language Arts IV (12th grade)

01051	English/Literature (freshmen and sophomores)
01052	English/Literature (juniors and seniors)

Background

During December 2011 and January 2012, PACTT collected information from its affiliated schools to evaluate processes in recording completed courses on school transcripts for credit transfer to students' home schools. The results showed that the majority of PACTT affiliated schools use specific course titles rather than general course titles.

Based on the responses to the survey and our own research, PACTT recommends the following, in addition to the use of PIMS codes for facilities:

- Student course schedule should be determined based on home school graduation requirements if the youth is not expected to graduate in placement.
- Education staff from facility should, whenever possible, attend a pre-release or discharge placement meeting at school district.
- Transcript should include PA Secure ID as student identifier.
- Transcript should also include course name and student grade.

(End of Doc)

Computer-based Programs

Doc: Guidelines for the Use of Computer-Assisted Learning for Credit Recovery and Acceleration at PACTT Alliance Affiliated Institutions

PACTT Alliance affiliated residential institutions that assume the educational responsibility for students should assess each student's prior achievement and current performance levels. Prior achievement will be based on the student's transcript from the previous educational institution and on the current institution's intake assessments that measure literacy and mathematics skill levels. Courses for credit recovery are identified as failed courses from previous transcripts; these courses must be completed for the student to achieve grade level. Computer-Assisted Learning can engage at-risk learners and help them recover the lost credits they need for promotion and graduation. Furthermore, those students who achieved grade level prior to enrollment or who achieve grade level while enrolled at the institution may be considered for credit acceleration to encourage the achievement of advanced skills and to prepare for entry into postsecondary education.

The PACTT Alliance affiliated institution should ensure that:

1. Computer-Assisted Learning includes the blended approach of computer instruction as well as face-to-face instructional opportunities and support
2. The selected Computer-Assisted Learning program shows alignment to the PA Academic Standards for each course
3. The program's course title(s) aligns to the PA Voluntary Model Curriculum (VMC) title. Ex: Algebra I
4. The software diagnostic assessments determine appropriate course selection
5. The student will, concurrently, acquire and use literacy and learning strategies that increase critical thinking skills
6. The student will, concurrently, complete and present a portfolio as aligned to the requirements of the PACTT Alliance Employability and Soft Skills Manual.

Credit Recovery and Acceleration Programs can be used to:

- Motivate students who have failed in the traditional classroom setting
- Offer individualized instruction
- Provide flexibility and self-paced instruction
- Address mobility issues of students who move regularly from one school to another
- Develop 21st Century skills in computers and technology to prepare students for the workforce and employment in occupations that yield family-sustaining wages
- Adequately prepare students for postsecondary transition, particularly in the areas of literacy and mathematics, to eliminate the need for remediation at the postsecondary level

(End of Doc)

Doc: Guidelines for Student Placement into Academic, Career and Technical, and GED Programs at PACTT Alliance Affiliated Institutions

PACTT Alliance affiliated residential institutions that assume the educational responsibility for students should enroll students in the educational program that best addresses the student's prior achievement and current performance levels. Prior achievement will be based on the student's transcript from the prior educational institution and on the current institution's intake assessments that measure literacy and mathematics skill levels. Interest inventories and skills assessments may also be used to determine career focus. Appropriate program placement should result from careful consideration of the outcomes of these criteria.

The PACTT Alliance affiliated institution should ensure that:

