Building Brighter Futures

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

A Pennsylvania Example

by Juvenile Law Center

ModelsforChange
Systems Reform in Juvenile Justice

Juvenile
Law
Center
advancing the rights and
well-being of children in jeopardy

ModelsforChange
Systems Reform in Juvenile Justice

About Models for Change

Models for Change: Systems Reform in Juvenile Justice supports rational, fair, effective and developmentally appropriate responses that hold justice-involved youth accountable while improving outcomes for young people and communities. An initiative of the John D. and Catherine T. MacArthur Foundation, it provides expertise and tools to advance reform of juvenile justice systems nationwide. Models for Change is grounded in 20 years of research, practice, and reform efforts in more than 35 states and in collaboration with federal agencies. The Models for Change Resource Center Partnership provides practitioners and policymakers with technical assistance, trainings, tools, and resources, and is anchored by four national Resource Centers focused on key areas of reform: mental health, dual status youth, status offenses, and juvenile defense. For more information about Models for Change lessons, tools, research and accomplishments, visit www.modelsforchange.net.

Foreword

By Robert G. Schwartz, Executive Director, Juvenile Law Center

It has been inspiring to watch the Pennsylvania Academic and Career/Technical Training Alliance (PACTT) grow from an idea into a model program that improves education and life outcomes for vulnerable youth across Pennsylvania. PACTT was launched by multiple funders— the John D. and Catherine T. MacArthur Foundation, Stoneleigh Foundation, and the Pennsylvania Commission on Crime and Delinquency. Participants in the MacArthur Models for Change Aftercare Initiative, especially key stakeholders in Philadelphia and Allegheny Counties, recognized a need for a collaboration to address academic and career/technical education needs. The program was nurtured and shaped by Candace Putter, whose brilliant leadership, vision, and dedication were essential to PACTT becoming a sustainable model. PACTT's first team was superb. They brought together diverse stakeholders and institutions. They spent countless hours traveling across Pennsylvania, working with facility staff to get PACTT "right." As they advanced a model that worked for kids, the PACTT team understood the needs of service providers. They patiently met those needs, showing a flexibility that is essential to any successful launch.

PACTT was encouraged and supported by the strong leadership of Pennsylvania's Council of Chief Juvenile Probation Officers. PACTT is consistent with the Balanced and Restorative Justice (BARJ) goals of Pennsylvania's juvenile justice system— community protection, accountability, and competency development— by helping the youth gain the academic and career and technical education needed to become productive citizens. Most importantly, Pennsylvania's Department of Public Welfare, now the Department of Human Services (DHS), jumped at the opportunity to ensure that PACTT would remain embedded for years to come in Pennsylvania's residential programs. While PACTT evolved significantly over time, DHS gave PACTT a future; DHS made it a durable part of Pennsylvania's juvenile justice system.

We are excited to share this publication with the field. States will replicate PACTT by adjusting to their idiosyncratic systems, barriers and opportunities. The one constant, we believe, is PACTT's vision for the children it serves. This publication is a guide to making that vision real. Our children deserve no less.

Introduction

Across the country, students in the juvenile justice system are struggling in school. Research suggests that many enter the juvenile justice system well behind grade-level. In the absence of thoughtful programming, once they enter the juvenile justice system, they may fall further behind. Too many end up dropping out of school upon return to their communities.

This publication examines one particular initiative that has shown great success in combating this problem—the Pennsylvania Academic and Career/Technical Training Alliance (PACTT)—and provides suggestions for replication in juvenile justice programming across the country. It also sets forth ideas for collecting data to measure the success of initiatives like PACTT and embedding in policy the general reform principles PACTT identified.

PACTT's approach, of course, is not the only solution to supporting positive change and educational success for youth in the juvenile justice system. Others have successfully taken on this work—the See Forever School in the New Beginnings facility in Washington, D.C., and the PathNet and education advocate programs in Washington State are prime examples. Such programs serve as important models for improving juvenile correctional education, including recruiting qualified teaching staff, providing professional development, rethinking curricula, using the GED as a stepping stone to a sustaining career, and embedding transition specialists and education advocates to help smooth the return to a community school. We highlight PACTT here to support its innovative and thoughtful model for integrating academic and career/technical education, engaging youth, and addressing barriers to educational continuity for students in the juvenile justice system.

In this Toolkit, Juvenile Law Center highlights some of the principles and approaches PACTT has used, and identifies approaches that could be replicated and codified in policies in other jurisdictions. PACTT evolved over many years of hard work and collaboration. This toolkit is not intended to be a substitute for this day-to-day work—rather, we hope it will help jurisdictions: take the first steps toward launching needed initiatives, build on existing initiatives most effectively, and codify effective approaches in state or local policy.

Jurisdictions looking for additional detail should also review the tools provided here:

Tool I – a checklist of replicable program elements

Tool II – a checklist of policy recommendations

Tool III – a logic model for setting up data collection to evaluate initiatives

Tool IV – a set of data measures to track outcomes of initiative participants

Tool V – a digest of key relevant federal laws

Tool VI – desk manuals on PACTT for career and technical education specialists and for academic specialists

Tool VII – a sample agreement between PACTT and the facilities that agree to follow its model ("PACTT affiliates")

Tool VIII – PACTT's manual on fostering employability/soft skills

Tool IX – comprehensive federal administrative policy recommendations, most of which can be adapted to create state-level reform

A. The National Context

Nationwide, youth typically enter juvenile justice placements with significant educational deficits.[1] Many have already endured a myriad of barriers to educational success, including under-resourced schools, exclusionary school discipline policies, and overly-restrictive educational placements.[2] Moreover, factors like poverty, abuse, trauma, emotional disorders, and excessive mobility are associated with both involvement in the juvenile justice system and poor academic outcomes.[3]

Placement in a juvenile justice facility presents a turning point: without appropriate programming and coordination, too many youth fall further behind while in custody. Indeed, nationally, as many as two-thirds of youth drop out of school after release from juvenile facilities.[4] PACTT's model suggests that, despite the inevitable stress and disruption of juvenile placement, thoughtful interventions can help many youth to get back on track.

PACTT's model addresses many concerns raised around the country regarding education of youth in the juvenile justice system. In early 2013, with support from the John D. and Catherine T. MacArthur Foundation, Juvenile Law Center, Open Society Foundations, PACTT, the Racial Justice Initiative, and the Robert F. Kennedy Juvenile Justice Collaborative convened key stakeholders from around the country in nine[5] regional listening sessions to learn more about the educational experiences of youth in juvenile facilities. Across the country, agency staff and advocates echoed key themes about what is needed to help youth in facilities, including:

- Specialized training for teaching staff working with this high-needs population;

- Oversight, support, and collaboration from state education agencies;

- Curricula in facilities aligned with state standards;

- Strategies to ensure that youth with disabilities receive the full array of special education services to which they are entitled;

- CTE programs in facilities that are in line with industry standards and reflective of the job markets available to the youth;

- Academic credit awarded for work youth complete in facilities; and

- A streamlined process for transferring education records between the facility and home school (and vice versa).

The full list of recommendations from the listening sessions can be found in Tool IX. In short, the recommendations establish an urgent need for the kind of close attention to education issues that PACTT has provided in Pennsylvania.

B. Launching a Project

The structure and origins of PACTT are unique to the Pennsylvania context. However, elements of the experience can be instructive to other jurisdictions interested in improving academic and career and technical education opportunities for youth. That said, understanding the Pennsylvania political structures will help to contextualize some of PACTT's lessons.

Pennsylvania is a decentralized system. Each of the 67 counties operates autonomously. The 500 school districts across the state also have latitude to set their own graduation requirements and create course curricula and descriptions (as long as they comply with fairly broad state standards).

Additionally, there is no uniform provision of education services within placement facilities. The Bureau of Correction Education (a division within the Pennsylvania Department of Education) contracts with regional, public educational entities called Intermediate Units to provide education programs within Pennsylvania's state-run facilities. Some private facilities contract with the local school districts or Intermediate Units, either to provide services within facilities or to allow youth from the facilities to attend local schools. Other facilities receive a special license from PDE to run their own education programs. These programs, too, can take many forms, including alternative schools for disruptive youth, or GED test preparation only. The oversight and monitoring of programs varies widely depending on type of facility and type of program.[6]

Additionally, Pennsylvania is a state with significant court control—the juvenile court commits youth to placement, and oversees a probation department that has responsibility for developing case plans that include specific academic and/ or career/technical education (CTE) goals for each youth in placement. Court rules also require the juvenile court to make findings and issue orders related to education at delinquency hearings. Thus the courts and probation play a vital role in education for young people in placement.

To promote system reform in a de-centralized system, PACTT developed a plan to work through collaboration, consensus-building, and voluntary participation rather than mandates.

1. Assess existing policies, procedures, and programs

When PACTT was first getting started, before it was eventually adopted by the Pennsylvania Department of Human Services (DHS), it built upon work that had already begun in Philadelphia County and Allegheny County (which includes Pittsburgh) through the MacArthur Foundation Models for Change Aftercare Initiative, including a thorough assessment of existing programming and processes within the facilities most utilized by the counties. An expert hired to assess the facilities' CTE offerings provided detailed feedback to the facilities, with recommendations for improvement ranging from simple low-cost changes to more ambitious reforms. While the detailed recommendations were kept confidential, an aggregate summary of the recommendations was made public.

Hiring an expert to provide guidance in a new area of program development was an important starting point, providing PACTT's original founder key information as to what types of programming and supports were needed.

2. Think strategically about where the initiative or program is housed and the associated challenges and barriers

PACTT was started by a group of independent professionals who had the support of the Pennsylvania Council of Chief Juvenile Probation Officers. In this form, they had great latitude to be innovative and aspirational. They were able to experiment and to use successes and failures to guide development of the program. On the other hand, they faced some challenges, especially related to data collection.

After a one-year transition period, over which time PACTT's philosophical approach continued to evolve, DHS assumed responsibility for PACTT. DHS turned the project from an outside program targeting designated facilities into a statewide initiative.

3. Engage Diverse Stakeholders

From the beginning, PACTT made an effort to include a diverse array of stakeholders. From early in the project, the probation staff launching PACTT involved the Bureau of Juvenile Justice Services (BJJS) in the state Department of Public Welfare—now called the Department of Human Services, the Pennsylvania Departments of Education, Labor and Industry, the providers who would actually be implementing the programming changes, non-profit organizations, and others. Other jurisdictions replicating PACTT should also consider which community members they want and need at the table, including family and youth representatives, as well as local advocacy groups. Developing these advisory groups has been key to embedding PACTT within DHS and continuing to expand its activities.

4. Consider an Affiliate Model

PACTT created a process to ensure facilities with which it worked—called "affiliates"—would meet certain standards. The provider affiliation process became an early hallmark of the PACTT model. Programs could volunteer to become PACTT affiliates by agreeing to meet specific standards in academic and career and technical education that were spelled out in the affiliation agreement. PACTT agreed to provide technical assistance and on-going troubleshooting as providers implemented changes. The initial term of affiliation was for one year, after which programs were encouraged to go through a renewal process.

Once PACTT was integrated into DHS, micro-grants of up to $25,000 were made available for equipment and supplies necessary to implement new programming. This funding made a significant difference to facilities that had previously found it challenging to implement reforms without additional resources.

5. Use Innovative Funding Approaches

Initial funding for PACTT came from two private foundations, one national (MacArthur Foundation) and one regional (Stoneleigh Foundation), and from the State Advisory Group (Pennsylvania Commission on Crime and Delinquency). As Foundation funding dropped off, the State Advisory Group, continuing to see the value in this type of programming, stepped up to sustain the momentum. While foundation funding was crucial to launching the project, it was not a sustainable model. Recognizing the value of PACTT to improving the provision of education and career and technical education to delinquent youth, DHS adopted the initiative and is currently running it as a project of the Bureau of Juvenile Justice Services.

Several elements of this funding history could be applied to other jurisdictions: (1) funding from one foundation can help to leverage funding from additional resources; (2) State Advisory Groups can improve their reach and capacity by reaching out to private philanthropies to help promote goals;[7] (3) bringing an outside program under the auspices of a state agency can help with sustainability and scale.

6. Ensure Sustainability

PACTT now has an infrastructure supported within BJJS. Oversight for PACTT is provided by an Executive Steering Committee comprised of representatives from these state agencies and private partners: Pennsylvania Commission on Crime and Delinquency, Juvenile Court Judges' Commission, Pennsylvania Department of Education, Pennsylvania Department of Labor and Industry, Pennsylvania Council of Chief Juvenile Probation Officers, and Council of Children, Youth & Family Services.

BJJS reports out to the Executive Steering Committee during a quarterly face-to-face meeting. The Executive Steering Committee provides direction to BJJS/PACTT and makes decisions regarding how to proceed.

This built-in feedback and collaboration system has helped ensure a smooth transition and the ongoing success of PACTT.

II. PACTT Practice Components

Section One: Creating a Rigorous and Relevant Academic Program

A. Academic Excellence

PACTT employs various methods to improve the quality of education inside juvenile justice facilities in Pennsylvania. One of PACTT's core principles is that students engage more in education when they understand its relevance to their lives. To that end, PACTT urges its affiliates to connect academic courses to career preparation and technical training. This occurs on both sides—traditional academic courses involve hands-on, practical implementation of concepts learned, while CTE instructors incorporate academic standards. Explicitly linking academics and career training also helps students transfer knowledge to living wage employment.

Nationally, correctional educators frequently lack access to the training they need to be fully effective. PACTT fills this gap by providing its own training on best practices in academics and career/technical training, and on techniques to improve literacy.

With low literacy rates plaguing many students in the juvenile justice system,[8] PACTT also encourages affiliates to integrate literacy strategies in all aspects of the curriculum, and to create a literacy and learning strategy improvement plan. Affiliates must also offer opportunities for remediation or tutoring to help youth catch up to grade level.

