Leveraging Perkins V to Improve CTE Programs in the Juvenile Justice System

November 22, 2019
Agenda

• The state of CTE and workforce development services for incarcerated youth
• Opportunities in Perkins V to improve CTE programs in the juvenile justice system
• Oklahoma’s efforts to improve CTE programs in the state’s juvenile justice system
• Q and A
Panelists

• Jacob Agus-Kleinman, Policy Analyst, Corrections and Reentry, Council of State Governments Justice System

• Dr. Marcie Mack, State CTE Director, Oklahoma Department of Career and Technology Education

• Brianna McCain, Policy Associate, Advance CTE
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The Council of State Governments
Justice Center

Mission

We develop research-driven strategies to increase public safety and strengthen communities.

Who We Are

We combine the power of a membership association, representing state officials in all three branches of government, with the expertise of a policy and research team focused on assisting others to attain measurable results.
The CSG Justice Center published *Locked Out* in 2015.

- In 2015, the CSG Justice Center partnered with Council of Juvenile Correctional Administrators (CJCA) to conduct a 50-state survey on the provision of educational services in juvenile justice facilities.
Workforce development services are increasingly important for incarcerated youth and youth under community supervision, but they have historically faced challenges.

- **Poor Outcomes:** Approximately 50% of youth on probation and 65% of youth returning from incarceration are re-arrested within one year.

- **Aging Population:** In 1997, 62% of youth in facilities were 16 and older; in 2015, it was 69%. In 2016, 310,000 youth were placed on probation—almost half were 16 or older.

- **Higher Needs:** Youth in facilities are now more likely to have a higher risk of reoffending, have fewer social supports, and be over-age and under-credited. As a result, the transition to independence and paid employment for these youth is increasingly important to their successful reentry.
In 2019, the CSG Justice Center partnered with CJCA to conduct a follow up 50-state survey on CTE and workforce development services for incarcerated youth.

Methodology:
• Disseminated to and received responses from all 50 state juvenile correctional administrators

Survey questions focused on:
• Delivery of CTE and workforce services in facilities and in the community
• Partnerships with businesses, postsecondary institutions, and workforce development agencies
• Reentry and employment connections
• Data collection and reporting
The survey was designed to answer three key questions:

- What workforce development services are provided to incarcerated youth in facilities and when they return to the community, and how are these services integrated into case and reentry planning?

- Are juvenile justice agencies partnering with workforce development agencies, educational entities, and employers to promote incarcerated youth’s career readiness and help youth to obtain meaningful employment in the community?

- What data are collected and reported on workforce development service provision, employment, and related youth outcomes?
Key Finding #1

- Most incarcerated youth are not provided the workforce development services necessary to obtain viable employment in the community after release.
States do not provide all youth in facilities with access to comprehensive CTE and workforce development services.

**FIGURE 1**  |  Number of States Offering Core Workforce Development Services to All Incarcerated Youth

- **Employability Skills Training**
  - 27 states

- **On-Site/Online CTE Programs**
  - 26 states

- **Work-Based/Hands-on Learning**
  - 25 states

- **Industry Recognized Credentials**
  - 20 states

39 states offer 1 of 4 services, 29 states offer 2 of 4 services, 21 states offer 3 of 4 services, and 8 states offer all 4 services.

*Resume building, interviewing, job searching and application support*
In most states, the types of workforce development services offered are not based on labor market trends or youth outcome data.

**FIGURE 2**  Factors Influencing What Workforce Development Services Are Offered in Facilities (by Number of States)
Key Finding #2

- Most state juvenile correctional agencies lack the partnerships needed to help incarcerated youth overcome barriers to obtaining viable employment in the community.
State juvenile correctional agencies lack diverse partnerships with key workforce development entities and educational partners.

<table>
<thead>
<tr>
<th>Educational Entity</th>
<th>States with Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges</td>
<td>39</td>
</tr>
<tr>
<td>State Education Agency</td>
<td>28</td>
</tr>
<tr>
<td>Technical/Trade Schools</td>
<td>25</td>
</tr>
<tr>
<td>Universities</td>
<td>22</td>
</tr>
<tr>
<td>Local Education Agency</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workforce Development Entity</th>
<th>States with Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based Organizations</td>
<td>32</td>
</tr>
<tr>
<td>Employers</td>
<td>27</td>
</tr>
<tr>
<td>State or Local WIOA Boards</td>
<td>17</td>
</tr>
<tr>
<td>State/Local Chambers of Commerce</td>
<td>5</td>
</tr>
<tr>
<td>State Business Roundtable</td>
<td>1</td>
</tr>
</tbody>
</table>
State juvenile correctional agencies lack diverse partnerships with key workforce development entities and educational partners (cont.)
States are not utilizing all available funding streams to support workforce development services for this population.