1. Whenever possible, the student will complete the requirements of the traditional high school diploma with accelerated credit opportunities; or
2. When the traditional high school diploma cannot be achieved during the time of stay due to student age or significant lack of grade level skills, the student will complete courses for credit recovery to achieve grade level or advanced skills; or
3. When a student of 16 or 17 years of age is determined to be more than two years behind in credits, the student may be enrolled in a GED program. When enrolled in the GED program, the student will:
    - Meet all PA requirements for GED program enrollment and testing*
    - Acquire and use literacy and learning strategies that increase critical thinking skills
    - Complete test preparation classes aligned to the GED
    - Pass the Official GED Practice Test (OPT) within 100 point range of passing score, prior to GED testing
    - Prepare to function in the GED testing environment
    - Demonstrate behavior appropriate to this unique testing environment
    - Complete and present PACTT Employability Portfolio
    - Develop 21st Century skills in preparation for the workforce and employment in occupations that yield family-sustaining wages
    - Prepare for postsecondary transition, particularly in the areas of literacy and mathematics, to eliminate the need for remediation at the postsecondary level. This may take the form of participation in dual enrollment courses such as College in the High School, Middle College, and others and/or online courses offered by postsecondary institutions.
    - Apply to postsecondary program(s) aligned to skills, interests and realistic employment expectations

*The following GED eligibility requirements are copied from the PA Department of Education's Bureau of Adult Basic Literacy Education:

Who is eligible to take the GED® Tests in Pennsylvania?

If you are 18 years old or older, you must meet the following criteria to take the GED Tests in Pennsylvania:

- Are a resident of Pennsylvania
- Have not graduated from high school or received a high school diploma or equivalency certificate
- Are not enrolled in a public, licensed private, registered accredited, or licensed nonpublic secondary school
- Can provide necessary documentation to prove your identity

If you are 16 or 17 years of age, you must meet the above criteria and also provide written verification from your school superintendent or principal stating that you are withdrawn from school. In addition, you must provide a letter from one of the following:

- A letter from an employer stating that you must pass the GED Tests in order to gain or maintain employment
- A letter from a college or postsecondary training institution stating that passing GED test scores are required for enrollment
- A letter from a branch of the Armed Services stating that passing GED test scores are necessary for induction
- A letter requesting GED scores from the director of a state institution in which you are a resident, patient or inmate

These letters must be written on company or school letterhead and signed by the appropriate staff. Persons 16 years old and older who are under the direction of correctional facilities or parole/probation offices are eligible to take the GED Tests while enrolled in school, if so ordered by a court. No persons under the age of 16 are eligible to take the GED Tests in Pennsylvania.

(End of Doc)

Literacy Strategies Training

Description and requirements

Doc: PACTT Literacy and Learning Strategies

The PACTT Literacy and Learning Strategies professional development series can be delivered through either one five-hour or two three-hour on-site sessions to PACTT Affiliates, FREE of charge. Through the training sessions, participants will receive instruction and experience in a number of literacy and learning strategies to integrate with academic and career/technical curricula to increase students' understanding and comprehension of content area texts. Administrators, support specialists, and academic and career/technical instructors should attend this training.

These sessions are framed by the Southern Regional Education Board's (SREB) publication, ***Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12 (LAC).*** This text will guide the facility in establishing a Literacy Committee and a Literacy Plan aligned to the five Literacy Goals of the *LAC*. All materials and instructions are included in this text. Information about purchasing this text follows under the section Training Materials below.

1. To begin, please complete the <u>Survey of Literacy Practices</u>. (This document accompanies this electronic mailing.) Then return it to Susan Will, Academic Specialist at swill@pacttalliance.org . Once the results of the survey are reviewed and faculty and student needs are determined, the one or two sessions will be scheduled across the school year.

2. During the on-site presentation, participants will self-identify as members of a <u>Literacy Committee</u> which will be formed to support and sustain the use of literacy and learning strategies across all content areas, including career/technical programs. The school's Literacy Committee can include reading specialists, support specialists, librarians, academic and career/technical instructors and *must include a school administrator*. This Committee should elect a committee

member to function as liaison to the PACTT trainer for further support and additional training as needed. This Committee should keep the faculty informed of the progress of their work through department and faculty meetings and presentations.

