PA Academic and Career/Technical Training (PACTT) Alliance

PACTT Alliance in 2013:
PA Raises the Bar

WHY PACTT?

Grew out of statewide coordinated reform of aftercare

- Coordinated planning for release begins at disposition
- Competency development a key focus of placement and aftercare
  - BARJ Activity
  - Competency development must include academic and career technical training

WHY PACTT

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

National and statewide academic reforms fueled by:

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

Today's economy requires some post-secondary education and/or training

- **Jobs for even high school graduates do not pay family-sustaining wages**

- **85-90% of all job growth in past 15 years required post secondary education. This trend continues into the future.**

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

The PACTT Alliance

- **Began as a project of the PA Council of Chief Juvenile Probation Officers**

- **Primary funding from MacArthur Foundation, PA Commission on Crime and Delinquency (PCCD) and Stoneleigh Fellowship to the Director**

- **Began in 2008 as a pilot of Allegheny and Philadelphia counties, Pittsburgh and Philadelphia school districts and nine private facilities**

- **PACTT now includes private, and state facilities serving the majority of youth in placement**

PACTT: General Focus

- **Academic Reform**
- **Employability and Soft Skills**
- **Basic and/or entry level certifications**
- **Develop and align Career and Technical Education (CTE) curricula with recognized industry standards and PA Programs of Study**
- **Integrate CTE training and academics**

PACTT: General Focus

- Improve communication between residential facilities and home school districts

- Collect and assess data

- Address systemic barriers impacting these areas

Education in Placement

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

(from Illinois Education to Careers Next Generation Education)

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

Education in Placement

CAREER PATHWAYS frame education…

- *"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.' "*

From an article published online by Education Week

Academic Program Elements

ACADEMIC REQUIREMENTS OF PACTT

- **Maintain a rigorous academic curriculum aligned with PA Academic Standards**

- **Offer credit recovery and acceleration opportunities**

- **Offer opportunity for remediation (numeracy and literacy)**

Academic Program Elements

Maintain rigorous academic curriculum aligned with PA Academic Standards

- **College and career preparation**
- **Subjects taught using real world applications**
- **Specific course titles**
- **PDE Standards Aligned System (SAS)**
- **Professional development**

Academic Program Elements

Offer credit recovery and acceleration opportunities

- **Computer-based software programs: PLATO, NovaNet, A+, New Century, and others—aligned to PDE Academic Standards ensure credit transfer**
- **Extended school day and weekends**
- **Dual enrollment and College in the High School opportunities**

Academic Program Elements

Offer opportunity for remediation (numeracy and literacy)

- **Address significant educational gaps**
- **Assessments upon entry determine appropriate placement**
- **SAS can identify remedial lessons to match academic standards in these areas**
- **Math and literacy coaches provide classroom support**

Focus on Literacy

"**T**he 21st century has brought with it a tremendous evolution in how adolescents engage with text. As adolescents prepare to become productive citizens, they must be able to comprehend and construct information using print and nonprint materials in fixed and virtual platforms across disciplines. The International Reading Association (IRA) offers this updated position statement as a guide for supporting adolescents' ongoing literacy development."

International Reading Association. (2012). *Adolescent literacy* (Position statement, Rev. 2012 ed.). Newark, DE: Author.

Focus on Literacy

The Association believes that adolescents deserve

- Content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline
- A culture of literacy in their schools with a systematic and comprehensive programmatic approach to increasing literacy achievement for all
- Access to and instruction with multimodal, multiple texts
- Differentiated literacy instruction specific to their individual needs
- Opportunities to participate in oral communication when they engage in literacy activities
- Opportunities to use literacy in the pursuit of civic engagement
- Assessments that highlight their strengths and challenges
- Access to a wide variety of print and nonprint materials

Focus on Literacy

Infuse Literacy and Learning Strategies across all content areas including CTE

Training delivered on-site

- **Literacy strategies increase student understanding and comprehension of complex texts**
- **Deeper understanding promotes application of new knowledge**
- **Skills transfer across the curriculum, to postsecondary and to the workforce**
- **Literacy Committee is formed at each site that develops a school-wide literacy plan**

Examples of Academic Reform

- Computer-assisted learning, aligned to PDE academic standards and course titles, ensures credit transfer

- Integration of academics and CTE instruction

- Academy model provides contextual learning experiences

Connecting Academics to Work

Integration/Contextual Teaching

- **Provides hands-on and practical application to academics**

- **Provides skills and opportunities for future employment**

- **Aligned with PA Academic Standards for Career Education and Work**

Career and Technical Program Elements

1. **Teach the PACTT Employability and Soft Skills Manual**

2. **Offer at least one basic certification (OSHA-10, ServSafe, MOS or International Computer Driving License (ICDL)**

3. **Offer at least one CTE track aligned with industry standards**

4. **Make every effort to offer real life work experience to youth in placement**

