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# **DELINQUENT YOUTH LEARN TO EARN**

**PACTT  
PENNSYLVANIA ACADEMIC AND  
CAREER/TECHNICAL TRAINING ALLIANCE**

# **RECONNECTING DELINQUENT YOUTH**

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**Most school drop-outs are not delinquent**

**BUT**

**Most delinquent youth do not graduate from  
high school and cannot find jobs**

**Youth sent to residential placement are  
most at risk**

# RECONNECTING LOST YOUTH

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## LINK BETWEEN DELINQUENCY AND ACADEMIC FAILURE WELL DOCUMENTED

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

# RECONNECTING LOST YOUTH

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

**Historically, education and workforce preparation have been footnotes. Focus on:**

- **Case management**
- **Mental health**
- **Drug and alcohol treatment**
- **Housing**
- **Family issues**
- **Education and employment reduced to : “Go to school or get a job”**

# BACKGROUND TO PACTT

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

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

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

# BACKGROUND TO PACTT

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

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



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

# **RECONNECTING LOST YOUTH : Challenges to academic success**

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



# **RECONNECTING LOST YOUTH :**

## **Challenges to success**

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

**WE CAN NO LONGER AFFORD TO EDUCATE TODAY'S STUDENTS FOR  
TOMORROW'S WORLD IN YESTERDAY'S SCHOOLS!  
(from Illinois Education to Careers Next Generation Education)**

# **RECONNECTING LOST YOUTH :**

## **Challenges to success**

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### **STATE'S DE-CENTRALIZED JJ STRUCTURE BOTH A STRENGTH AND A CHALLENGE**

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

# **RECONNECTING LOST YOUTH :**

## **Challenges to success**

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### **LOCAL CONTROL OF SCHOOLS IN STATE**

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

# **RECONNECTING LOST YOUTH :**

## **Challenges to success**

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### **LOCAL-BASED CONTROL OF WORKFORCE MONEY**

- **Workforce Investment Board money allocated through 23 WIB areas**
- **Each WIB area determines spending guidelines based on mandated priorities**
- **Residential facilities serve many different counties and WIB areas**
- **Facility schools not eligible for Perkins funding**

# **NO COUNTY, FACILITY or SYSTEM CAN DO IT ALONE: THE PACTT IS BORN, 4/08**

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

- **PACTT sponsored by PA Council of Chief Juvenile Probation Officers**
- **Funded by MacArthur Foundation, PCCD and Stoneleigh Center**
- **Cross-system Advisory Board**
- **Focus on largest facilities serving 2/3 of youth from Allegheny and Philadelphia Counties**

# **OVERVIEW of PACTT GOALS:**

## **Preparing youth for 21<sup>st</sup> century jobs**

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

# **PACCTT ACADEMIC GOALS:**

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**Overall goal is to make academics relevant and rigorous**

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

# **PACTT ACADEMIC GOALS:**

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## **IMPROVE COMMUNICATION BETWEEN HOME SCHOOL AND FACILITY SCHOOL**

- **Ensure front and back end transfer of records**
- **Address historic “push out”**
- **Defend right of delinquent youth to quality education**
  - **ELC Toolkit**
  - **Multiple pathways to graduation**



# **PACTT ACADEMIC GOALS: Standards alignment**

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

# **PACTT ACADEMIC GOALS: Credit Recovery and Acceleration**

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- **Utilize computer software programs that allow for individualized instruction**
  - **Students motivated through engagement**
  - **Mobility of students addressed**
  - **Teacher as facilitator**
  - **Diagnostic testing directs instruction**
  - **Online component provides 21st century skills to students with less than average exposure to computers and technology**
  
- **Expand school time beyond the traditional hours and 180 days**

# **PACTT ACADEMIC GOALS: Acceleration**

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- **Offer dual enrollment and college in the high school courses**
- **Offer online postsecondary courses**
- **Articulate earned secondary CTE credits to related postsecondary programs**

# **PACTT ACADEMIC GOALS: Literacy Training Across Curriculum**

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

# **PACTT ACADEMIC GOALS: Progress to Date**

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- **Curriculum Alignment**
- **Record Transfers**
- **Credit Recovery, acceleration and remediation**
- **Literacy training**

# **PACTT CTE GOALS:**

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

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

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

# PACCT CTE GOALS

## Standards-Based Curriculum & Competency Lists

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- **FOCUS ON HIGH DEMAND, HIGH EMPLOYABILITY OCCUPATIONS: Culinary Arts, Indoor/Outdoor Maintenance, Microsoft Office, Welding, Auto Body, Auto Maintenance**
- **CTE TRAINING BASED ON INDUSTRY STANDARDS AND COMPETENCIES, LEAD TOWARD RECOGNIZED CERTIFICATION**
- **ALIGN WITH STATE CAREER/TECHNICAL STANDARDS**
- **OFFER BASIC CERTIFICATIONS (OSHA-10, ServSafe etc)**

# **PACTT CTE GOALS**

## **UNIFORM DOCUMENTATION**

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



# **PACTT CTE GOALS**

## **Standards-Based Curriculum & Competency Lists**

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### **PROGRESS TO DATE**

- **CTE PROGRAMS**
- **CERTIFICATIONS**
- **COMMUNITY-BASED PROGRAMS**

# **PACTT CTE GOALS**

## **CREATION OF JOB EXPERIENCE**

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- **PARTNER WITH WIBs TO PROVIDE INTERNSHIPS AND JOBS**
  - Youth need to offset effect of criminal background checks
  - Experience must be authentic
  - Examples of success:
    - DeLa Salle Vocational program
    - WorkReady Philadelphia summer jobs
    - Pittsburgh Learn to Earn Program
    - Youth Build at St. Gabriel's Hall
    - Over 100 additional jobs at residential facilities, funded by local WIBs

# **PACTT IMPLEMENTATION ROLE OF PROBATION**

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

# PACTT

## ADVOCACY AGENDA

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

# PACTT CONTACTS

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