FIGURE 4 | Funding Sources Used by Juvenile Correctional Agencies for Workforce Development Services (by Number of States)
Key Finding #3

- Most states do not track key employment outcomes for incarcerated youth while they are in facilities and after their release.
States are not collecting key workforce development outcome data for youth in facilities.

| Thirty-seven states collect data on industry-recognized credentials or certificates earned. |
| Seventeen states collect data on postsecondary degrees or diplomas earned. |
| Fourteen states collect data on job training diplomas earned. |
| Only eight states collect data on all three of these outcomes. |
States are also not collecting key youth outcomes after release.
Identified Best Practices: Providing Robust Workforce Development Services

- Specific staff are designated to oversee the formulation and implementation of workforce development services for youth in facilities and in the community, including the formation of partnerships.

- Soft skills trainings are available, such as interviewing skills, resume building, job searching, standards of professionalism, conflict resolution, and teamwork, as well as guidance for completing financial aid and college applications.

- Access is provided to onsite and/or online CTE coursework that can lead to industry- or employer-recognized credentials and certifications.

- Paid training, apprenticeships, internships, and/or actual jobs in the community, which provide incentives for achieving key milestones or certifications, are offered.

- Ongoing training and support helps youth find employment, meet employer expectations, and overcome barriers to transitioning to independence (e.g., access to housing, transportation, etc.).
Identified Best Practices: Developing Partnerships and Leveraging Funding

- CTE course offerings and other workforce development services are focused on areas of local job growth and are informed by feedback from employers, chambers of commerce, and state/local workforce development agencies.

- Regular forums exist for agencies to solicit feedback from employers, and efforts are made to establish formal MOUs with employers to provide paid training, apprenticeships, and employment specifically for youth after they leave incarceration.

- A juvenile justice agency representative participates in state and local WIOA meetings, WDBs, and other workforce development collaboratives.
Identified Best Practices: Collecting and Using Outcome Data

- A minimum set of key workforce development performance measures are tracked within state juvenile justice and/or education case management systems, including:
  - Attendance/participation in workforce development programs and services
  - CTE credits and industry credentials/certifications earned
  - Whether employment was obtained and maintained.

To assist with tracking these outcomes in the community, MOUs with education and workforce development entities include data sharing/collection agreements and protocols.
Identifying opportunities for improving CTE and workforce development services

- CSG Justice Center is looking to partner with states and jurisdictions to pilot CTE and workforce development strategies to improve outcomes for youth and young adults. Potential areas of partnership include:

  1. Identifying and improving a service procurement process to ensure CTE and workforce development services are evidence based and build towards success.

  2. Forming formal partnerships between justice, workforce, and education agencies to establish a taskforce to utilize shared resources to improve CTE and workforce development services.

  3. Establishing key data measures to track the success of workforce development programming and establishing regular reporting protocols.

If you are interested in exploring opportunities to partner to improve CTE and workforce development services please contact us at jagus-Kleinman@csg.org
Dive into the data

Find *On Track* at:

Thank you!

Join our distribution list to receive National Reentry Resource Center updates!

csgjusticecenter.org/subscribe

For more information, contact: Jacob Agus-Kleinman at jagus-kleinman@csg.org
Equity in CTE

“State leaders have a critical responsibility to ensure each learner has opportunities for career success and is supported in identifying and realizing his or her goals. State leaders must identify and dismantle historical barriers and construct systems that support each learner in accessing, feeling welcome in, fully participating in and successfully completing a high-quality CTE program of study.”

- Advance CTE’s Statement on Equity in CTE

https://careertech.org/career-technical-education-equity-statement
Making Good on the Promise Series

- Understand the History
- Explore the Data
- Build Trust
- Expand Opportunity
- Ensure Success

https://careertech.org/resource/series/making-good-promise
Perkins V: Out-of-School and At-Risk Youth

The term “out-of-school youth’ in WIOA means an individual who is—

- (i) not attending any school (as defined under State law);
- (ii) not younger than age 16 or older than age 24; and
- (iii) one or more of the following:
  - (IV) An individual who is subject to the juvenile or adult justice system

In ESSA, the term “at-risk”, when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
Perkins V: Stakeholder Engagement

• Under Perkins, the eligible agency is required to consult a number of entities within the state on state plan development including:
  • Interested community representatives, including parents, students and community organizations;
  • Representatives of agencies serving out-of-school youth, homeless children and youth and at-risk youth;
  • Representatives of state workforce development boards established under WIOA;
  • Representatives of business and industry; and
  • Members and representatives of special populations.
Comprehensive Local Needs Assessment