3. After each literacy training session, the faculty and Literacy Committee will identify a minimum of two strategies for integration in academic and career/technical classrooms. *These faculty-selected strategies will be identified for administrative follow up during classroom observations.*

4. As follow up to the professional development sessions, the PACTT trainer will schedule return meetings with this smaller group of educators comprising the school's Literacy Committee to support its development and its next steps to draft a school-wide Literacy Plan. *This work requires the support of the facility school administrator or principal.* The *LAC* provides directions and suggestions for formulating this plan and suggests stages of development and implementation. Once created, the Literacy Plan will be submitted electronically for review by the PACTT trainer. Plans for implementation should also be included.

5. Consider identifying a willing member of the Literacy Team as Instructional Coach. The Instructional Coach will serve as non-evaluative, non-supervisory support for classroom teachers as they integrate literacy and learning strategies into their curricula. Instructional Coach training sessions will be announced. The Pennsylvania Institute for Instructional Coaching (PIIC) offers comprehensive information and resources about coaching, mentoring, and professional development. Access PIIC at http://piic.pacoaching.org/index.php/piic-home and the Instructional Coaching Resource Guide at http://instituteforinstructionalcoaching.org/ Be advised that PIIC has a presence in most regional intermediate units where Instructional Mentors can offer additional support to your facility's Instructional Coach.

6. To support the success of the integration of the strategies, the school's Instructional Coach may conduct ongoing, biweekly support sessions with classroom instructors. The Instructional Coach may work with teachers individually to co-teach, model strategies, or conduct a Helping Conference. (This document accompanies this electronic mailing.) The Instructional Coach may also work with small groups in department meetings or faculty meetings to provide professional development through modeling strategies and to update faculty on the progress of the school's Literacy Plan.

Training materials:

- o Sessions are provided FREE of charge with the exception of the cost of duplication of PACTT generated handouts for each training session. The majority of the handouts will

be sent electronically to the appointed facility liaison two weeks prior to each session for duplication on site.

o To purchase the text *Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12 (LAC)* for participants, use this SREB link: http://www.sreb.org/page/1487/how_to_order.html
From SREB: "Description: This volume is essential for state, district and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. Click "Download publication" to view the first chapter of this publication. Site Development Guide #12. Publication #: 03V63"
Copies are $10.00 each or $6.50 for 10 or more. The PACTT trainer will carry a limited number of these texts for use during training only.

o For the PACTT Literacy & Learning Strategies training, binders for each participant, provided by the facility, are optional; however, binders will keep all materials organized for later use and reference.

o Attendees will receive the supplemental Temple University CD: "Facilitator Guidebooks for Reading Strategy Workshops in: Reciprocal Teaching, Scaffolding & Journaling," by David Garnes, Research Associate, and Chester Wichowski, Project Director. *This publication was supported with Carl D. Perkins Vocational and Technical Education Act of 1998 Federal State Leadership funds, administered by the PA Department of Education, Bureau of Career and Technical Education and published by The Temple University Center for Professional Development in Career and Technical Education, June 2004.*

o The PACTT trainer will stay connected to the school and to the Literacy Committee and Instructional Coach as consultant and will regularly provide supplemental educational and career preparation articles, relevant research studies, and announcements of additional training opportunities throughout the year.

o *Procedural Literacy: Building Blocks of Comprehension*, by Daniel M. Perna, EdD, is available as a set of copies available to you for use with your Professional Learning Community (PLC). This publication provides models of integrated lesson plans from which participants will be able to develop and share their original lessons.

o *Reading to Learn in Secondary Classrooms: Increasing Comprehension and Understanding,* by Daniel M. Perna and Sarah F. Mahurt, is also available to loan as a set of copies for use with your PLC. This publication provides "numerous classroom examples [that] show teachers how to use research-based, high-effect strategies before,

during, and after reading to increase student learning in various content and subject areas…. Easy to implement, this method helps secondary teachers improve students' content learning and reading ability at the same time!"