To help ensure academic rigor (as well as transferability of credits), PACTT requires its affiliates to align their curricula with state standards. Specifically, each affiliate must use the Pennsylvania Department of Education's Standards Aligned System and ensure its curriculum is in step with the state's Voluntary Model Curriculum. This helps provide some uniformity and oversight to the education offerings provided by facilities across the state.

The right technology and software can play a valuable role in helping juvenile facilities provide effective academic programming by allowing facility schools to offer modular education units to students.[9] This, in turn, makes it easier for students to learn at their own pace, and to begin programs at the appropriate level, including advanced placement courses and remedial education. PACTT also requires affiliates to provide opportunities for credit retrieval and acceleration, which includes computer-based self-paced online courses. Such options allow students in placement to make up courses and continue progressing toward graduation or beyond even if they change schools before they are able to complete a unit. These individualized electronic courses may help engage students otherwise not interested in continuing school in the traditional classroom. They also help students develop computer skills needed for employment. Computer-based learning should supplement education programs, but PACTT also emphasizes that, as a best practice, any computer-based teaching should also incorporate significant and meaningful contact with teachers; computers should not replace highly qualified staff.

B. Appropriate Academic Programs

Within the facility, and upon return to the home school, placing the student in a program appropriate to his/her own learning needs and interests is critical. PACTT encourages facilities to support students in earning the requirements of a traditional high school diploma. If the student is unable to earn sufficient credits to graduate while in placement, the next best option is for the child to complete credit recovery options to get up to grade level before departing the facility.

For students more than two years behind, continuing to attempt to earn credits may seem like a futile venture. A high school equivalency degree, such as the GED, may be a viable alternative for some youth; however, whenever possible, students should be supported in the goal of attaining a high school degree. Research has shown that while earning a GED allows young people to earn more than those who drop out of school, GED holders earn less money and are less likely to attend or graduate from college than youth who receive high school diplomas.[10] As a result, the GED is used most effectively as a stepping stone to living wage employment or post-secondary education rather than an ending point in education. PACTT therefore instructs affiliates with GED programs to prepare students for careers and post-secondary education, and to revisit regularly the question of whether the individual might benefit from seeking a high school diploma.

Youth who have already graduated or earned a GED must be able to access post-secondary academic and training programs within the facility and to be supported in pursuing those options upon reentry. PACTT is currently working to forge connections with local post-secondary institutions to facilitate this. Online courses provide another post-secondary option for confined youth.[11]

Section Two: Supporting Students in Career-Readiness

PACTT strives to make academic training relevant by linking it with career preparation. This means identifying and providing young people with skills valued and needed in the job market, giving delinquent youth the opportunity to practice their new skills in the protected setting of the facility, and making sure that the re-entry process gives youth specific opportunities to build on the academic and CTE gains they made in placement. PACTT has re-engaged many youth by aligning CTE with standards set directly by industries and creating opportunities for youth to continue training in their home communities.

A. Career and Technical Education

PACTT provides a ladder to careers with family-sustaining wages by preparing youth for fields that are in demand, offering industry-based credentials, and providing opportunities to hone both hard and soft skills.

PACTT makes it a goal that facilities offer CTE opportunities based on demand for such work in the geographic areas where young people will return after placement. Some common CTE fields include culinary arts, indoor/outdoor maintenance, and auto body welding. These courses can be taught with relatively small investments by the facility and are structured around industry-recognized competency-based standards, which, whenever possible, lead to skill certifications that employers know and value.

To ensure that CTE programs revolve around industry-based competencies and standards, PACTT sets base requirements and encourages facilities to partner with credentialing organizations. Some facilities have also opted to hire experts to assess their CTE programming.

In addition, every PACTT affiliate provides training and testing for one or more entry-level certifications. Examples include the "ServSafe" food handlers' certificate and the Occupational Safety and Health Administration's "10 Hour Card" for building trade workers. These certificates are widely recognized (and often required) in their respective industries and credential workers across local and state lines.

B. Employability and Soft Skills

Youth with delinquency histories, like all youth, need to develop "soft" or employability skills (also known as 21st century skills) to be successful in their careers. Soft skills are non-technical skills such as how to seek out and secure a job, manage finances, understand and meet employer expectations, and handle typical workplace issues and conflicts. Because youth with delinquency histories may have had even more limited opportunities to develop these skills than their peers, appropriate programming in juvenile justice placements is particularly important.

To build these skills, PACTT has developed the *Employability and Soft Skills Manual* (Tool VIII), which guides and standardizes the expectations for 27 key competencies. Those competencies include resume-writing, jobs searches, and life skills such as appropriate dress, budgeting, and conflict resolution. After exiting the juvenile justice placement, every young person can refer back to an employability checklist, and their own completed portfolio, which indicates the competencies he or she has mastered. Portfolios must include a youth's resume, cover letters, certifications earned, Free Application for Federal Student Aid (FAFSA) forms, and reference information.

PACTT has also developed a model for subsidized employment inside youth facilities, to allow residents to practice their soft and technical skills in a protected environment. Youth interview for jobs and work alongside regular workers in the facilities' kitchens, offices, and on maintenance crews. Setting up these programs requires agencies to overcome administrative hurdles: completing paperwork for work permits youth can use upon release, setting up systems to make sure local, state, and federal taxes are paid when appropriate, and obtaining all needed identification including social security cards and birth certificates. However, for many young people, this is the first time they are earning wages and developing needed skills. Obtaining this paperwork positions them for employment upon release, and the experience itself improves confidence and builds the youth's resume to put them in a better position for job searches upon re-entry.

PACTT additionally requires affiliates to provide job placement services and to connect youth with the local career counseling center (Career Link).

Section Three: Seamless Transitions and Effective Re-entry

A significant challenge for youth in juvenile justice placements occurs when the education provided in the institutional placement does not follow the same curriculum or graduation requirements as the student's home school district. When youth return from placement, they face a number of obstacles: they may be placed behind their peers, forced to repeat a grade, forced to repeat courses they have already taken because credits earned elsewhere are not accepted, or urged to complete a GED rather than re-enrolling in school. A lack of credits and inability to stay on track with peers may also lead students to become frustrated and drop out. Even when courses are aligned, youth get lost in the shuffle if enrollment documents and other records do not transfer promptly.

The curricula alignment described in Section One helps ensure home districts award academic credit for work done in facilities so students can stay on track toward a timely graduation. PACTT also encourages affiliates to coordinate with students' home districts and have a student's schedule reflect the home district's graduation requirements if the student is not expected to graduate in placement. For example, many PACTT affiliates now offer foreign language courses to allow students to meet the graduation requirements of specific school districts. As an additional step to improve credit transferability, PACTT encourages affiliates to align the actual course titles and content to those listed in that state's education data system. For example, facilities should specify that a course teaches "Algebra I" rather than simply "math."

Prompt flow of education records from the home school to the facility, and back, is critical to ensuring students stay on track to graduate on time, are in the right classes, receive the special education or disabilities accommodations to which they are entitled, and receive credit for work done. PACTT requires affiliates to seek school records quickly—no more than 10 days after admission. Similarly, school records must be sent to the receiving district at least 15 days prior to discharge.

The individualized portfolios created for each student described above also helps the home district connect the youth with the most appropriate school placement and program upon reentry. For instance, if the home district can see in the youth's portfolio that he/she has attained a certain level of certification in culinary arts, the district can seek a school placement with a culinary program. This helps ensure the youth will stay engaged in school and continue to learn concrete career skills.

Section Four: Tracking Data to Serve Individual Students, Improve Programs, and Inform Policy

Institutions seeking to replicate PACTT's program and policy improvements should collect and analyze data to evaluate their own effectiveness and implement cost effective programmatic changes most likely to benefit youth. To establish data-driven interventions, states and systems must collaborate to develop systems for tracking data that are efficient and in compliance with federal and state confidentiality laws.[12] After those agreements and relationships have been established, initiatives should create the data collection framework to track individual students, improve policies, and monitor outcomes related to educational programming within the juvenile justice system.

To support the development of a data collection system for PACTT, BJJS partnered with an external research organization, Research for Action (RFA), and the County Commissioners Association of Pennsylvania (CCAP). CCAP created the online data entry platform based on the system it administers for adult correctional facilities in Pennsylvania. CCAP had expertise in the development of the data entry system and the confidentiality and security agreements necessary for the system to get up and running.

RFA also worked with PACTT staff, BJJS and CCAP to facilitate a data work group of PACTT affiliate facilities to develop the new data system. During this process RFA developed a logic model[13] (Tool III) based on external interviews and a literature review.

RFA's work suggests that to assess a program's effectiveness in improving education outcomes and job readiness, decreasing recidivism, and improving long-term economic self-sufficiency, researchers should consider:

1. Contextual Factors, including background information about either the youth or the facility that may affect short- or long-term outcomes;

2. Indicators of Quality Implementation, including the type of intervention or programs that may affect a youth's outcomes;

3. Exit Outcomes measuring progress in education and job readiness that a youth has made at the point he or she leaves a facility;

4. Short-term Outcomes, assessing a youth's progress, including educational progress, job readiness or employment, and desistance from offending behavior; and

5. Long-term Outcomes, including desistance from offending behavior and economic self-sufficiency.

RFA also developed data elements to track each of these factors. A summary of these data elements is in Tool IV.

After establishing a logic model and specifying the needed data elements, RFA worked with PACTT staff, BJJS, and CCAP to identify key data points to be incorporated into data dashboards to display information in user-friendly ways. Dashboards allow users to track data outcomes over time and compare outcomes and performance among youth. In PACTT's case, RFA recommended data elements for two types of dashboards: (1) dashboards for individual sites in which each site creates its own customizable dashboard to have access to real-time information about the population in their care, the programs they are receiving, and outcomes for youth who have exited their facility; and (2) a dashboard for the PACTT Steering Committee with a smaller number of key metrics that the PACTT executive steering committee would receive quarterly and use to assess the progress of PACTT facilities over time. Initial dashboard indicators for the executive steering committee include: the percentage of eligible youth who enrolled in a CTE course; the percentage of eligible youth who earned a Core CTE Certificate (e.g., Safe Serve, OSHA 10, Microsoft Office Specialist, International Driver's License); the percentage of youth who made gains in math and literacy between entry and exit; and the percentage of youth who earned a high school diploma or GED.

Data systems need to be easy to use and to be set up in such a way that staff across all affiliates can enter data in the same way. The PACTT data system uses drop down menus with clear language and defined response options and has a user-centered design and an accompanying user manual. Affiliates gave feedback on proposed language and response options throughout the development process.

PACTT had to resolve initial challenges to put in place an effective system for gathering data. First, they had to ensure that consistent metrics for youth progress were used across different sites—this was a particular challenge given the diversity of literacy and numeracy assessments used by PACTT affiliates. As a short-term solution, all providers agreed to use grade level equivalency to report youth literacy and numeracy performance. Second, researchers had to develop ways to pull data from multiple systems. This work is ongoing.

In Pennsylvania, PACTT collects its own data about facility and youth characteristics, youth engagement in education programs and exit outcomes. However, gaining data on long-term outcomes required access to several other data sources including probation and case outcomes tracked in the Juvenile Case Management System (JCMS),[14] post-secondary outcomes tracked in the National Student Clearinghouse, and employment outcomes tracked by the Bureau of Labor and Industry. Finally, PACTT, like all ventures that gather data about youth outcomes, must contend with information-sharing laws designed to protect youth confidentiality. For further information and assistance in setting up appropriate information-sharing policies that comply with state and federal law, see www.jlc.org/infosharetoolkit.

III. Complying With The Law And Pursuing Policy Change

To implement an initiative like PACTT effectively, an entity must both fully utilize the resources and supports provided by existing law and policies, and partner with local and national advocates and other stakeholders to push for needed changes at the state and federal level. Law and policy can play a vital role in supporting high quality education: they can help fund effective education programming practices; establish standards for high quality academics, career/technical training, and re-entry practices; and help sustain and bring practices to scale across the state and country.

Already, many states have found innovative ways to embed effective juvenile justice-education policy in law. For example, Maine law requires that providers of education in juvenile justice facilities meet the standards set forth for all schools.[15] This policy, though not common in the states, should be a baseline expectation, codified in statute in each jurisdiction. A few states explicitly require schools to recognize credits received in placement. Florida law, for example, provides a multi-pronged approach to improving credit transfers and youth re-entry to school. The statute requires transition planning and coordination, including the appointment of a transition coordinator, and requires home schools to accept full and partial credits upon students' return from placement.[16] California law similarly requires public schools to accept "full or partial coursework" completed at juvenile court schools,[17] and mandates that the home school maintain education records even when a youth is placed in a facility school.[18] West Virginia requires that all school districts cooperate in transferring educational records and accepting credits earned toward

graduation for youth re-entering from placement.[19] States may also establish policies to ensure that highly mobile youth can receive their diploma. Maine law, for example, establishes a diploma issued by the state Department of Education for students who meet state content standards and comply with the requirements of their personal graduation plan but do not meet local graduation requirements because of high mobility.[20] States can also pave the way for smooth transitions back into school by placing timelines on school re-enrollment, requiring transition plans and transition teams, and requiring records to be transferred promptly.[21]

Existing federal law and policy also provide important direction on these issues. In December 2014, the U.S. Departments of Education and Justice released a comprehensive guidance package on delivering high-quality correctional education within juvenile justice facilities.[22] This landmark guidance has focused new attention on the issue of education for youth in correctional facilities and upon reentry. The guidance provides a roadmap for states and local jurisdictions on how to set up an effective program, including five guiding principles to improve correctional education. It makes clear that states should:

- Ensure a school climate that prioritizes education;

- Dedicate adequate funding to support education within facilities;

- Recruit and retain qualified educators;

- Establish curricula aligned with state academic and CTE standards; and

- Develop effective cross-systems collaboration.

The guidance also clarifies that otherwise eligible students placed in juvenile justice facilities are still qualified to receive federal Pell Grants to support higher education, and provides instruction on how to comply with existing federal special education and anti-discrimination laws.