- When initially submitting local application and then at least once every two years
- List of groups to consult with for needs assessment and “continued consultation” as determined by the eligible agency
- Key areas
  - Student performance (including subpopulations)
  - Size, scope and quality of programs
  - Labor market alignment
  - Programs/Programs of study implementation progress
  - Improving educator recruitment, retention and training
  - Equal access to high-quality CTE

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Opportunities to Expand Access through Perkins V

Federal Basic State Grant Perkins Allocation

State Allotment

Local Funds
- At least 85%

State Funds
- Up to 15%

State Leadership Funds
- Up to 10%

Reserve Fund
- Up to 15%

Nontraditional Training Set-aside
- $60K to $150K

Secondary Funding

Recruiting Special Populations Set-aside
- Lesser of $50K or .1% of leadership funds

Institutional Set-aside
- Up to 2%

Postsecondary Funding

Source: Association for Career and Technical Education (ACTE)
Skills Centers Program Locations

Bill Johnson Skills Center
- Construction Technology
- Welding

McLeod Skills Center
- Career Readiness
- Precision Machining
- Transportation, Distribution and Logistics
- Welding

Enid Skills Center
- Building Ground Maintenance
- Maintenance Workforce Transition

Fort Supply Skills Center
- Career Readiness
- Construction Technology
- Transportation, Distribution and Logistics
- Welding

Granite Skills Center
- Career Readiness
- Construction Technology
- Transportation, Distribution and Logistics
- Welding
- 3D

Jim E. Hamilton Skills Center
- Career Readiness
- Construction Technology
- Electrical Trades Technology (IM)
- Engine Performance (AST)
- Suspension, Steering and Brakes (AST)
- Transmission Repair (AST)
- Welding/Fabrication

Lexington Skills Center
- Cabinet Making
- CELU Code Update
- HVAC/Plumbing
- Journeyman Licensing Program
- Licensed Trades

McAlester Skills Center
- Basic Manufacturing Principles
- Licensed Trades

Mabel Bassett Skills Center
- Career Readiness
- Transportation, Distribution and Logistics

Clara Waters Skills Center
- Licensed Trades

Union City Skills Center
- Licensed Trades

Sayre Skills Center
- Career Readiness
- Building Maintenance Technology
- Transportation, Distribution and Logistics

Dr. Eddie Warrior Skills Center
- Career Readiness
- TDL/Manufacturing Academy

Jess Dunn Skills Center
- Career Readiness
- Construction Technology
- Green Technology
- Plumbing

Turley Skills Center
- Pet Services

Cedar Canyon
- Juvenile Skills Center

Thunder Ridge
- Juvenile Skills Center

Partnerships:

Young Offender – Atrgy Tech
- Welding

Young Offender – Francis Tuttle Tech
- Construction Technology

Truck Driver Training (Pilot) – Central Tech
- CDL
- Welding – MCN Reintegration – Green Country Tech
- Basic Welding

TEEM
- Culinary
- Construction
Areas of Instruction

- Auto Services
- Building Ground Maintenance
- Cabinetmaking
- Career Readiness
- Computer Fundamentals
- Construction Technology
- Culinary Arts
- Electrical Trades Technology
- Manufacturing
- Plumbing
- Precision Machining
- Transportation, Distribution and Logistics
- Welding/Fabrication
# Outcomes

## 2,071 Enrollments

Skills Centers Enrollment, Placement, Wage Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students served—full-time</td>
<td>1,048</td>
</tr>
<tr>
<td>Students served—short-term</td>
<td>865</td>
</tr>
<tr>
<td>Students served—partner program</td>
<td>158</td>
</tr>
<tr>
<td>Completed—full-time</td>
<td>635</td>
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<tr>
<td>Positive placement</td>
<td>89.21%</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$12.83</td>
</tr>
</tbody>
</table>
Delivery Models for Youth

- Correctional Facility
- Technology Center
  - Stand-alone
  - Integrated
- Office of Juvenile Affairs facility
- Community partner

The Cedar Canyon Adventure Program is a residential group home for adjudicated adolescent males hoping to improve their quality of life.
Post-release

Transition coordinators leverage federal, state and local resources to provide a continuation of the services to Skills Center graduates.

Employment coordinators are responsible for job placement assistance.
  - resumes
  - interviewing skills
  - job search strategies
  - employability skills

Accessible resources to graduates may include:
  - Housing
  - Transportation
  - Identification documents
  - Food
  - Clothing
  - Medical
  - Mental health
  - Legal resources
  - Guidance
Questions?

- Jacob Agus-Kleinman, Council of State Governments Justice Center, jagus-kleinman@csg.org
- Dr. Marcie Mack, Oklahoma Department of Career and Technology Education, marcie.mack@careertech.ok.gov
- Brianna McCain, Advance CTE, bmccain@careertech.org