Please consider the following conditions and expectations to ensure the training's best effect:

- o *Administrator identifies contact for scheduling and set up*
- o *Administrator supports the Literacy Committee and Instructional Coach for internal follow up activities, continuing professional development and helping conferences that promote a systemic emphasis on literacy and learning strategies in all content areas*
- o *Administrator agrees to monitor for instructor use of literacy/learning strategies during formal and informal classroom visits*
- o *Administrator agrees to support Literacy Committee to develop and implement the facility Literacy Plan*

Training room and equipment:

- o Training room set up should include writing surfaces for all participants and space for some group work
- o Screen for PowerPoint projection is necessary, and assistance for laptop and projector set up and testing is appreciated
- o Internet connectivity is optional

Please note that the PACTT presentations are based on Priority Literacy Training sessions, as delivered by the Southern Regional Board (SREB) presenters through the Technical Assistance Program (TAP) of the Bureau of Career and Technical Education (BCTE). Therefore, in addition to the PACTT training, this BCTE professional development series is open to administrators, support specialists, and academic and career/technical instructors of all PACTT Affiliates. Announcements for these literacy and numeracy training sessions are posted by the BCTE in September and October of each school year. These announcements are forwarded to PACTT Affiliates for consideration.

Also note that the scope of this training does not address phonemic awareness and basic reading fundamentals for students with reading levels below grade three. These deficits are best addressed by the reading specialists and support specialists at your school.

Also note that the scope of this training does not address phonemic awareness and basic reading fundamentals for students with reading levels below grade three. These deficits are best addressed by the reading specialists and support specialists at your school.

(End of Doc)

Training Materials

Doc: Survey of Literacy Practices (adapted from Center for Literacy survey)

SURVEY OF LITERACY PRACTICES

The Facility Administrator and liaison should complete the following survey questions collaboratively prior to scheduling the first Literacy & Learning Strategies session and submit them to me at swill.pactt@comcast.net

1. Approximately how many students do you serve per program year?

   ☐ less than 100   ☐ 100-199   ☐ 200-299   ☐ 300+

2. Approximately what percentage of your student population has reading levels below the 8th grade equivalent?

☐ less than 10% ☐ 10-25% ☐ 26-50% ☐ 51%+

3. What assessment(s) do you use to determine reading levels of students (select all that apply)?

☐ TABE

☐ STAR

☐ WCJ-DRB

☐ Informal assessments (select all that apply)

    ☐ QRI's

    ☐ Running records

    ☐ Fluency checks

    ☐ Other _____

☐ Other _____

4. How are the varying literacy needs of learners addressed in your program? (Select all that apply.)

☐ Special pull-out classes

☐ Education software (select all that apply)

    ☐ Read 180

    ☐ Achieve 3000

    ☐ Plato

    ☐ Apex

    ☐ Other _____

☐ Differentiated instruction (select all that apply)

    ☐ Centers

    ☐ One-on-one instruction

    ☐ Small groups

    ☐ Variety of materials

    ☐ Other _____

☐ Explicit literacy strategy instruction (select all that apply)

    ☐ Word identification/decoding strategies

    ☐ Writing

    ☐ Summarizing/paraphrasing

    ☐ Building content/academic vocabulary

    ☐ Question answer response

    ☐ Visual imagery

    ☐ Other _____

☐ Use of leveled texts

    List examples _____

☐ Other _____

5. Are you searching for additional or alternative methods of instruction?

☐ Yes   ☐ No

If yes, where are you looking for these alternative methods (select all that apply)?