For additional information on key laws governing education in juvenile justice facilities, jurisdictions should review and analyze federal law, as well as their own state laws, to identify existing supports and requirements, as well as to identify needed policy changes. Tool V provides information on some of the most relevant existing federal laws that govern this work, specifically:

- Title I, Part D of the Elementary and Secondary Education Act, which funds educational programming for youth at-risk and those in the juvenile justice system;

- the Workforce Innovation and Opportunity Act, which offers funding to support workforce readiness;

- The Individuals with Disabilities Education Act, which funds special education services and establishes a set of robust educational rights for eligible students with disabilities; and

- The Family Educational Rights and Privacy Act, which plays a vital role in protecting confidential student information, both for individual case planning, as well as for program improvement and research.

While existing state and federal laws provide some supports for high quality education, much more remains to be done. For this reason, agency staff, policymakers, and advocates should continue to push for policy improvements at the state and federal level. In Tool II, we have spelled out key recommendations for policies that that support the programs described in this publication. Additional federal recommendations appear in Tool IX.

Professionals implementing initiatives similar to PACTT in their jurisdiction should consider partnering with local advocacy organizations to promote law and policy that will help the initiative and its students succeed. If replicated, policies like these could further shore up the type of changes that PACTT has been so effective at building from the ground up.

IV. Conclusion

Youth who drop out of high school are three and a half times more likely to be arrested and eight times as likely to be incarcerated than their peers with diplomas.[23] U.S. Secretary of Education Arne Duncan and U.S. Attorney General Eric Holder have called high-quality correctional education "one of the most cost-effective crime prevention tools we have," citing research that a $1 correctional education investment can cut re-incarceration costs by between $4 and $5 during the first three years post-release.[24] By imposing standards of excellence on all its affiliate facilities, PACTT has made great progress toward stemming the cycle of recidivism and helping youth gain the skills they need to escape the system and build family-sustaining careers. Replicating the PACTT model, in whole or in part, can help jurisdictions to develop high quality academics and career/technical education and establish smooth reentry services so youth can reach their full potential.

Introduction Endnotes

1   *See, e.g.,* S. EDUC. FOUND., JUST LEARNING: THE IMPERATIVE TO TRANSFORM JUVENILE JUSTICE SYSTEMS INTO EFFECTIVE EDUCATIONAL SYSTEMS—A STUDY OF JUVENILE JUSTICE SCHOOLS IN THE SOUTH AND THE NATION 14 (2014), *available at* http://www.southerneducation. org/getattachment/cf39e156-5992-4050-bd03-fb34cc5bf7e3/ Just-Learning.aspx (approximately 2/3 of juveniles entering state institutions were below grade level in math and reading and about 44% of youth entering local juvenile justice facilities nationwide were below grade level in reading).

2   *See, e.g.*, David Domenici & James Forman Jr., *What it Takes to Transform a School Inside a Juvenile Facility: The Story of Maya Angelou Academy*, in JUSTICE FOR KIDS: KEEPING KIDS OUT OF THE JUVENILE JUSTICE SYSTEM, 283, 301 (Nancy Dowd ed., 2011), *available at* http://digitalcommons.law.yale.edu/fss_ papers/3608/; PETER LEONE & LOIS WEINBERG, ADDRESSING THE UNMET EDUCATIONAL NEEDS OF CHILDREN AND YOUTH IN THE JUVENILE JUSTICE AND CHILD WELFARE SYSTEMS 10-13 (Ctr. for Juvenile Justice Reform 2d ed., 2012), *available at* http://cjjr.georgetown.edu/pdfs/ed/ edpaper2012.pdf.

3   David Osher, Simon Gonsoulin & Stephanie Lampron, *Preface* to ADDRESSING THE UNMET EDUCATIONAL NEEDS OF CHILDREN AND YOUTH IN THE JUVENILE JUSTICE AND CHILD WELFARE SYSTEMS, *supra* note 2, at 1.

4   S. EDUC. FOUND., *supra* note 1, at 18.

5   We held eight listening sessions prior to developing the Recommendations, and a ninth at the April 2013 Summit on Correctional Education co-hosted by the U.S. Department of Education and the Ford Foundation, at which we presented the Recommendations. Listening sessions were held in Los Angeles, Atlanta, Boston, Washington D.C. (2), Chicago, and the Correctional Education Association's annual forum in Maryland.

6   JENNIFER LOWMAN & SHARI A. MAMAS, EDUC. LAW CTR., EDUCATIONAL AFTERCARE AND REINTEGRATION TOOLKIT FOR JUVENILE JUSTICE PROFESSIONALS: A TOOLKIT FOR JUVENILE JUSTICE PROFESSIONALS IN PENNSYLVANIA 13 (2d ed. 2009), *available at* http://www. modelsforchange.net/publications/225.

7   For additional information about this funding partnership, please see ROBERT G. SCHWARTZ, JUVENILE LAW CTR., PENNSYLVANIA AND MACARTHUR'S MODELS FOR CHANGE: THE STORY OF A SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIP (2013), *available at* http://www. modelsforchange.net/publications/457.

8   *See* TERRY SALINGER, STRATEGY GUIDE: MEETING THE LITERACY NEEDS OF STUDENTS IN JUVENILE JUSTICE FACILITIES 1 (2010), *available at* http:// www.neglected-delinquent.org/sites/default/files/docs/ adolescent_literacy_guide_201008.pdf; MINDEE O'CUMMINGS, SARAH BARDACK & SIMON GONSOULIN, ISSUE BRIEF: THE IMPORTANCE OF LITERACY FOR YOUTH INVOLVED IN THE JUVENILE JUSTICE SYSTEM 1-2 (2010), *available at* http://www.neglected-delinquent.org/sites/ default/files/docs/literacy_brief_20100120.pdf.

9   For more information on how to safely utilize up-to-date technology in secure facilities, *see* FEDERAL INTERAGENCY REENTRY COUNCIL, MYTHBUSTER: ON EDUCATION TECHNOLOGY IN JUVENILE FACILITIES (June 2014), *available at* http://www.neglected-delinquent.org/ resource/reentry-mythbuster-education-technology.

10 Stephanie Ewert, *GED Recipients Have Lower Earnings, are Less Likely to Enter College*, RANDOM SAMPLINGS: THE OFFICIAL BLOG OF THE U.S. CENSUS BUREAU (Feb. 27, 2012), http://blogs.census. gov/2012/02/27/ged-recipients-have-lower-earnings-are- less-likely-to-enter-college/. In 2009, GED holders earned, on average, $1600 less per month than high school graduates. Additionally, 43% of GED holders completed at least some post-secondary education, compared to 73% of those with high school diplomas, and finally, although 33% of high school graduates completed college, only 5% of GED holders did. However, earning a GED typically results in much better outcomes than having neither a GED nor high school diploma.

11 A high-quality, legally compliant special education program is also essential to ensuring youth in custody receive an appropriate education. Because PACTT did not focus on special education services, this paper does not provide a comprehensive overview of the robust protections available to these youth under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq.*, and its implementing regulations at 34 C.F.R. Part 300. We would be remiss, however, if we failed to mention the IDEA's application here. For more information on the obligation to provide special education in juvenile justice settings, please review Tool V and the U.S. Department of Education's Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities (Dec. 5, 2014), *available at* http://www2.ed.gov/policy/gen/guid/correctional- education/idea-letter.pdf.

12 For further information on setting up relationships and appropriate information-sharing policies that complies with state and federal law, *see* www.jlc.org/infosharetoolkit.

13 A logic model provides a visual representation of program contextual factors and inputs, program implementation activities and desired outcomes. Reviewing and discussing the logic model helps stakeholders to reach a shared understanding about what programming should look like and what goals the juvenile justice system education is trying to achieve, both short- and long-term.

14 JCMS is sponsored by chief juvenile probation officers, the juvenile court judges, research entities, and state delinquency prevention commissions.

15 ME. REV. STAT. ANN. tit. 20-A, § 4502(1).

16 WEST'S F.S.A. § 1003.52.

17 CAL. EDUC. CODE § 48645.5.

18 *Id.*

19 W. VA. CODE § 49-5-20(b).

20 ME. REV. STAT. ANN. tit. 20-A § 257-A.

21 *See, e.g., id.;* VA. CODE ANN. § 16.1-293; ME. REV. STAT. ANN. tit. 20-A § 1055(12).

22 The Department of Education also established a dedicated website, on which you can find the guidance package and other relevant content: http://www2.ed.gov/policy/gen/guid/correctional-education/index.html.

23 PENNSYLVANIA PARTNERSHIPS FOR CHILDREN, REENGAGING HIGH SCHOOL DROPOUTS AS A GROWTH STRATEGY FOR PA 1 (July 2011), *available at* http://www.papartnerships.org/publication_files/operation-restart.pdf#search=%22drop%20out%22 (internal citation omitted).

24 Attorney General Holder and Secretary Duncan's letter on the importance of providing high-quality correctional education (Dec. 8, 2014), *available at* http://www2.ed.gov/policy/gen/guid/correctional-education/csso-state-attorneys-general-letter.pdf.

Tool I:
PACTT Components Checklist

Juvenile Law Center

2015

PACTT Components Checklist

Use this checklist to assess which of the PACTT initiative elements already exist in your jurisdiction and which would be most helpful to add.

Ensuring Academic Excellence

☐ Align curricula with state standards;

☐ Provide professional development trainings for correctional educators, including literacy strategies training;

☐ Offer math and literacy remediation/tutoring;

☐ Create and implement a literacy improvement plan;

☐ Integrate both math and literacy strategies across the curriculum so academics subjects are emphasized throughout the facility in all subject matter;

☐ Explicitly connect academic course content to CTE offerings;

☐ Expand safe access to technology in secure placements;

☐ Provide credit retrieval and acceleration opportunities within juvenile justice education programs;

☐ Provide access to computer-based learning to support highly qualified teaching staff.

Linking Youth with an Appropriate Course of Study

☐ Prioritize high school diplomas over GEDs and alternatives;

☐ Ensure that GED preparation connects youth to postsecondary training and careers;

☐ Foster relationships with community and technical colleges and provide other opportunities for post-secondary education and training through online courses and other methods.

Supporting High Quality Career and Technical Education

☐ Develop base requirements for a career and technical education, including required hours of work;

☐ Offer at least one CTE track, aligned with industry standards that is able to be taught inside a facility and ideally has been identified as high priority and/or high employment and complete a list of industry competencies that can follow youth at time of discharge and reflect the progress youth has made;

☐ Provide opportunities for youth to complete at least one of the following basic certifications such as OSHA 10 or ServSafe;

☐ Recognize needs of the market and tailor CTE opportunities to those needs;

☐ Integrate academics with CTE programs and CTE programs with academics.

Developing Employability and Soft Skills

☐ Develop a manual that establishes the goals for youth employability and soft skills;

☐ Subsidize and support work experience opportunities for youth in juvenile justice placements;

☐ Establish an active relationship with a local career counseling center and teach youth to use it;

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

Seamless Transitions and Effective Re-entry

☐ Align curricula with the graduation requirements of the student's home district;

☐ Use specific course titles aligned with those in the state data system;

☐ Develop portfolios for youth to track interests and successes in academic and career/technical education;

☐ Ensure prompt transfer of educational records, requiring facilities to seek records immediately from home schools and send records to receiving schools well in advance of a youth's departure from a juvenile justice placement.

Tracking Data

☐ Establish clear outcomes to achieve, and the indicators used to measure progress towards those outcomes;

☐ Develop a data collection system that takes baseline measurements and then tracks these indicators over relevant time periods;

☐ Create a culture of accountability through the establishment of strong evaluation systems for each of the participating agencies and their collaborative efforts;

☐ Use data collection, sharing and reporting to ensure that evidence-based programs are implemented with fidelity to the model;

☐ Ensure compliance with all state and federal information-sharing laws;

☐ Develop the data measures necessary to evaluate and improve the current rate of young people successfully returning to school or other educational programs upon reentry from correctional facility.

TOOL II:
A Checklist for Policies that Support PACTT Principles

Juvenile Law Center

2015

Policies That Support PACTT Principles

This is a checklist of policy components that could be used to either support the principles PACTT has espoused or lift up initiatives with similar goals. Use this checklist to identify which policies you already have in statute, regulation, or administrative guidance, and to help shape your policy goals in support of practice reforms. For a more comprehensive set of policy recommendations, see Tool IX.

Academic Excellence

☐ Require academic programs in correctional facilities to meet high academic standards;

☐ Provide funding for educators in correctional facilities to receive specialized professional development training, including training on working with youth who have experienced trauma;

☐ Support or incentivize inclusion of correctional educators in professional development activities taking place in the school district in which the facility is located;

☐ Incentivize academic programs in correctional facilities that link academic learning to hands-on activities, marketable job skills, and current CTE programs;

☐ Hold states accountable for re-enrollment rates, graduation rates, and academic progress for youth returning to home schools from placement;

☐ Ensure the availability of remedial education for youth in the juvenile justice system;

☐ At the federal level, use Race to the Top grants and other funding opportunities to support innovative practices to improve the quality of education in juvenile correctional facilities, collecting data on projects implemented by grantees, and distributing information to the states on which practices are most effective.[1]

Appropriate Academic Programming

☐ Require academic assessments of students for individual service and program improvement purposes, regardless of whether the facility receives federal funds. This should be a complete assessment of the student's academic, social and emotional status, including an assessment of whether the child should be referred for an initial special education evaluation;

☐ Require that assessments be used to connect youth with the appropriate learning environment and educational programs by requiring an individualized academic plan for each student;

☐ Incentivize programming that links GED studies with career/technical education and other academic learning;

☐ Incentivize programming that allows youth to transfer from GED programs back into traditional education programs;

☐ Incentivize programming that connects GED programs with post-secondary education;

☐ Incentivize access to post-secondary education inside juvenile justice facilities;

☐ Track student progress via data collection upon entrance, exit, and re-entry.