5. **Work to develop a relationship with the local Workforce Investment Board (WIB)**

PACTT Employability and Soft Skills Manual

- **Teach youth skills necessary to succeeded in the workplace**

- **Employability Skills:**
    - **Career Planning**
    - **Interview Skills**
    - **Resume development**

- **Soft Skills—components to any career that are not technical or task centered such as:**
    - **Effective communication**
    - **Compassion**
    - **Honesty**
    - **Dependability**

PACTT Employability and Soft Skills Manual

- **Third edition of the manual**
- **Competencies based on Philadelphia's WIB and the Three Rivers' WIB Youth Development System Competencies**

  - **27 fundamental competencies**
  - **Resources available to aid in teaching**
  - **Uniform reporting process**

Employability/Soft Skills Implementation

- **Separate class/curriculum—Life Skills or transition class**
- ***Infused throughout the school and facility**
  - **English class—resume, cover letters**
  - **Math class—financial plan**
  - **CTE—communication skills in the workplace**
  - **Therapeutic Groups – problem solving, anger management, leadership**

EMPLOYABILITY SKILLS: THE PORTFOLIO

- **Employability competencies**
  - **Career Plan**
  - **Resume**
  - **Sample Applications**
- **Education and Career/Technical**
  - **Copies of certifications**
  - **Copy of transcript(s)**
- **Awards, Certifications**
- **Resources**

Basic Certifications

Offer at least one basic certification

- **OSHA-10**

- **ServSafe**

- **MOS or International Computer Driving License (ICDL)**

Basic Certifications
OSHA 10

10 hour Occupational Safety and Health Administration Training Course

- **Two 10-hour certifications**
  - **General Industry**
  - **Construction**
- **Provides employers with entry level employees who are trained in basic safety**
- **Saves employer money, making for a better candidate**
- **Resume/portfolio enhancer**

Basic Certifications ServSafe

- **One certified food protection manager required per worksite in PA**

- **Resume/portfolio enhancer**

Basic Certifications
ServSafe

- **ServSafe Options:**
  - **Onsite instructor/proctor**
  - **Contract with outside agency**
  - **Online course**

- **ServSafe Food Protection Manager Certification**

- **www.servsafe.com**

Basic Certifications
MOS—Microsoft Office Specialist

- **Skills learned will enhance the overall educational experience**
  - **Word processing**
  - **Spreadsheets**
  - **Presentations**
- **Instruction may be infused throughout curriculum**
- **Instruction can be done on site**
- **Testing may need to be done off site at an official testing center**

Basic Certifications
International Computer Driving License (ICDL)

- **Seven modules, on line**
  - **Concepts of Information and Communication Technology (ICT)**
  - **Using the Computer Managing Files**
  - **Word Processing**
  - **Spreadsheets**
  - **Using Databases**
  - **Presentations**
  - **Web Browsing and Communication**
- **The modules are all vendor neutral**
- **Facility is certified to instruct and certify**

Career and Technical Education

CTE TRACK MUST BE

- **Based on industry standards**
  - **Industry based competency lists**

- **Identified as high employment; open to delinquents; has career ladder**

- **At least one hour in length, minimum of 10 hours per week and a minimum of 90 hours**

Career and Technical Education

Operated as part of the school and/or facility operated.

- **Food Service/Culinary Arts**

- **Indoor/Outdoor Maintenance (custodial)**

- **Building Trades**

WORK EXPERIENCE

- **Practice both soft and hard skills in protected environment**
- **Offset effect of criminal background checks, expand resume**
- **Experience must by authentic**

Work to develop a relationship with Workforce Investment Board (WIB)

Community Based Affiliates

Initiated during the Fall of 2012.

Data

- **Currently modifying data collection system**
- **Plan for Cross System Database**
  - **Individual level data/field average self-evaluation**
  - **Data comes from areas of academic, basic certifications, CTE, Work experience, and demographics**
  - **Targeted JCMS goals**

PROGRESS TO DATE

- **32 affiliated residential or day programs represent majority of placed youth**
- **4 Community based programs**
- **Records received more than doubled; those never received dropped by 75%**
- **Approximately 1/3 of the youth every quarter are discharged with at least one basic certification**
- **Steadily increased participation in the CTE tracks**
- **Over half of the youth discharging in Q2 2011 completed at least 2/3 of the Employability and Soft Skills Manual**
- **Increasing percentage of youth discharging placement with a HSD**

SUSTAINABILITY

PACTT part of state-wide System Enhancement initiative

- **Identified by DPW as key reform**
- **Process of County Probation Affiliation**
- **Gradually transition to County Needs-Based Budget support**
- **Applicable to dependant facilities**

Transitional Partnership with DPW

- PACTT Alliance long-term sustainability concerns addressed by BJJS

- Executive Steering Committee Oversight

- Regional Resource Personnel

- Program Enhancement Grants

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