    ☐ Educational magazines/journals

☐ Internet

☐ Other educators/programs

☐ Professional development

☐ Other _____

6. What have you seen that you'd like to implement?

☐ Special pull-out classes

☐ Education software (select all that apply)

    ☐ Read 180

    ☐ Achieve 3000

    ☐ Plato

    ☐ Apex

    ☐ Other _____

☐ Differentiated instruction (select all that apply)

    ☐ Centers

    ☐ One-on-one instruction

    ☐ Small groups

    ☐ Variety of materials

    ☐ Other _____

☐ Explicit literacy strategy instruction (select all that apply)

    ☐ Word identification/decoding

    ☐ Writing

    ☐ Summarizing/Paraphrasing

☐ Building content/academic vocabulary

☐ Question answer response

☐ Visual imagery

☐ Other _____

☐ Use of leveled texts

List examples _____

☐ Other _____

7. What are the barriers to implementing these methods?

☐ Cost

☐ Training

☐ Instructor support/buy-in

☐ Time/scheduling

☐ Age appropriate learning materials at students reading levels

☐Other _____

*Questions 8 - 10 relate to INSTRUCTIONAL staff:

8. Does your *instructional* staff embed literacy strategy instruction into their practice?

☐ Yes(select all that apply)   ☐ No

☐ Activate prior knowledge

☐ Word walls

☐ Teach academic vocabulary

☐ Teach word attack/decoding skills

☐ Note taking

☐ Journal writing

☐ Other _____

9. How do you support this practice (select all that apply)?

☐ Provides formal/informal observations with feedback/instructional strategies

☐ Provides mentoring/instructional coaching/training

☐ Arranges peer mentoring/instructional coaching/training

☐ Demonstrates instructional strategies

☐ Provides access to professional development

☐ Supports the effective use of student data to guide instruction

☐ Provides access to appropriate materials

☐ Other _____

10. What challenges do you encounter that impedes your ability to support this practice (select all that apply)?

☐ Insufficient exposure to best practices

☐ Financial resources

☐ Human resources

☐ Inadequate professional development opportunities

☐ Lack of time/scheduling

☐ Lack of data to guide instruction

☐ Other _____

*Questions 11 – 13 relate to SUPPORT staff:

11. When working with students, does your *support* staff (case managers/advisors, career instructors, etc.) embed literacy strategy instruction into their activities?

☐ Yes   ☐ No

If yes, provide examples:

_____

12. How do you support this practice (select all that apply)?

☐ Promote a community of adult learners

☐ Emphasize literacy development for real world purposes

☐ Arrange for collaboration among teachers and support staff to address student needs/progress

☐ Access to professional development

☐ Access to appropriate materials

☐ Peer training

☐ Access to student data

☐ Other _____

13. What challenges do you encounter that impedes your ability to support this practice (select all that apply)?

☐ Insufficient exposure to best practices

☐ Financial resources

☐ Human resources

☐ Inadequate professional development opportunities

☐ Other _____

14. What support do you need related to literacy (select all that apply)?

☐ Information

☐ Professional development

☐ Financial

☐ Other _____

15. How often does your instructional staff meet to reflect on their teaching methods and discuss/share best practices?

☐ Not at all   ☐ Weekly   ☐ Monthly   ☐ Quarterly

☐ Other _____

16. Do program/school administrators attend these meetings?

☐ Yes   ☐ No   ☐ N/A

(End of doc)

Literacy Committee/Community

From *Literacy Across the Curriculum: Setting and Implementing Goals for Grades 6 through 12 (LAC):* "Launching a school-wide literacy campaign is not a job for a single person, whether he or she is the principal, the curriculum coordinator, the literacy coach, the head of the English department or any other committed school leader. The task is too large to be undertaken without the leadership of a strong team. The first step is to form a literacy committee. **Charge the committee with the responsibility for planning, implementing and monitoring the progress the school makes in getting students to read and write for learning in all academic and career/technical classes.**"

School-wide Literacy Plan

From *Literacy Across the Curriculum: Setting and Implementing Goals for Grades 6 through 12 (LAC):* "Once the committee has a clear picture of literacy achievement at the school, it can get to work developing its initial action plan – and determine the most serious concern or top priority.

"Whatever its initial goals, it is important that the first actions the committee takes are realistic and achievable within a year. The five literacy goals…are a good place to start in developing a plan. Some schools may decide to focus on only one or two the first year. When overly-enthusiastic teams attempt too much too quickly, they are likely to fail. Faced with limited success, the team may become disillusioned and unwilling to continue. However, success

with a few initiatives inspires the faculty to aim higher each year. The cumulative effect over three years can be truly impressive."