Career and Technical Education

☐ Provide funding and incentives to enhance access to career and technical education, particularly in high-demand career paths;

☐ Set forth standards in CTE to ensure that programs in facilities develop industry-based competencies, meet industry standards, and provide relevant certifications in high-demand career paths;

☐ Require data reports and assessments regarding effectiveness of CTE programming in facilities.

Employability and Soft Skills

☐ Require correctional schools to provide high quality work skill and life-skill training for all students;

☐ Incentivize and support internships, apprenticeships and subsidized employment opportunities for adjudicated youth.

Seamless Transitions and Effective Reentry

☐ Require the prompt transfer of all education records to the facility and back to the community;

☐ Require academic programs in correctional facilities to provide an education that aligns with state standards and local graduation requirements;

☐ Incentivize the use of individualized portfolios for youth in facilities and home schools;

☐ Establish funding for transition coordinators to help youth plan for reentry upon arrival in the facility;

☐ Require facility schools to provide youth and the adult(s) authorized to make education decisions with copies of all school records;

☐ Incentivize or require that reintegration teams ensure that students are enrolled with all records, and on track to graduate;

☐ Incentivize or require reintegration teams, including representatives of placement, probation, and school, to ensure that a child is re-enrolled in appropriate courses and receives credits for work completed;

☐ Require schools in the community to accept credits and partial credits from placement schools;

☐ Provide alternatives to "seat time" so that academic credits are computed based on competencies that can be recognized across systems;

☐ Provide access to a state diploma for youth who are unable to meet district-specific graduation requirements due to education disruptions;

☐ Require that students be enrolled immediately, with systems in place to ensure records transfer within a defined period of time;

☐ Provide funding for electronic records databases to facilitate records transfers;

☐ Prohibit districts from excluding, or automatically placing in alternative programs, youth returning from placement.

Tracking Data to Serve Individual Students, Improve Programs, and Inform Policy

☐ Provide incentives for the development and use of a central repository of student data, universal, standards-based credits, and other education records (e.g. assessment data, Individualized Education Programs [IEPs], etc.) to facilitate timely transfer;

☐ Develop information-sharing policies that allow for inter-agency data gathering and assessment while protecting youth confidentiality;

☐ Mandate the collection of data on academic achievement in correctional facilities and upon reentry to ensure accountability;

☐ At the federal level, establish an indicator under Part B of the Individuals with Disabilities Education Act (IDEA) requiring data collection and outcome reporting on students in correctional facilities in States' Performance Plans and Annual Performance Reports;

☐ At the federal level, broaden the juvenile justice exception in the Family Educational Rights and Privacy Act (FERPA) so that it allows for the release of education records for children in the juvenile justice system both pre- and post-adjudication, but continue to require that (1) reporting or disclosure serves the educational needs of the student whose records are released and (2) re-disclosure is prohibited unless a parent, eligible student, or other authorized education decision-maker consents or the re-disclosure meets another FERPA exception to consent.
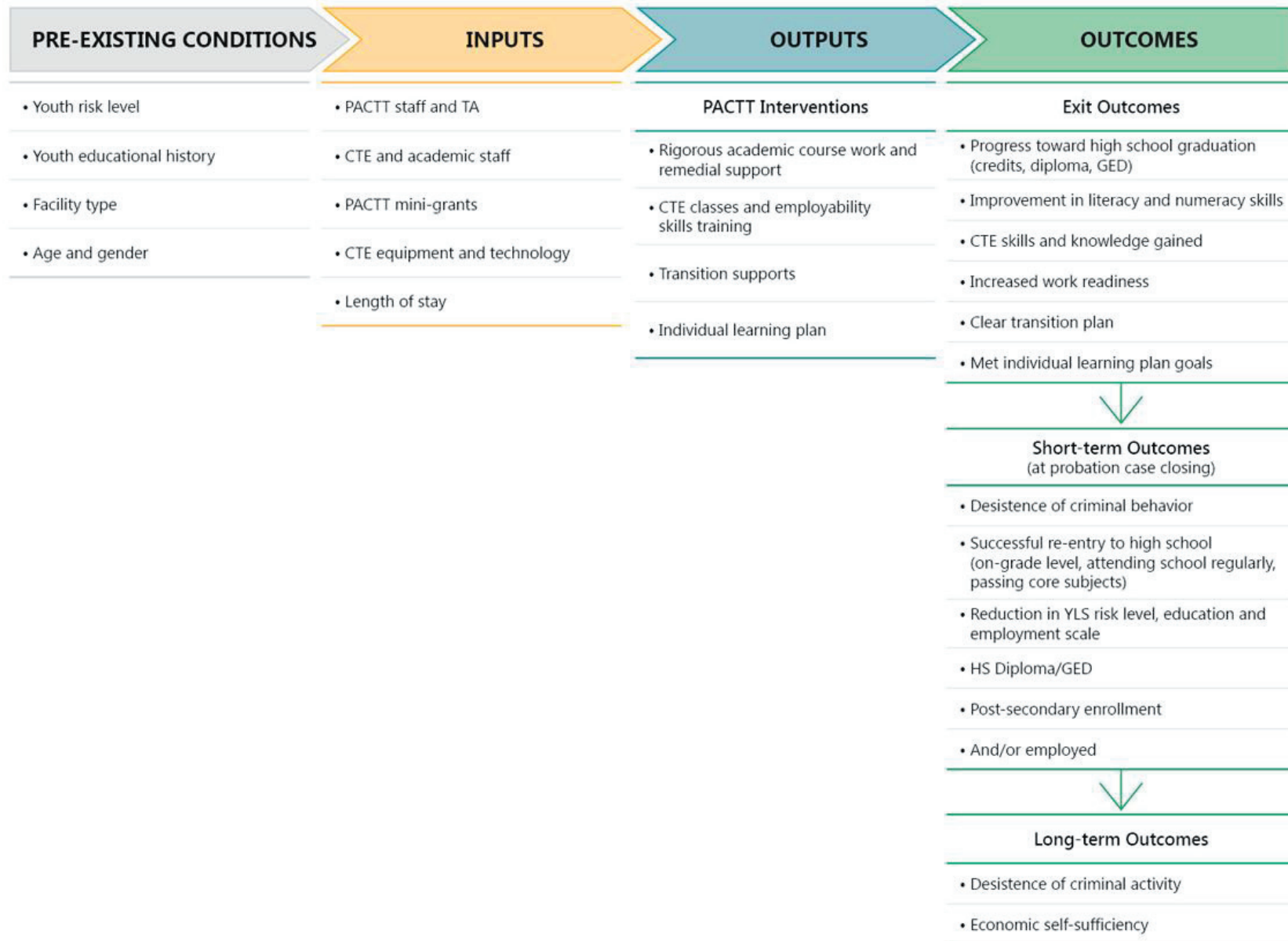
Tool II Endnote

1   Additional policies will further support academic excellence for youth in the juvenile justice system. These include ensuring that English Language Learners and youth with disabilities receive the supports needed to succeed in school, among others. For a full list of recommendations, see Tool IX. Although that list focuses on federal policy, the underlying recommendations are also appropriate for state law and policy.

TOOL III:
PACTT Data Logic Model

by Michael Norton and Tracey Hartmann of
Research for Action

Tool 3: PACTT Logic Model

The logic model identifies indicators of PACTT implementation and effectiveness. RFA used the categories of the logic model to organize the recommended data elements PACTT facilities should collect.

PRE-EXISTING CONDITIONS	INPUTS	OUTPUTS	OUTCOMES
• Youth risk level	• PACTT staff and TA	**PACTT Interventions**	**Exit Outcomes**
• Youth educational history	• CTE and academic staff	• Rigorous academic course work and remedial support	• Progress toward high school graduation (credits, diploma, GED)
• Facility type	• PACTT mini-grants	• CTE classes and employability skills training	• Improvement in literacy and numeracy skills
• Age and gender	• CTE equipment and technology	• Transition supports	• CTE skills and knowledge gained
	• Length of stay	• Individual learning plan	• Increased work readiness
			• Clear transition plan
			• Met individual learning plan goals

Short-term Outcomes
(at probation case closing)

• Desistence of criminal behavior

• Successful re-entry to high school (on-grade level, attending school regularly, passing core subjects)

• Reduction in YLS risk level, education and employment scale

• HS Diploma/GED

• Post-secondary enrollment

• And/or employed

Long-term Outcomes

• Desistence of criminal activity

• Economic self-sufficiency

TOOL IV:
PACTT Data Measures

by Michael Norton and Tracey Hartmann of
Research for Action

PACTT Data Measures

After extensive review of research studies of juvenile justice academic and career and technical education (CTE) programs, Research for Action (RFA) worked with PACTT staff and affiliates to determine what data to collect. They concluded that the following data elements would best position them to assess the short- and long-term success of PACTT interventions.

I. Input and Context

A number of contextual factors, including characteristics of the facility, program and participants, may influence the effectiveness of educational and CTE programs for juvenile offenders. Such background information about the youth provides a basis for analyzing and understanding the effects of the program on the population it serves. The following contextual factors for both PACTT affiliate facilities and youth are also captured in the PACTT database.

Data on Inputs and Context: Collected When Youth Enroll at a PACTT Facility
Facility Characteristics: Open, Secure, Maximum Secure; Age and Gender Served; Youth Population (Delinquent / Dependent)
PACTT Program Characteristics: Academic Programming Offered: Formal High School/Middle School Education; CTE Classes Offered; CTE Certifications Offered; Online-learning Opportunities; Accelerated Learning Offered; Post-Secondary Learning Opportunities; Work Experience; Site-based Literacy and Numeracy Assessments
Youth Characteristics: Unique Identifiers (Social Security Number; Juvenile ID Number; PA Information Management System Number); Admission Date; Date of Birth; Grade Level; Youth Level of Service (YLS) Level; Education/Employment YLS Level; Home School District; Referring County; Total Credits Earned; Keystone Passage; High School Diploma or GED; Special Education Status; Employability Soft Skills Completed in Previous Commitment at PACTT Facility

II. Supports and Practices

The following data points look at supports and practices of juvenile justice educational programming, to support the long term assessment of the effectiveness of educational interventions and the status of educational program implementation.

Data on PACTT Supports and Practices: Collected While Youth are Enrolled in a PACTT Facility	
Academic Records Received (Y/N), Date Received	Work Experience
Special Education Records Received (Y/N), Date received	Additional Tutoring Supports
IEP Reviewed (Y/N), Date Reviewed	Employability Soft Skills Training Received
Academic Classes	Literacy and Numeracy Test Performance
CTE Courses	Transition Planning

III. Exit Outcomes

The following outcomes, collected when youth leave a facility, provide an account of progress youth made during their time in a PACTT facility or in any juvenile justice facility. The literature review RFA conducted indicates that successful accumulation of academic credits and skills while a youth is committed increases the likelihood of the youth attaining positive short- and long-term outcomes.

Exit Outcomes Data: Recorded When Youth Leave a PACTT Facility	
Exit Date	On-Grade Level Status
Credits Earned by Subject Area	Total hours of work experience
CTE Courses Completed	Industry Certifications Earned
Keystone Exam Performance – Date Take; Pass/Failure Algebra I; Biology; Literature	Number of Employability Soft Skills Competencies Completed
High School Diploma or GED earned	Existence of Transition Plan
Exit Literacy/Numeracy Assessment Performance	Youth Possession of Key Documentation – Birth Certificate; Photo ID; Social Security Card; W4 and I-9 Forms

IV. Short-Term Outcomes

Short-term outcomes can be observed at the time of case closing. RFA selected these data points because the studies reviewed suggest that returning to school, having strong school attendance, positive behavior once in school, passing major courses like Math and English, and graduating from high school, including from a CTE high school or earning a GED, and being employed in the teen years, particularly between ages 17 and 25, are predictive of reduced recidivism and economic self-sufficiency.

Data on Short-Term Outcomes: Collected at Case Closing by Probation	
Number of Credits Accepted by Home District	Employment Status
Grade Level on Entry to Home District	Length of Time Employed
High School Diploma Earned	Reduction in YLS Risk Level
GED Earned	Re-Arrest or Re-Commitment
Average Daily School Attendance Rate	Postsecondary Enrollment Status
Grades in Math and English	

V. Long-Term Outcomes

The effectiveness of PACTT and initiatives like it should ideally be analyzed to assess long-term outcomes. Evaluators will need to track outcomes for 5-10 years to assess whether the initiative has led to sustained desistence of criminal behavior and economic self-sufficiency.

Data on Long-Term Outcomes	
High School Graduation	Economic Self-Sufficiency
Postsecondary Enrollment and Graduation	Recidivism

TOOL V:
Digest of Key Federal Laws

Juvenile Law Center

2015

Digest of Key Federal Laws

The following is a discussion of the federal laws most likely to come into play when providing education to youth in juvenile justice facilities. This paper does not delve into each law's nuances, but those implementing an initiative like PACTT should be aware of the relevant policy landscape. It is also beyond the scope of this publication to address all legal protections for students in juvenile facilities, but it is worth noting that compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1971, and the Equal Education Opportunities Act of 1974, will lead to better educational outcomes for all youth.[1]

Title I, Part D of the Elementary and Secondary Education Act

Title I, Part D of the federal Elementary and Secondary Education Act (ESEA) is the primary federal funding source to support implementing an initiative like PACTT.[2] Title I, Part D offers opportunities to fund quality programs in juvenile facilities and upon reentry. The law aims to improve the quality of education in facilities for neglected and delinquent youth, promote smooth transitions for reentering youth, and address the dropout crisis by, in part, providing supports for reentering youth to continue their education.[3] Under its two subparts, it provides both funds for state educational agencies to make subgrants to other state agencies and to local education agencies with high percentages of youth residing in correctional facilities.[4]

To receive funds for state agencies, which fall under subpart 1 of Title I, Part D, states must submit a plan for meeting the education needs of these youth while in facilities and upon reentry, including goals and performance measures.[5] States receiving funds can use them to assist individual youth[6] or to fund institution-wide projects.[7] Local educational agencies are eligible for subgrants under subpart 2 of Title I, Part D to fund programs in collaboration with local correctional facilities to carry out quality education programs in facilities, facilitate the transition from the correctional facility to employment or further education, and conduct programs in local schools for reentering and other at-risk youth.[8] Permissible uses of funds under this subpart include special programming to meet the needs of this population, which includes vocational and technical education.[9]

Workforce Innovation and Opportunity Act (WIOA)

The business world is an invaluable and often under-utilized resource for juvenile justice facilities. The Workforce Innovation and Opportunity Act (WIOA) authorized the creation of state and local Workforce Investment Boards (WIBs), which offer opportunities to build workforce readiness capacity.[10] WIOA requires that at least 75 percent of available state-wide funds and 75 percent of funds available to local areas be spent on workforce investment services for out-of-school youth ages 16 to 24.[11] Because youth in the juvenile or adult justice system are deemed "high-risk" out-of-school youth under the statute, they are not subject to an income threshold in order to receive WIOA services.[12] The legislation also authorizes local boards to create a standing committee to focus on the provision of services to youth and to collaborate with "community-based organizations with a demonstrated record of success in serving eligible youth."[13] If leaders working to replicate PACTT are able to develop working relationships with their local WIBs, they will be better able to access an extensive network of partners, leverage resources, and to seek funding for subsidized payment for work opportunities for young people in facilities and returning from placement.

Individuals with Disabilities Education Act (IDEA)

It is estimated that as many as 80 percent of youth in the juvenile justice system are eligible for special education services under the IDEA.[14] In exchange for federal funding, the IDEA requires states to provide school-age children with a qualifying disability with a "free appropriate public education" in the "least restrictive environment" with non-disabled peers.[15] Part B of the act sets forth the process for providing such education, including evaluations for services, eligibility determinations, educational placements, and procedural safeguards. Local educational agencies must also develop, review, and revise an Individualized Education Program (IEP) for every eligible student and delineate the most appropriate services and educational placement.[16] Part B also contains provisions regarding the confidentiality of these special education records.[17]

Family Educational Rights and Privacy Act (FERPA)

Tracking the success of an initiative or practice in a juvenile facility is essential to discerning what works to inform future programming. To gather and track data, programs must comply with the Family Educational Rights and Privacy Act ("FERPA") and state education and juvenile justice confidentiality laws. FERPA governs access to and the release of education records by public and private schools that receive federal funding.[18] Therefore, any facility schools that receive federal funding must comply with FERPA. Specifically, FERPA protects the release of personally identifiable information within a student's education record.[19] FERPA defines a student's education record as records, files, documents, and other material maintained by a school or a person acting for the school and containing information directly related to a student.[20] As a general rule, FERPA states that a minor child's educational records can be reviewed and released only by the child's parents, guardians, or persons standing *in loco parentis* to the child, or, for a child 18 or over, the child him or herself.[21] In most cases, to share students' education records, schools must obtain written consent from one of the aforementioned parties,[22] but there are useful exceptions that may assist schools in responsibly sharing information with public or private-sector partners that can collect and analyze that information to evaluate the effectiveness of the educational programs in facilities and upon reentry. For more information on responsible information-sharing under FERPA, see www.jlc.org/infosharetoolkit.

Tool V Endnotes

1   For more information on these federal laws, *see* the U.S. Department of Education's Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities (Dec. 5, 2014), *available at* http://www2.ed.gov/policy/gen/guid/correctional-education/idea-letter.pdf; the December 8, 2014 Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities from the U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, Civil Rights Division, *available at* http://www2.ed.gov/policy/gen/guid/correctional-education/cr-letter.pdf; and the Compendium of Relevant Federal Laws in the Guiding Principles for Providing High Quality Education Juvenile Justice Secure Care Settings 6-7, *available at* http://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf.

2   For more information, visit the website for the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At-Risk (NDTAC), *available at* http://www.neglected-delinquent.org/.

3   No Child Left Behind Act of 2001, Pub. L. No. 107-110, Title I, § 1401(a)(1)–(3), 115 Stat. 1439, 1580 (2002) (identifying three-pronged purpose of Title I, Part D).

4   *Id.* at §§ 1402, 1412, 1421-22.

5   *Id.* at § 1414.

6   *Id.* at § 1415.

7   *Id.* at § 1416.

8   *Id.* at § 1421.

9   *Id.* at § 1424(4).

10 Workforce Innovation and Opportunity Act (WIOA), Pub.L. No. 113-128.

11 WIOA, Pub.L. No. 113-128, Title I, § 129 (a)(4)(A).

12 WIOA, Pub.L. 113-128, Title I, § 129 (a)(1)(B)(4).

13 WIOA, Pub.L. 113-128, Title I, § 107 (b)(4)(A)(ii).

14 NATIONAL EVALUATION AND TECHNICAL ASSISTANCE CENTER FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK, FACT SHEET: YOUTH WITH SPECIAL EDUCATION NEEDS IN JUSTICE SETTINGS (Dec. 2014), *available at* http://www.neglected-delinquent.org/resource/youth-special-education-needs-justice-settings (internal citations omitted).

15 20 U.S.C. § 1400(c), (d).

16 34 C.F.R. § 300.320.

17 20 U.S.C. §§ 1411-19.

18 20 U.S.C. § 1232g.

19 20 U.S.C. § 1232g(a)(4)(A).

20 *Id.*

21 20 U.S.C. § 1232g(a)(1)(A).

22 20 U.S.C. § 1232g(a)(4)(A); 20 U.S.C. § 1232g(d).

TOOL VI:
Desk Manuals on PACTT for Career and Technical Education Specialists and for Academic Specialists

Bureau of Juvenile Justice Services,
Pennsylvania Department of Human Services

2013

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

TABLE OF CONTENTS

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

Career and Technical Specialist Desk Manual

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.
    - o 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.

- o 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:

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_____   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_____

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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:

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:

Facility Status:

____ **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%20recidivism.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=227991&part=3

PACTT Alliance Affiliation

Application

PACTT Application for Residential/Day Treatment

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:

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

(End of Doc)

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

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

Career and Technical Specialist Desk Manual

- 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 <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.
   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:

Career and Technical Specialist Desk Manual

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:
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:

Facility Status:

____   **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.

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(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

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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'

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.

"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

</div>

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=cjrp9uan9lkcfumy4aodegeaxw

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.

TOOL VII:
Sample PACTT Affiliation Agreement

PACTT AFFILIATION AGREEMENT

The PACTT Affiliation refers collectively to delinquent residential and day-treatment facilities that have chosen to meet the Council of Chief Juvenile Probation Officers' standards for academic and career/technical education (CTE), as outlined and monitored by the Pennsylvania Academic Career/Technical Training (PACTT) Alliance. Participation as a PACTT Affiliate entails an agreement between the Provider Agency, the PA Council of Chief Juvenile Probation Officers and PACTT with each entity agreeing to provide specified services in accordance with this Agreement. The Agreement will be renewed each year, on July 1.

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
  - Employability competency check list is to follow youth at time of discharge, as part of the youth's discharge packet
- 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
  - A list of completed industry competencies are to follow youth at time of discharge and reflect the progress youth has made
  - CTE classes must be at least one hour in length and youth must receive a minimum of ten hours a week of CTE
- 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 15 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. Providers are further expected to develop a working relationship with

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Treasurer   James Sharp, Philadelphia Cty.   1801 Vine St. Room 214, Phila., PA 19103   PH: 215-686-4103   james.sharp@courts.phila.gov

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.

_____   _____   _____

Provider Agency Name   Signature of Provider Agency Director   Date

_____   _____

Signature of PACTT Director   Signature of President, PA Council of Chief Juvenile
Probation Officers

Date_____   Date _____

TOOL VIII:
PACTT Employability/ Soft Skills Manual

Pennsylvania Academic and
Career/Technical Training Alliance (PACTT)

2011

EMPLOYABILITY and SOFT SKILLS MANUAL

PENNSYLVANIA ACADEMIC AND CAREER/TECHNICAL TRAINING ALLIANCE

THIRD EDITION

Table of Contents

**The PACTT Alliance is a project of the
Pennsylvania Council of Chief Juvenile Probation Officers.**

This manual may be downloaded at www.pacttalliance.org

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PACTT EMPLOYABILITY/SOFT SKILLS

The Third Edition of the PACTT Alliance Employability/Soft Skills Manual is designed to provide guidance and uniformity to the work-ready training provided to delinquent youth in residential facilities and in the community. The manual includes the competencies identified by PACTT as the foundation of a youth's employability skills training. The competencies are primarily drawn from the Youth Workforce Development System Competencies developed by the Three Rivers Workforce Investment Board, (WIB), The Philadelphia WIB, and the Philadelphia Youth Network (PYN). They are also aligned with the Ansell Casey Life Skills, PA Academic Standards for Career Education and Work, and SkillsUSA Professional Development Program.

This manual identifies 27 competencies, organized under five general domains. The list is not meant to be all-inclusive, but is rather the minimum set of skills that should be completed by every student in preparation for successful employment.

A competency must be completed at least at the satisfactory level in order for it to be checked off by the instructor. There is no set curriculum for teaching these competencies. However, we are providing guidance in the form of tasks and indicators, to ensure uniformity in what is expected with each competency. Tasks that correspond to a competency provide additional information on skills that should be assessed in the evaluation of that competency. The indicators mark the skill(s) youth have to achieve and be able to demonstrate in order to satisfy the competency.

Please note that for some of the competencies the indicators include, or are in the form of, a rubric. For the youth to successfully satisfy these competencies s/he must be able to perform the skill, at a minimum, at the satisfactory level, as identified in the rubric. Although the elements of the rubrics don't always specifically address each item of the competency, it is our expectation that all the tasks of the competencies will be addressed.

For your convenience we have provided the PACTT Alliance Employability/Soft Skills Checklist to be used as a means of standard documentation to track a youth's achievement on the employability skills. If a program chooses to use its own version of the competency checklist it must identify it as the PACTT Alliance Employability/Soft Skills Checklist, contain all 27 PACTT employability competencies and convey which competencies the youth has achieved. Upon a youth's discharge the employability/soft skills checklist should be placed in the youth's portfolio, sent with the youth's academic record to the home school district, and placed in the youth's discharge file to be given to probation.

In addition, each student should complete a portfolio, also explained in this manual. The portfolio provides the student with a written record of completed work as well as valuable resources to help fulfill future goals. Competencies that should be covered in the portfolio will be in the table below.

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PACTT EMPLOYABILITY/SOFT SKILLS

Domain	Competency	Task	Indicator
Post Secondary Education	The student will:	The student will:	The student will:
1	Recognize the connection between one's interests, abilities, and aptitudes for post secondary education and career options	a. Identify personal values related to education b. Compare how individual needs and wants relate to education c. Identify strengths related to employment	a. Produce a list of his/her values related to education b. Produce a list of his/her strengths and the occupations that apply
2 Portfolio Item	Identify and explore career/vocational areas of interest		Propose two specific careers or vocational areas of interest
3	Identify the education, qualifications, and experiences necessary to achieve these careers		a. Provide the education, qualifications, and required experience to be eligible for each of the two careers or vocational interest areas at the entry level and throughout the career ladder b. Indicate the expected salary and considerations for sustaining a lifestyle based on that salary, at each major step in the career ladder
4 Portfolio item	Develop a plan for career and technical, post secondary education (e.g., SAT preparation, financial aid application)		Develop a written plan focusing on action steps, resources, and time needed to successfully connect to appropriate post secondary program or employment
5 Portfolio item	Complete financial aid applications	a. Explain how, when, and where to apply for financial aid b. Explain the difference between an educational grant and loan	*14-16 years old*: Youth are to be exposed to available opportunities for financial aid for post secondary. In addition, the FASFA should be shared and reviewed with them. A copy of a completed FASFA should be in their portfolio to serve as an example. *17 and older*: Complete a Financial aid form (FAFSA)

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PACTT EMPLOYABILITY/SOFT SKILLS

Domain	Competency	Task	Indicator
			or a sample if some specific information is unavailable
Job Seeking Skills			
6 Portfolio Items.	Identify, secure, understand, and complete all documentation needed to gain employment	a. Develop a personal fact sheet to use when completing job applications b. Define terms commonly used on job applications c. Explain the importance of good references and write one request for a job reference to a non family member d. Interpret application questions and provide appropriate responses e. Complete one job application f. Locate or obtain Social Security card g. Locate or obtain a government issued photo ID h. Locate or obtain a birth certificate i. Understand and complete a W-4 form j. Understand and complete an I-9 form k. Understand and complete a work permit document (17 and under)	a. Secure necessary documentation (i.e. SS card, Birth Certificate, official photo ID) and/or provide information needed for youth to complete the process to secure documentation b. Generate one appropriate reference request letter c. Complete a W4 form d. Complete an I-9 form e. Complete a work permit document (17 and under) f. Complete one application for employment
7 Portfolio item	Develop and complete a resume and cover letter	a. Define the term resume b. Describe different resume formats (e.g. functional, chronological) c. Explain what a cover letter is and what it should contain	a. Prepare a professional resume b. Complete a professional cover letter for realistic employment opportunity

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PACTT EMPLOYABILITY/SOFT SKILLS

Domain	Competency	Task	Indicator
8	Conduct a job search	a. Read and interpret employment information in newspaper ads and other print materials b. Use the internet to locate job openings c. Describe the importance of personal contact in the employment search (the "hidden job market") and identify three such contacts d. Access and use the services available through CareerLink	a. Present one actual job possibility that is consistent with one of the two career or vocational choices previously specified and demonstrate that consideration was given to requisite education and skills b. Present one realistic short term job possibility for which youth is qualified at the present time
9	Demonstrate mastery of interview skills	a. Describe the role of the interview in the job search process b. Research a company in preparation for the interview c. Model appropriate grooming, attire, and behavior for job interview d. Identify possible interview questions and develop responses e. Identify legal vs. illegal interview questions and develop appropriate responses f. Describe verbal and non verbal communication skills used in an interview g. Identify at least three personal strengths related to the employment opportunity h. Practice a job interview with an adult mentor	Complete a mock interview consistent with short term job interest, present in appropriate interview attire, and produce all necessary paper work