Five Literacy Goals:

1. Read the equivalent of 25 books per year across the curriculum.
2. Write weekly in all classes.
3. Use reading and writing strategies to enhance learning in all classes.
4. Write research papers in all classes.
5. Complete a rigorous language arts curriculum taught like college-preparatory/honors English.

Follow up and ongoing technical assistance

Technical assistance continues after the first large group training session as needed. The first follow up visit normally occurs within six weeks of the training session. During the training session, interest in participating on a Literacy Committee is identified by the school leader. The Academic Specialist returns to speak to this smaller group to support this group through its formation and next steps. A natural next step is to survey the faculty to determine what literacy strategies and efforts are already in use. Once these surveys are reviewed, the committee can begin to formulate the school-wide literacy plan, basing this five-year plan on the five goals as outlined in the *LAC*. The Academic Specialist is available for support during these phases of development and can offer templates as well as sample literacy plans for the committee's reference.

Career Pathways and Workforce Development

Background reading

Harvard Report: *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21ˢᵗ Century*—Pathways to Prosperity Project; Harvard Graduate School of Education, February 2011

From EDUCATION WEEK

Published Online February 2, 2011

Harvard Report Questions Value of 'College for All'

Career and Technical Specialist Desk Manual

By Catherine Gewertz

By concentrating too much on classroom-based academics with four-year college as a goal, the nation's education system has failed vast numbers of students, who instead need solid preparation for careers requiring less than a bachelor's degree, Harvard scholars say in a report issued today📄.

Leaders of the "Pathways to Prosperity" project at Harvard University's Graduate School of Education argue for an education system that clearly articulates students' career options as early as middle school and defines the coursework and training required, so young people can chart an informed course toward work, whether as an electrician or a college professor.

Their report arrives as experts are trying to define what skills are necessary for work and for higher learning.

The proposal from an esteemed school of education sparked immediate concern—including what one activist called "a major case of heartburn"—for raising the specter of tracking, in which disadvantaged students would be channeled unquestioningly into watered-down programs that curtail their prospects.

The Harvard study also drew notice because it was driven in part by the concerns of one of its co-authors, Robert B. Schwartz, a prominent champion of higher academic expectations for all students, who said he began to doubt the wisdom of a "college for all" approach to education. Another co-author, Ronald Ferguson, the director of Harvard's Achievement Gap Initiative, is a national expert on improving learning opportunities for disadvantaged children.

The authors contend that their vision would expand opportunity for all students, especially those who face the dimmest prospects now because their education stops at high school. Rather than derailing some students from higher learning, their system would actually open more of those pathways, they say, by offering sound college preparation and rigorous career-focused, real-world learning, and by defining clear routes from secondary school into certificate or college programs.

"Every high school graduate should find viable ways of pursuing both a career and a meaningful postsecondary degree or credential," the report says. "For too many of our youth, we have treated preparing for college versus preparing for a career as mutually exclusive options."

Job Demands

The Harvard report echoes concerns captured in a stream of papers since the late 1980s that young people not bound for college face a daunting employment landscape. It draws on employment data that show more jobs demand some postsecondary training. Such figures have led President Barack Obama to urge all Americans to obtain at least one year of training or higher education after high school.

In 1973, seven in 10 jobs in the United States were held by those with only a high school education, but by 2007, that figure dropped to four in 10, the report says. Half the jobs created in the next decade will be well matched to those with associate's degrees or vocational or technical training, including "middle skills" jobs such as construction manager or dental hygienist, it says. Many of those jobs pay more than jobs typically held by workers with only high school diplomas, and some even pay more than the average job held by a four-year college graduate, according to the study.