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Domain	Competency	Task	Indicator
		i. Conduct a job interview and evaluate personal performance	
10 Portfolio item	Develop a follow up strategy	Describe the importance of a follow-up letter and what it should include.	Compose a thank you letter for an interview
Job Keeping and Career Advancement Skills			
11	Take initiative in completing job tasks using problem solving, decision making and analytical skills; and demonstrate dependability and reliability around these tasks		**Use Rubric A**
12	Work professionally and respectfully with a diversity of co-workers, supervisors, and customers, resolving conflict in a constructive manner	Demonstrate negotiation skills in resolving workplace differences	**Use Rubric B**
13	Work as a contributing member of a team		**Use Rubric C**
14	Participate fully in a work task or project from initiation to completion, using appropriate time management skills		**Use Rubric D**
15	Know how to ask for help when learning new task at the work site		**Use Rubric E**
16	Demonstrate effective communication techniques in the workplace	a. Explain the difference between verbal and non verbal communication b. Describe how to communicate assertively	**Use Rubric F**

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Domain	Competency	Task	Indicator
		c. Demonstrate assertive communication in three situations d. Describe the differences between passive, aggressive, and assertive styles of communication on both verbal and non-verbal levels	
17	Give and receive constructive feedback at the work site		**Use Rubric G**
18	Know how to follow the rules of the workplace to maintain employment	a. Explain what the "chain of command" is and how it works b. Demonstrate the ability to follow instructions and accept supervision	
19	Know the importance of personal hygiene and appearance required by the employer	a. Describe proper workplace attire and where to acquire it b. Describe elements of personal appearance that could impact employment such as body piercings and tattoos	**Use Rubric H**
20	Know how to change jobs in an appropriate, positive way	Describe steps for determining when change can be internal and when a new job search is appropriate	Develop a list of appropriate steps involved in the process of resigning from one job and accepting another
21	Develop a plan for career advancement		Present a plan for career advancement, This is related to competency 4, and should address the career ladder of one of the chosen career pathways

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PACTT EMPLOYABILITY/SOFT SKILLS

Domain	Competency	Task	Indicator
Life Skills			
22	Manage personal finances effectively	a. Understand and develop a budget b. Assess spending plan and make changes as needed c. Describe the consequences of over spending d. Describe when, why, and to whom one would turn to ask for help with budgeting e. Identify two types of financial difficulty (e.g. bankruptcy, credit card debt, falling behind on rent) f. Identify the short and long-term consequences associated with financial difficulties g. Identify the community resources that assist people with financial problems h. Understand the potential cost and benefit of cashing a check at a bank, grocery store, check cashing agency	Present a completed and realistic budget based on anticipated income from identified career choice at the entry level and at a subsequent step up the ladder
Personal and Social Development Skills	Due to the more subjective nature of the following competencies there are no tasks or indicators attached. However, they are necessary skills for youth to master as part of their preparation for employment. As such, they are included on the employability checklist, and it is expected that they will be taught and the skills or understanding assessed as a component of the employability skills manual.		
23	Identify and practice conflict resolution strategies to mediate problems at work, home, and school		
24	Understand the role of culture and its effects on language, behavior, and thoughts	This competency relates to work and the work place and lessons should be geared to that environment.	

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Domain	Competency	Task	Indicator
25	Understand one's own cultural heritage and experience, as well as those of others	Some suggested tasks include – identify elements of own culture and compare/contrast to other cultures in the workplace and community	
26	Understand the role that family and peer networks play in personal, educational, and employment decisions	Some suggested tasks include: explore ways the youth's previous choices and family situations impact them; explore ways to expand available choices within the youth's environment	
27	Understand and practice leadership qualities, values, and behaviors		

RUBRIC A

To be used with the following competency:

Takes initiative in completing job tasks using problem solving decision making and analytical skills and demonstrates dependability and reliability around these tasks.

ABOVE AVERAGE:

a. Accurately identifies tasks that need to be addressed and develops appropriate responses prior to being asked by supervisor.
b. Completes assignments without delay or complaint.
c. Is always where s/he is supposed to be and arrives on time without assistance.

SATISFACTORY:

a. Accurately identifies tasks that need to be addressed, but doesn't consistently develop responses without being asked.
b. Completes assignments without delay.
c. Is always where s/he is supposed to be but is not always on time without assistance.

BELOW AVERAGE:

a. Periodically identifies tasks that need to be addressed but usually requires outside direction before developing an appropriate response.
b. Completes assignments.
c. Is usually where s/he is supposed to be but requires assistance to be on time.

UNACCEPTABLE:

a. Infrequently identifies tasks that need to be addressed and generally does not develop responses without outside direction or the responses are inappropriate.
b. Completes most work.
c. Is sometimes where s/he is supposed to be but even with assistance is not always on time.

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RUBRIC B

To be used with the following competency:

Works professionally and respectfully with a diversity of co-workers/peers, supervisors/staff, and customers, resolving conflict in a constructive manner.

ABOVE AVERAGE:
 	
  a. Interacts positively with the supervisor and staff in a variety of situations.
  b. Interacts positively with co-workers or peers in a variety of situations.
  c. Appropriately talks through problems with staff and peers.

SATISFACTORY:
 	
  a. Interacts politely with supervisor and staff in a variety of situations.
  b. Interacts politely with co-workers and peers in a variety of situations.
  c. Talks through problems with staff and peers.

BELOW AVERAGE:
 	
  a. Interacts with supervisor and staff in a variety of situation but has occasional problems with one or more supervisor or staff.
  b. Interacts appropriately with co-workers and peers most of the time, but has had occasional problems.
  c. Sometimes talks through problems with staff and peers, but not always calmly or at the appropriate time.

UNACCEPTABLE:
 	
  a. Interacts with supervisor and staff in a variety of situations but has had multiple problems.
  b. Interacts with co-workers and peers in a variety of situations but has had multiple problems.
  c. Rarely talks through problems with staff or peers.

RUBRIC C

To be used with the following competency:

Works as a contributing member of a team.

ABOVE AVERAGE:
 	
  a. Works in a team, participating to reach consensus and accepting constructive criticism.
  b. Is sought out by peers for guidance and assistance.
  c. Fairly shares work load with peers/team members and often goes above and beyond his share of the work.

SATISFACTORY:
 	
  a. Works in a team, participating fully in team work and decision making.
  b. Works with peers in decision making and sometimes takes the lead.
  c. Fairly shares the work load with peers/team members.

BELOW AVERAGE:
 	
  a. Works in a team with occasional problems.
  b. Participates inconsistently in consensus building and strategic planning among team.
  c. Does not consistently complete his/her share of the work.

UNACCEPTABLE:
 	
  a. Works in a team with multiple problems.
  b. Does not participate in the building of consensus and in team work.
  c. Does not do fair share of work.

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RUBRIC D

To be used with the following competency:

Participates fully in a work task or project from initiation to completion, using appropriate time management skills.

ABOVE AVERAGE:

a. Creates a list of reasonable priorities and is prepared to give reasons why each is important.
b. Creates a realistic and comprehensive daily schedule for work tasks – accurately accounting for all elements of work day.
c. Creates a realistic task analysis.

SATISFACTORY:

a. Creates a list of reasonable priorities.
b. Creates a realistic daily schedule but fails to account for one event.
c. Creates realistic task analysis.

BELOW AVERAGE:

a. Creates a list of reasonable priorities but gives no or unrealistic reasons.
b. Creates a realistic daily schedule, but doesn't account for all elements of the work day.
c. Creates a realistic task analysis but skips or has overlong steps. **

UNACCEPTABLE:

a. Creates a list of reasonable priorities.
b. Creates an unrealistic daily schedule.
c. Creates a realistic task analysis but has multiple skipped or overlong steps. **

** Task Analysis refers to the youth's ability to identify a problem and develop his/her own solution.

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RUBRIC E

For use with the following competency:

Knows how to ask for help when learning new task at worksite.

ABOVE AVERAGE:
 	
  a. Always asks for help/assistance with questions/tasks when needed and brings suggestion of possible answer, etc.
  b. Identifies the most appropriate individual/staff to assist with questions/tasks.
  c. Uses positive language indicative of interest and willingness to learn.

SATISFACTORY:
 	
  a. Always asks for help/assistance with questions/tasks when needed.
  b. Asks staff for assistance/help with questions/tasks.
  c. Uses appropriate language when asking for help.

BELOW AVERAGE:
 	
  a. Inconsistently asks for help/assistance with questions/tasks.
  b. May ask staff or peers for assistance with questions/tasks.
  c. Sometimes uses inappropriate language when asking for help.

UNACCEPTABLE:
 	
  a. Often fails to ask for help/assistance with questions/tasks.
  b. Does not direct question to appropriate individual.
  c. Generally uses inappropriate language when asking for help.

RUBRIC F

For use with the following competency:

Demonstrates effective communication techniques in the workplace.

ABOVE AVERAGE:

   a. Accurately reconstructs an oral description (listening).
   b. Gives a full report about an event including, what, where, when, how, and problems.
   c. Introduces self properly and make a good first impression.
   d. Uses appropriate and non aggressive and welcoming body language when communicating.

SATISFACTORY:

   a. Reconstructs an oral description with 1-2 relatively minor errors (listening).
   b. Gives a full report including at least 4 items among the following: what, where, when, how, and problems.
   c. Introduces self properly and makes a good first impression.
   d. Uses appropriate and non aggressive body language when communicating.

BELOW AVERAGE:

   a. Reconstructs an oral description with 3-4 errors (listening).
   b. Gives a full report including at least 3 items among the following: what, where, when, how, and problems.
   c. Introduces self but is awkward and holds back.
   d. Uses non aggressive, but sometimes inappropriate body language when communicating.

UNACCEPTABLE:

   a. Reconstructs an oral description with 5-6 errors (listening).
   b. Gives a report, but only includes 2 items among the following: who, where, when, how, and problems.
   c. Introduces self but does not make a positive impression.
   d. Uses inappropriate and possibly aggressive body language when communicating.

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RUBRIC G

For use with the following competency:

Gives and receives constructive feedback at the work site.

ABOVE AVERAGE: a. Seeks and accepts constructive feedback from staff and peers. b. Works in a team to build consensus and uses constructive criticism. c. Uses appropriate and non aggressive body language when communicating with staff and peers.
SATISFACTORY: a. Accepts constructive feedback from staff and peers. b. Works in a team, building consensus and generally using constructive criticism. c. Uses appropriate and non aggressive body language when communicating.
BELOW AVERAGE: a. Has difficulty receiving constructive feedback from staff and peers. b. Works in a team, is resistant to building consensus and generally rebukes constructive criticism. **c.** Uses non aggressive, but sometimes inappropriate body language when communicating.
UNACCEPTABLE: a. Resists receiving constructive feedback from staff and peers. b. Struggles with team work and with effectively communicating with team members. c. Uses inappropriate and possibly aggressive body language when communicating.

RUBRIC H

To be used with the following competency:

Knows the importance of personal hygiene.

SATISFACTORY:
a. Is well groomed and appropriately dressed on a daily basis.   b. Identifies appropriate clothes for various events.
BELOW AVERAGE:
a. Is groomed on most days and generally dressed appropriately.   b. Sometimes identifies inappropriate clothes for various events.
UNACCEPTABLE:
a. Generally insufficiently groomed and/or inappropriately dressed.   b. Unable to identify appropriate clothes for various events.

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PACTT Alliance Employability/Soft Skills Checklist

Student Name _____

In order to mark youth as successfully having completed a competency all the indicators of the competency must be met. For those competencies that utilize a rubric youth must achieve the indicators on the rubric with nothing less than a satisfactory.

Competency	Date Completed and Signature of Trainer
DOMAIN – POST SECONDARY EDUCATION	
1. Recognize the connection between one's interests, abilities, and aptitudes for post secondary education and career options	
2. Identify and explore career/vocational areas of interest	
3. Identify the education, qualifications, and experiences necessary to achieve these careers	
4. Develop a plan for career and technical post secondary education	
5. Complete financial aid applications	
DOMAIN – JOB SEEKING SKILLS	
6. Identify, secure, understand, and complete all documentation needed to gain employment	
7. Develop and complete a resume and cover letter	
8. Conduct a job search	
9. Demonstrate mastery of interview skills	
10. Develop a follow up strategy	
DOMAIN - Job Keeping and Career Advancement Skills	
11. Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability	

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12. Work professionally and respectfully with a diversity of co-workers, supervisors, and customers resolving conflict in a constructive manner	
13. Work as a contributing member of a team	
14. Participate fully in a work task or project from initiation to completion, using appropriate time management skills	
15. Know how to ask for help when learning new task at the work site	
16. Demonstrate effective communication techniques in the workplace	
17. Give and receive constructive feedback at the work site	
18. Know how to apply rules of the workplace to maintain employment	
19. Know the importance of personal hygiene and appearance required by the employer	
20. Know how to change jobs in a healthy way	
21. Develop a plan for career advancement	
DOMAIN – LIFE SKILLS	
22. Manage personal finances effectively	
DOMAIN – PERSONAL AND SOCIAL DEVELOPMENT SKILLS	
23. Identify and practice conflict resolution strategies to mediate problems at work, home, and school	
24. Understand the culture and its effects on language, behavior, and thoughts	
25. Understand one's own cultural heritage and experience, as well as those of others	
26. Understand the role that family and peer networks play in personal, educational, and employment decisions	
27. Understand and practice leadership qualities, values, and behaviors	

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EMPLOYABILITY PORTFOLIO

A major component of the PACTT employability/soft skills training is the completion of a portfolio. This portfolio is designed to collect information and resources that will assist a student as s/he goes forward.