Six in 10 Americans don't complete associate's or bachelor's degrees by their mid-20s, the report notes, and only one in 10 earns an occupational certificate. Those figures, combined with the job forecasts, suggest that education must be fundamentally reworked to ensure sound options for non-college-bound students, the authors say.

Drawing on European systems of vocational education, they argue for an American version of a "more holistic" education that would involve employers in defining the skills necessary for work and providing internships, apprenticeships, and other opportunities linked tightly to students' courses of study. Pivotal to such a system would be career counseling embedded in schools from early in students' education.

A focus on better preparing students for middle-skills jobs is long overdue, said Anthony P. Carnevale, one of the job-market experts whose research is cited in the study.

Career and Technical Specialist Desk Manual

"If there is one thing in education that I would tell the president to do, this is it," said Mr. Carnevale, the director of the Georgetown University Center on Education and the Workforce. "Since 1983 and *A Nation at Risk*, we've been very single-minded about kids going to college. It's good, but it's too narrow."

But creating varied pathways is fraught with political peril because of the risk that some students will be held to lower expectations, Mr. Carnevale said.

In apparent anticipation of such concerns, the authors say that in their system, students would "not be locked into one career at an early age." But they also say in the report that "the coursetaking requirements for entry into the most demanding four-year colleges should not be imposed on students seeking careers with fewer academic requirements."

Premature Shift?

Some education advocates reacted with alarm to the recommendations, especially given the virtual absence of career counseling in the K-12 or community college system to help level the playing field between disadvantaged students and more-fortunate ones.

"They're arguing for different standards and separate tracks," said Kati Haycock, the president of the Education Trust, a Washington-based group that focuses on policies to improve education for low-income students. "Every single time we create multiple tracks, we always send disproportionate numbers of poor kids and kids of color down the lesser one. Until we can find a way not to do that, then people like me will object."

Mr. Schwartz of Harvard acknowledged that the report wades into "tricky terrain." But he said that tracking is "when schools make decisions about what kids are capable of and what their futures are. It's pervasive in our schools, and it's a huge problem.

"But I wouldn't confuse that form of tracking," he said, "with trying to create a system in which by the time kids hit 16, they and their families have some real choices to make."

Michael Cohen, who succeeded Mr. Schwartz as the president of Achieve, a Washington-based organization that works with states to raise their academic expectations, took issue with the

report's depiction of the college-readiness agenda as having failed. Only recently, he said, have states adopted course requirements that reflect the skills and knowledge needed for college and good jobs.

"To say we've tried this and it failed seems a bit premature, like snatching defeat from the jaws of victory," he said.

In addition, he speculated, shorthand rhetoric might be confusing what people mean by "college for all."

"No one is talking about preparing everyone for four-year colleges, or even two-year colleges," said Mr. Cohen. "It's a straw man. Everyone from the president on down is saying, 'Some form of training after high school.' "

Some states and districts are moving toward highly rigorous versions of career and technical education. The report cites examples such as California's Linked Learning initiative, which combines work-based learning with counseling supports, and Massachusetts' network of regional vocational-technical schools.

Construction Technology Academy at Kearny High School in San Diego, one of the 50-plus campuses in California's Linked Learning network, could illustrate some of what the report's authors have in mind, said Gary Hoachlander, the president of ConnectEd, a Berkeley, Calif.-based nonprofit group that supports Linked Learning schools.

Students who choose the academy study architecture, engineering, and construction as well as the typical core curriculum, he said. Some go on to apprenticeship programs in the construction trades, some go to community colleges, and some enroll in universities, but all students take courses in the principles of engineering, computer-assisted design, carpentry, and electricity, Mr. Hoachlander said.

"There are no traditional separations between the students headed to one place and those headed to another," he said. "They all study the same things. And those connections are what's so powerful."

Career Pathways—one-pager

<div align="center">

PACTT Career Pathways Training

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From an article published online by <u>Education Week</u>:

"Leaders of the "Pathways to Prosperity" project at Harvard University's Graduate School of Education argue for an education system that clearly articulates students' career options as early as middle school and defines the coursework and training required, so young people can chart an informed course toward work, whether as an electrician or a college professor….