The information and content identified in this section is the minimum content that should make up a student's employability portfolio. Please feel free to add any other relevant information, resources, or content that would be appropriate.

Employability Portfolio Content

Section 1: Employability Competencies

1. A copy of the PACTT Employability/Soft Skills Checklist with the completed competencies marked.

2. Information on career fields—Information on two career fields which the student has researched, based on his/her specific interests.

3. Career Plan—A written plan focusing on action steps, resources, and time needed to be successful in the student's identified career.

4. Cover Letter and Resume.

5. Personal fact sheet—List of facts that would help a student to complete a job application. (i.e. addresses and phone numbers of references, personal contact information, social security number, etc.)

6. A completed job application to use as model.

7. Completed W4 and I-9 forms to use as samples.

8. Request for References: Sample letters/e-mails requesting a reference from non family members.

9. Possible interview questions and developed responses.

10. Financial Aid—Completed copy of a FAFSA application (if appropriate of age), and/or information on where to obtained financial information of post secondary opportunities.

Section 2: Education and Career and Technical Training

1. Copy of a current transcript(s).

2. Career and Technical Competency List—A copy of Career and Technical competency list that was used during career and technical instruction. The competencies that are completed should be marked off and signed by an instructor. Copies should also be placed in student's education and discharge file.

3. Entry-level Certifications (ServSafe, OSHA-10, etc): Original certifications should be placed/secured in the portfolio. Copies of certifications should be placed in the student's education and discharge files.

Section 3: Awards, Certifications of Completion, Honors.

Any awards, certifications and honors should be placed in this section.

Section 4: Resources:

Resources that may help a student with future education or employment opportunities should go in this section. This should include copies of fact sheets developed by the Juvenile Law Center:

- Juvenile Records Fact sheet—Getting a Job
- Fact Sheet—Juvenile Records

These documents can be found on the PACTT Alliance website or the Juvenile Law Center website.

Section 5: Miscellaneous:

Any other information, awards, or relevant information may go in this area.

PACTT EMPLOYABILITY/SOFT SKILLS CROSSWALK

The following table shows the relationship between the PACTT employability and soft skills and the Pennsylvania Academic Standards for Career Education and Work, Ansell Casey Life Skills Assessment, and SkillsUSA Professional Development Program. There may not be a direct connection in all cases, but the general concept and skill set are comparable.

Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
Recognize the connection between one's interests, abilities, and aptitudes for post secondary education and career options	Career Awareness & Preparation. 13.1.11.	Career Planning/ Work Goals. LG-1	SK.2
Identify and explore career/vocational areas of interest	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-2 Work and Study Skills. LG-1	SK.1
Identify the education, qualifications, and experiences necessary to achieve these careers	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-2	SK.1 SK.2
Develop a plan for career and technical post secondary education (e.g., SAT preparation, financial aid application)	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-3 Work and Study Skills. LG-2	1.4 2.1
Complete financial aid applications		Career Planning / Work Goals. LG-3	
Identify, secure, understand, and complete all documentation needed to gain employment	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG-2 Work & Study Skills. LG-3	2.14
Develop and complete a resume and cover letter	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG-3 Work & Study Skills. LG 4	3.7
Conduct a job search	Career Acquisition (Getting a Job) 13.2.11	Career Planning / Employment. LG-3 Work Life. L.G. 1	4.6
Demonstrate mastery of interview skills	Career Acquisition (Getting a Job)	Work Life. LG 4	3.8

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Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
	13.2.11		
Develop a follow up strategy	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG 4 Work & Study Skills LG-5	
Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability	Career Retention and Advancement 13.3.11	Career Planning / Employment. LG-4	
Work professionally and respectfully with a diversity of co-workers, supervisors, and customers resolving conflict in a constructive manner	Career Retention and Advancement 13.3.11	Career Planning / Employment. LG-4	3.10
Work as a contributing member of a team		Career Planning / Employment. LG-4	SK.3 2.6
Participate fully in a work task or project from initiation to completion, using appropriate time management skills	Career Retention and Advancement 13.3.11	Work & Study Skills. LG 8	1.3
Know how to ask for help when learning new task at the work site		Work Life. LG 8	1.8
Demonstrate effective communication techniques in the workplace		Career Planning / Employment. LG-4	1.8
Can give and receive constructive feedback at the work site			
Know how to apply rules of the workplace to maintain employment	Career Retention and Advancement 13.3.11	Work & Study Skills. LG 8	2.9
Know the importance of personal hygiene and appearance required by the employer		Self Care. LG 1	2.10
Know how to change jobs in a healthy way		Career Planning / Employment. LG-5 Work & Study Skills. LG 9	
Develop a plan for career advancement	Career Retention and Advancement 13.3.11	Career Planning / Work Goals. LG 3	3.1 4.2

Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
Manage personal finances effectively	Career Retention and Advancement 13.3.11	Housing & Money Management / Budgeting/Spending Plan. LG 2	
Identify and practice conflict resolution strategies to mediate problems at work, home, and school	Career Retention and Advancement 13.3.11		3.10
Understand the culture and its effects on language, behavior, and thoughts		Career Planning / Work Place Communication. LG 1	1.5
Understand one's own cultural heritage and experience, as well as those of others.		Career Planning / Work Place Communication. LG 1	3.12
Understand the role that family and peers networks play in personal, educational, and employment decisions			4.4
Understand and practice leadership qualities, values, and behaviors			4.5 4.10 2.17
Develop and practice critical thinking skills.			

RESOURCES

The WorkReady Classroom: www.workreadyclassroom.com The WorkReady Classroom was created by the Philadelphia Youth Network (PYN) as a free and easy-to-use on-line resource for youth workforce development professionals, educators, juvenile justice workers, guidance counselors and social workers.

The Ansell-Casey Life Skills Assessment: www.caseylifeskills.org Resources for the teaching of employability and soft skills

Career Zone Pennsylvania: www.pacareerzone.com. Career exploration and career preparation

The Career Education and Work (CEW) Standards Toolkit:
www.pacareerstandards.com or www.pacareerstandards.org

Career One Stop: www.careeronestop.org Career exploration and resources

Education Planner: www.educationplanner.org . Career and college planning site. Several free resources, including a personal interest inventory/assessment

High School Financial Planning Program: www.hsfpp.nefe.org

O*Net Online: www.onetonline.org Occupational Exploration

My Next Move: www.mynextmove.org Career Exploration

Vocational Information Center: www.khake.com

Job Applications: www.jobs-applicatins.com

The Juvenile Law Center: www.jlc.org

The Education Law Center: www.elc-pa.org

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PENNSYLVANIA ACADEMIC AND CAREER/TECHNICAL TRAINING ALLIANCE

Scope of the Problem

Delinquent youth returning from residential placements face immense challenges during the transition back to their community. The majority of these youth do not complete high school, making sustainable employment all the more difficult in today's economy. Studies indicate that the monetary value to the public of saving a high-risk youth ranges from $2.6 to $4.4 million, over the young person's lifetime. For delinquent youth, the process of preparation to complete school and be job-ready must begin while they are in placement, and continue seamlessly when they return to the community. Likewise, studies indicate that most delinquent young people are best served in the community by programs that strive to put them back on track to successful careers and citizenship.

Project Description

The Pennsylvania Academic and Career/Technical Training Alliance (PACTT) strives to improve the academic and career and technical training that delinquent youth receive while in residential placement and while attending community based programs. PACTT further works to create industry pipelines to viable jobs that lead to family sustaining careers. The project addresses public agency policies and procedures that can hinder delinquent youth transitions back into school and the community. As the project develops, it is transitioning from grant funding from the John D. and Catherine T. MacArthur Foundation, Pennsylvania Commission on Crime and Delinquency, and the Stoneleigh Center (through a fellowship to the Director) to support from the county Department of Public Welfare (DPW) budgets. Delinquent service providers, whose programs meet PACTT standards, and probation departments, that work with PACTT to adopt these goals, become affiliates of the PACTT Alliance.

Project Implementation

- Residential and community-based academic programs align with state standards and local graduation requirements, adopt best practices aimed at maintaining rigor and relevance throughout the programs and accelerate credit recovery and accrual through a combination of remediation and supported acceleration
- Residential and community-based facilities provide career/technical training that is integrated with the academic program, and leads to industry-recognized certification and family sustaining employment opportunities
- Community-based programs build upon achievements made during placement
- Probation departments collaborate with industry and workforce partners to ensure viable employment opportunities for delinquent youth
- State regulatory agencies (e.g. PA Department of Education and Department of Public Welfare) adapt their policies and procedures to encourage the reforms statewide
- Data is collected and analyzed for continual program improvement

September 2011

TOOL IX:
Federal Policy Recommendations

by Juvenile Law Center, Open Society Foundations,
Pennsylvania Academic and Career/Technical Training Alliance,
the Racial Justice Initiative, and the Robert F. Kennedy
Juvenile Justice Collaborative

April 2013

RECOMMENDATIONS TO IMPROVE CORRECTIONAL AND REENTRY EDUCATION FOR YOUNG PEOPLE

INTRODUCTION

On November 19, 2012, the U.S. Department of Education (DoEd) hosted a Summit on Education in Correctional Facilities to address correctional and reentry education for youth and adults. The goal was to ensure that formerly incarcerated individuals have the tools and supports necessary to become positively engaged members of society who are prepared for 21st Century employment. The meeting identified several critical issues, many of which apply to both adult and youth offenders. Participants also acknowledged that young people have unique needs, which require a separate set of strategies, programs, and standards. All participants agreed that the Summit must be the beginning of a robust national effort to address these critical challenges.

After the Summit, with support from the John D. and Catherine T. MacArthur Foundation, five organizations – Juvenile Law Center, Open Society Foundations, Pennsylvania Academic and Career/Technical Training Alliance, the Racial Justice Initiative, and the Robert F. Kennedy Juvenile Justice Collaborative – convened key stakeholders in eight listening sessions across the country to learn more about the challenges of providing quality correctional and reentry education and career/technical training for young people.

All together, these listening sessions convened over 100 community leaders and experts from the education, justice, and youth advocacy fields, at meetings held in Los Angeles, Boston, Atlanta, Washington, DC, and Chicago, as well as at the Correctional Education Association Director's Forum, and a conference call for participants who could not attend in person. These discussions provided rich information about frontline barriers to correctional and re-entry education, promising practices, and supportive policies.

The policy recommendations presented here reflect the insights, observations and knowledge gained from these critical conversations, and seek to achieve the following goals:

- **Improve the quality and availability of educational programs, including special education, programs for English language learners, and career/technical training for young people in juvenile and adult correctional settings;**

- **Improve access to quality education including post-secondary education and career/technical training, and necessary supports for young people re-entering the community from secure facilities; and**

- **Improve cross-system collaboration and appropriate information-sharing that facilitates full access to quality education, career/technical training, and necessary supports.**

While recommendations in this document focus on specific issues related to education and career/technical training for youth in and returning from correctional institutions, listening session participants repeatedly emphasized that a number of factors can support or undermine a young person's success in academic or career technical education. Young people need support in developing self-sufficiency and life skills, and in addressing housing and safety issues. Similarly, participants stressed that the most effective way to address education issues is to limit incarceration to only the most dangerous offenders and to ensure that young people who must be incarcerated are housed in small, humane, non-violent facilities that promote rehabilitation. Moreover, when youth are incarcerated, the Departments of Education and Justice should require facilities to limit the use of restraints and seclusion, prohibit facilities from using these methods to discipline youth for behavior in school, and ensure that youth are educated even when disciplined.

Participants stressed that to do this work effectively requires collaboration among key agencies, such as mental health and child welfare. No single federal agency can provide all of the leadership, funding and programming required to promote positive outcomes for young people in the correctional system. Participants called for federal agencies to involve young people, their families, and their communities in deciding on and implementing changes to correctional and reentry education. Participants also suggested engaging and informing juvenile court judges about youth education issues, to help ensure that courts send young people to placements that provide appropriate educational programs, and that courts with post-disposition jurisdiction monitor the educational progress of youth both in facilities and upon reentry. While these broader themes are very significant, the recommendations in this paper focus on the narrower question of the education policies needed to support young people who are in correctional facilities and who are reentering the community from confinement.[1]

Finally, while increased funding is critical to addressing many of the needs and goals identified here, significant improvements also could be achieved through the use of existing federal funds from Title I, Part D of the Elementary and Secondary Education Act (ESEA); DoEd's Race to the Top Program; and the Workforce Investment Act (WIA), among others. Additionally, but equally important, more effective monitoring and enforcement of existing regulations and laws, such as the Individuals with Disabilities Education (IDEA), are critically needed.

Providing access to quality education and career/technical training is key to success for young people. Implementing the recommendations below would dramatically improve educational opportunities for young people who enter the correctional system, reduce recidivism, and lead to better life outcomes; a more educated and trained workforce; and stronger family and community structures.

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[1]   These recommendations focus on improving education for young people confined in long-term juvenile delinquency placements. Young people in short-term detention, and young people detained and convicted as adults, face similar challenges and these recommendations should inform policy reform for those populations as well. In particular, the recommendations regarding transfer of records and comprehensive assessment are particularly important in the short-term detention context, and recommendations regarding technology, collateral consequences, and access to the GED, as well as post-secondary education and career/technical training are especially critical in the adult correctional system.

RECOMMENDATIONS FOR IMMEDIATE ACTION

RECOMMENDATION 1

DoEd should provide the leadership and support to ensure that young people both in confinement and upon reentry have access to, and training in, technology by:

- working with the Department of Justice (DoJ) to expand access to technology to adequately prepare young people to fully engage in the community and workforce;

- collaborating with DoJ to address security concerns regarding access to technology that present barriers to providing quality education and technical/career training; and

- providing resources and incentives to support the use of technology, including but not limited to model online curricula for credit acceleration and remediation.

RECOMMENDATION 2

DoEd should hold states accountable for correctional and reentry education[2] by:

- requiring states to develop correctional and reentry education improvement plans, consistent with the recommendations in this document; and

- reviewing these correctional and reentry education improvement plans and collecting data on academic achievement in correctional facilities and upon reentry to ensure accountability.