"'Every high school graduate should find viable ways of pursuing both a career and a meaningful postsecondary degree or credential,' the report says. 'For too many of our youth, we have treated preparing for college versus preparing for a career as mutually exclusive options.'"

Join members of the PACTT staff to explore resources for youth to prepare for "college" and careers.

During this 2-hr training, participants will:

- Examine national and PA career clusters
- Explore career pathways as a rigorous and relevant approach to "college" and career preparation
- Complete a sample career inventory
- Access and search the functions of www.pacareerzone.org
- Understand the connection between Career Pathways and the *PACTT Employability and Soft Skills Manual (ESSM)*
- Search for lessons aligned to the PA Academic Standards for Career Education and Work (CEW) using www.careerstandards.org
- Identify CEW standards (integrated) in multiple content areas

- Identify learning strategies to support the integration of academics and career/technical studies as well as the implementation of the Common Core State Standards
- Find out what opportunities lie beyond traditional academic and career/technical programs
- Locate multiple resources and websites to support instruction and preparation for postsecondary studies and employment

Who should attend?

- Case workers
- Transition workers
- Guidance personnel

Community College and Technical College Programs

Postsecondary programs for delinquent youth were identified at PA community colleges 9.15.2011. This table is currently being updated. This document includes contact information, identifies special programs for delinquent youth and notes geographical areas served.

Brochure—Benefits of postsecondary studies—document to be developed

Professional development for postsecondary staff—types of supports—document to be developed

Articulated credit

To identify academic courses that transfer from community college to higher education in PA, visit www.PACollegeTransfer.com

For more information about available career/technical program articulated credit as coordinated by the PA Bureau of Career and Technical Education (BCTE) Programs of Study (POS), visit http://www.portal.state.pa.us/portal/server.pt/community/programs_of_study/7686

Online studies/programs

Penn Foster College offers Career and Technical Education (CTE) programs at the secondary level and awards certificates and dgrees. Find more information at http://www.pennfoster.edu/programs-and-degrees/college.html?semkey=q421833&jadid=28602687013&jap=1t1&jk=pennfostercollege&j

kid=8a8ae4cd3fd557e3013fe2d90b602d6f&jmt=1_b_&jp=&js=1&jsid=35139&jt=1&gclid=cjrp
9uan9lkcfumy4aodegeaxw

Brigham Young University Independent Study Online Courses: http://is.byu.edu/site/

Educational, CTE, Career Pathways, At-Risk Youth, and Juvenile Justice Resources

Professional memberships

Education Week provides daily online newsletters that include the most recent information about educational initiatives across the country.

Association for Career and Technical Education (ACTE) provides articles and information about CTE innovations and national and state policy that connect CTE to employment.

Newsletters

ASCD provides daily updates on educational initiatives and curriculum development.

STEM Career SmartBrief (published online by ACTE) provides daily updates on integrated STEM (Science, Technology, Engineering and Math) lessons and the middle skill jobs that are connected to these skills.

Juvenile Court Judges Commission (JCJC) Newsletter is published monthly. Find the most recent edition at http://www.jcjc.state.pa.us/portal/server.pt/community/jcjc_home/5030

Websites

The Partnership for 21st Century Skills, www.p21.org, provides information about integrating employability and soft skills into the existing academic and CTE curriculum. Subscribe to their newsletter, published monthly.

Adolescentlit.org, http://www.adlit.org/ , provides information about the use of literacy strategies across the curriculum to develop critical thinking skills and increase comprehension. Suggested book lists are available at this site to match the reading and interest levels of this population.

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At Risk (NDTAC), http://www.neglected-delinquent.org/ ndtac@air.org http://www.neglected-delinquent.org/, provides information about Title I, D funds and resources to support educational programming. Sign up to receive updates.