RECOMMENDATION 3

As a part of its Race to the Top program, DoEd should support innovative practices that ensure access to quality education for youth in correctional settings and upon reentry into the community by:

- providing federal funding to states and localities to develop innovative practices that enhance access to quality correctional and reentry education for youth;

- documenting innovative education models, including those supported by Race to the Top and otherwise, distributing this information to states and local education agencies (LEAs), and making resources, technical assistance and training available on how to implement these models; and

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[2]   A dual track of both incentivizing jurisdictions to meet the educational needs of young people as well as holding jurisdictions accountable when they fail to do so may be required to actualize real policy and system change. If after a reasonable period of time states do not develop and implement adequate correctional and reentry improvement plans, DoEd should sanction or remove preferential status for funding or other benefits for states and/or Local Education Agencies (LEAs) that do not provide the required or appropriate educational services within correctional facilities and upon reentry.

- using Race to the Top grants, as well as other funding opportunities, as a chance to have states and localities review and report on correctional and reentry education.

LONGER-TERM RECOMMENDATIONS

RECOMMENDATIONS TO IMPROVE CORRECTIONAL EDUCATION FOR YOUNG PEOPLE

The consensus from all of the listening sessions was that juvenile correctional facilities provide sub-standard education and can do better. Even where comprehensive reform is under way, people observed that, for the most part, there remains a disparity in the quality of opportunities provided to incarcerated young people as compared to their peers, and students still face problems with records and credit transfer between the home schools and the facility schools. As a result, students fail to develop competencies or to accrue necessary credits. Students eligible for special education are particularly at risk, and listening session participants stressed that LEAs routinely fail to fulfill their IDEA obligations for eligible students in correctional facilities. Listening session participants also noted that even in well-designed programs, credits issued in placement are often rejected by home school districts upon students' reentry into the community, placing the students at greater risk for dropping out.

RECOMMENDATION 4

DoEd should provide strong leadership to ensure that schools in juvenile correctional facilities provide high quality, equitable education that prepares young people for college and 21st century careers.[3]

  A. **DoEd should ensure that academic programs in correctional facilities provide an education that aligns with state standards and local graduation requirements by:**

   o requiring states to monitor graduation rates and academic progress for youth in correctional facilities;

   o developing model standards and curricula, aligned with Core Standards, that could accommodate rolling admissions and discharges from correctional facilities to ensure that young people keep on track with their educational programs;

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[3] Listening sessions participants repeatedly cited the failure of correctional educational facilities to use curricula aligned with state standards, or access to the broad array of core courses and credits available to young people in community schools and required for graduation. While no one disputes the importance of remediation for young people who are significantly behind grade level, this support must be in support of credit accrual, not in lieu of it.

- o funding experts to provide technical assistance to correctional facilities to improve their education and career/training programs;

- o funding the development of model programs for program-wide and individualized math and reading instruction that support remediation and acceleration and that can be used in short term as well as long-term placements; and

- o ensuring that English Language Learners in correctional facilities have access to instruction in their language of origin.

B. DoEd should provide incentives to improve the quality of instruction in correctional facilities by:

- o funding training for teachers and staff, including training on the unique needs of court-involved young people;

- o requiring local education agencies to include correctional educators in professional development opportunities; and

- o providing incentives for correctional facilities to recruit highly qualified teaching staff, including staff certified to teach special education.

RECOMMENDATION 5

DoEd should provide strong leadership to ensure that schools in juvenile correctional facilities provide a workforce development strategy that includes "soft" skill training[4] as well as high quality, career technical training aligned with industry standards by:

- requiring states to ensure that correctional schools provide work skill and life-skill training for all students, and working with DoJ to require the same;

- requiring access in correctional facilities to career/technical training, aligned with industry standards and programs of study for high-demand career paths, and working with DoJ to require the same;

- working with the Department of Labor (DoL) to ensure that WIA Title I and Title II funding streams support training for sustainable career paths in correctional facilities, as well as internships, apprenticeships and subsidized employment opportunities set aside for adjudicated youth; and

- working with DoL to identify additional dedicated funding streams to offer high quality Career Technical Education (CTE) programs.

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[4] Young people in the delinquency system often lack both the "soft" or employability skills (also known as 21st Century Skills)—such as interviewing, problem solving, and anger management—and the technical training needed to compete for a shrinking pool of jobs. Teaching and supporting such skills helps young people to develop career paths and to understand the connection between education/training and living wage employment.

DoEd should require each state to ensure the prompt transfer of all education records to facilities and back to the community by:

- ensuring that young people and their parents or other legally authorized educational decision-makers are provided education records to facilitate the youth's prompt connection to school or training upon reentry;

- providing incentives for states to develop a central repository of student data, universal, standards-based credits, and other education records (e.g. assessment data, IEPs, etc.) to facilitate timely transfer;

- providing incentives for states to develop a process, such as an equivalency chart, to standardize credit accrual across districts and ensure that credits earned in placement are not inappropriately denied;

- requiring states to set timelines for the transfer of records between schools for all students, including those in correctional facilities (records should be transferred within no more than 7 days of a request); and

- providing incentives to states to establish state diplomas for young people who are not expected to return to school because of age and credit accumulation, and those who meet state graduation standards but fall short of district-specific requirements due to incarceration or other disruptions to their education.

RECOMMENDATION 7

DoEd should require individual assessments and individualized education by:

- requiring states to ensure that each young person receives a complete assessment of the student's academic, social and emotional status, including an assessment of whether the child should be referred for an initial special education evaluation; and

- requiring states to ensure that each young person has an individualized academic plan built from these assessments promptly after entering a juvenile delinquency facility.

RECOMMENDATION 8

DoEd should establish alternatives to "seat time"[5] for credit computation, such as computer testing and competency based assessments by:

- ensuring that students have access to teacher-assisted computer programs, online courses and tutoring; and

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[5] Young people in correctional facilities and upon reentry often fail to earn full credit for course work. Frequently this occurs because their moves to and from the correctional facility do not line up with the traditional semester. Credits granted based on "seat time," or the amount of time spent in class, makes it difficult for students to advance in the curriculum, and places them at risk of falling further behind in school and possibly dropping out upon return.

- ensuring that young people have access to competency-based assessments.

RECOMMENDATION 9

DoEd should provide the necessary funding to states to ensure year-round correctional schools.

RECOMMENDATION 10

DoEd should require facilities to provide access to post-secondary education and training in correctional facilities, as well as opportunities to earn college credit while still in secondary school (dual enrollment). Such opportunities could be facilitated by access to online courses.

RECOMMENDATION 11

DoEd should require federal education funding to follow each young person when he/she moves to an out-of-home-district school.

RECOMMENDATION 12

For purposes of computing Adequate Yearly Progress and other assessments of district academic performance, DoEd should require that home schools count youth in out-of-home placement until such youth have either graduated or received an alternative secondary credential.

RECOMMENDATION 13

DoEd should ensure universal access to affordable alternatives to graduation tests (e.g. GED), with adequate and affordable preparation for all applicants that includes preparation for careers and post-secondary education.

RECOMMENDATION 14

DoEd should ensure compliance with the IDEA by:

- ensuring that states effectively monitor and enforce compliance by LEAs with all obligations under the IDEA for youth in correctional facilities, including:

  o identifying students in need of special education;

  o completing timely evaluations and re-evaluations;

  o timely updating and fully implementing IEPs, including offering transition services to students age 16 and older;

- following procedural safeguards for issues such as school discipline;

- ensuring that students eligible for special education receive a free, appropriate public education, even if held in seclusion;

- involving the youth's parent, as defined under the IDEA, in all decisions; and

- employing teachers certified in special education.

- establishing an indicator requiring data collection and outcome reporting on students in correctional facilities in States' Performance Plans and Annual Performance Reports under Part B of the IDEA.

RECOMMENDATIONS TO FACILITATE AND INCREASE ACCESS TO EDUCATION FOR YOUNG PEOPLE UPON REENTRY

Over the past few years, an increasing number of researchers and policymakers have identified access to education as one of the most important factors in determining successful youth reentry from correctional settings back into the community. Unfortunately, our listening sessions reflected the fact that many of these young people are not able to return to school or continue their education or technical/career training upon reentry without support during this critical transition. Data on this population underscores the problem: in one study, over half of youth in juvenile detention had not completed the eighth grade and two-thirds of those leaving formal custody did not return to school.[6] The recommendations below seek to describe how DoEd, DoJ, and other federal agencies can require or support the prompt connection of youth to the education, training programs and supports needed for successful reentry. Please note that recommendations regarding "seat time" and credit transfer and recovery are mentioned in the correctional education section above, but apply both to correctional and reentry education.

RECOMMENDATION 15

DoEd and DoJ should require the seamless reentry of youth from correctional facilities to schools or community-based technical/career training programs by:

- requiring school districts to promptly re-enroll youth into an appropriate grade or educational setting that meets their individual needs after an out-of-home placement;

- prohibiting States and LEAs from creating or enforcing policies that prevent young people from returning to school upon reentry, including blanket policies that require that all young people returning from confinement to attend alternative education programs;

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[6] Roy-Stevens, Cory. "Overcoming Barriers to School Reentry." National Criminal Justice Reference Service, U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention. Oct. 2004.

- requiring jurisdictions to identify a state or local agency responsible for ensuring that a young person has a reentry plan and education placement before leaving a correctional facility. The education placement should permit prompt enrollment (within 24-48 hours) and should be an appropriate educational or technical/career training program for that young person. The youth also should have access to the support services needed for successful reentry and achievement in the educational placement;[7]

- providing guidance to states and localities urging that a failure of a young person to attend school or other appropriate educational or training program should not result in that young person's re-incarceration; and

- developing the data measures necessary to evaluate and improve the current rate of young people returning to school or other educational programs upon reentry from correctional facilities.

RECOMMENDATION 16

DoEd should provide guidance on the use of Elementary and Secondary Education Act (ESEA) funding to support access to educational and technical/career training programs for reentering youth by:

- requiring states and LEAs that receive ESEA Title I, Part D funding to account for the allocation of such funds, describe which programs the funding supported, and submit this report to the Department of Education on an annual basis;

- requiring education programs funded through Title I, Part D annually to report data regarding program effectiveness in promoting student educational achievement and degree/certificate completion;

- holding states and LEAs accountable for supporting programs that produce effective educational outcomes for reentering youth and provide guidance and technical assistance to states and LEAs on these effective programs and strategies; and

- requiring LEAs to allocate 15% to 30% of Title I, Part D funding to youth reentry, mirroring the state requirement; this set aside must supplement, not supplant existing resources.[8]

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[7]   Identifying and holding a specific person accountable, especially when that person is employed by the education system itself, facilitates the navigation of young people through the reentry process to reenrollment in school or another appropriate educational placement. States, such as Washington, have used Title I, Part D education funds to support the employment of transition coordinators by local education systems to monitor and support youth reentry, including enrollment in school.

[8]   Title I, Part D does not require LEAs to set-aside any percentage of this funding for reentry services. However, states are required to set-aside between 15 to 30 percent of this funding for this purpose. Requiring LEAs to set-aside some Title I, Part D funding to support reentry would help strengthen local involvement in and commitment to the reentry process, and increase resources available for these services. Any set-aside of Title I, Part D funds for reentry services by LEAs should mirror the state's requirement of a 15 to 30 percent set-aside and should supplement and not supplant existing resources in this area.

RECOMMENDATION 17

DoEd should reduce the negative impact of collateral consequences on the educational and employment opportunities of delinquency- and justice- system-involved young people by leveraging and supporting education-based paths to redemption by:

- enhancing access to community college, post-secondary career and technical education, and four year college course work;

- reinstating Pell grants and the "ability to benefit" program to provide financial support and increased access to post-secondary education and technical/career training programs; and

- providing guidance, technical assistance, and training to instruct administrators for colleges and other post-secondary education and technical/career training programs about how to appropriately inquire and use information about juvenile and criminal-justice involvement for youth who are applying for entrance into these programs.

RECOMMENDATIONS TO INCREASE OVERSIGHT AND ACCOUNTABILITY OF CORRECTIONAL AND REENTRY EDUCATION FOR YOUNG PEOPLE

Listening Session participants repeatedly called for increased oversight and accountability of the systems responsible for educating young people in correctional facilities and upon reentry. These recommendations specify areas in which increased oversight and accountability are particularly needed.

RECOMMENDATION 18

DoEd should improve data-gathering activities regarding youth correctional and reentry education by:

- requiring school discipline information to specify which schools are schools in confinement settings;

- requiring school discipline information to identify whether each discipline event that occurred in school was treated as a school discipline matter or discipline for conduct in the correctional facility;

- requiring school discipline information to identify discipline that results in a referral to the juvenile or adult justice system; and

- supporting amendments to the Family Education Rights and Privacy Act (FERPA) to allow for education records to be shared with the appropriate youth or adult justice agency for the limited purpose of conducting research regarding the education of youth

in the justice system, with re-disclosure of personally identifiable information prohibited for any other purpose.

RECOMMENDATION 19

DoEd and DoJ should improve and distribute information on research-based correctional and reentry education practices for young people by:

- collecting research-based practices;

- making this information readily available to stakeholders, including the education field, correctional facilities, correctional educators, reentry programs, and other individuals and organizations interacting with justice-involved youth, potentially through a centralized online database; and

- funding experts to provide technical assistance to organizations and systems seeking to implement these best practices.

LEGISLATIVE RECOMMENDATIONS

RECOMMENDATION 20

To support access to education for young people in correctional settings and upon reentry, DoEd and DoJ should recommend that Congress:

- amend the Juvenile Justice Delinquency Prevention Act (JJDPA) to include education and career preparation in its core protections;

- amend ESEA to include equity in correctional education and access to education upon reentry; and

- amend FERPA as described above.

ModelsforChange

Systems Reform in Juvenile Justice

www.modelsforchange.net