
WORKFORCE PLAN

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INTRODUCTION

The TJJJ Agency Workforce Plan is developed in compliance with the Texas Government Code, Section 2056.0021. The statute requires state agencies to conduct a strategic staffing analysis and develop a workforce plan, according to guidelines developed by the state auditor, to address critical staffing and training needs of the agency. In addition to being included in the Agency Strategic Plan, the Agency Workforce Plan is submitted to the State Auditor’s Office State Classification Team as a stand-alone document.

I. AGENCY OVERVIEW

The Texas Juvenile Justice Department (TJJJ) is the state’s juvenile justice agency. TJJJ was created effective December 1, 2011 by the 82nd Legislature, and the powers and duties of the former Texas Youth Commission and the Texas Juvenile Probation Commission were transferred to TJJJ.

TJJJ works in partnership with local county governments, the courts, and communities to promote public safety by providing a full continuum of effective supports and services to youth from initial contact in the juvenile justice system through termination of supervision. TJJJ promotes delinquency prevention and early intervention programs and activities for juveniles and prioritizes the use of community-based or family-based programs and services for youth over the placement or commitment of youth to a state-operated secure facility.

TJJJ employs program specialists, investigators, and training specialists with job duties that focus on developing delinquency prevention and early intervention programs, monitoring and enforcing established standards for community-based programs and county detention facilities, and certifying and training juvenile probation and detention officers. However, the majority of the agency’s employees have job duties related to operation of the agency’s secure residential facilities housing the youthful offenders that cannot be safely served in another setting, providing multifaceted and integrated treatment programs to such youth, and performing job duties related to the agency’s re-entry system and parole programs for youth who have completed their stay in a secure facility.



TJJJ operates secure residential facilities and halfway house programs. Some youth committed to TJJJ are assigned directly to a halfway house; however, the majority of youth are assigned to a halfway house as a transitional assignment after they have completed their stay in a secure facility. The agency also contracts with private or local government providers for a wide range of services to TJJJ offenders.

Specialized residential treatment includes programs and services designed for youth with serious violent offenses, sex offenses, alcohol and other drug abuse or dependency, and intellectual and developmental disabilities. In addition, TJJJ operates year-round educational programs within each of its secure facilities. At TJJJ halfway houses and some contract facilities, TJJJ has memorandums of understanding with local independent school districts to provide education services. Youth under the agency’s jurisdiction in residential programs are also provided care for their basic needs, such as food, clothing, shelter, safety, medical care, legal rights, parenting, and spiritual needs.

Agency Mission

Transforming young lives and creating safer communities.

Core Values

- **Justice**
We do the right thing, in all things, with all people.
- **Safety**
We commit to a culture that protects youth, employees, and the public.
- **Integrity**
We build trust through transparency and ethical behavior.
- **Partnership**
We achieve best results through collaboration with counties stakeholders, youth and their families.
- **Innovation**
We proactively create opportunities to improve the juvenile justice system.

Vision

An effective and integrated juvenile justice system that:

1. Advances public safety through rehabilitation.
2. Equitably affords youth access to service matching their needs to enhance opportunities for a satisfying and productive life.
3. Employs a stabilized and engaged workforce fully empowered to be agents of change.
4. Operates safe and therapeutic environments with positive peer cultures emphasizing mutual accountability.
5. Is a model system with innovative, data-driven, and successful programming.

Impact of Agency’s Mission, Core Values and Vision on Workforce Initiatives

The agency does not anticipate future significant changes to the TJJJ mission, core values and vision. However, the agency’s workforce initiatives could be affected by achievement of the agency’s goal to increase reliance on alternatives to placement and commitment to secure state facilities, which would further reduce the youth population assigned to the agency’s secure facilities.

Organizational Structure

The Texas Juvenile Justice Department is governed by a thirteen-member Board appointed by the Governor with the advice and consent of the Texas Senate. In addition, the Governor appoints a TJJJ Independent Ombudsman that reports directly to the Governor.

The Executive Director is the administrative head of the agency and is selected by and reports to the TJJJ Board. The Office of Inspector General (OIG) and the Office of Internal Audit also report directly to the TJJJ Board.

- The Chief Inspector General oversees the OIG, which is responsible for the criminal investigation of crimes involving TJJJ interests; location and apprehension of TJJJ youth who have escaped, absconded, or violated a condition of their release from TJJJ; Contraband Prevention, Detection, and Interception within TJJJ facilities; Investigations Analytics and Research; operation of the 24-hour Incident Reporting Center to receive and document allegations of criminal activity as well as reports of abuse, neglect, and/or exploitation of TJJJ youth; and Use of Force monitoring.
- The Chief Auditor oversees the TJJJ Internal Audit Department, which is responsible for evaluating and assessing agency services, operations, and processes; providing consultation to agency management regarding design and implementation of internal controls; and coordinating external audit activities.

The following staff report directly to the Executive Director:

- The Chief of Staff provides direction and guidance to the executive director and executive management in strategic operations and

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planning, the establishment of functional and organizational relationships to achieve and advance the agency's goals and objectives, and executive level projects related to the oversight of agency operations. In addition, the Chief of Staff manages and provides direct oversight of the departments and program areas responsible for external affairs and media relations, for monitoring and inspection of agency and county juvenile justice facilities and operations; for the agency's Juvenile Justice Training Academy (JJTA) who provide training not only to TJJD employees but also to local juvenile probation departments and other juvenile justice practitioners; for the certification program area certifies juvenile probation and supervision officers and regulates such certifications in compliance with state law; and for the human resources department who perform all employee-related functions for the agency.

- The Chief Financial Officer oversees the agency's functions relating to budget, general accounting, payroll accounting, financial claims and services, contracts and procurement, purchasing, inventory, vehicle fleet management, building management, construction services, and community juvenile justice grants. In addition, this position oversees the agency's research and planning department, which is responsible for collecting and analyzing data and information regarding youth involved in the juvenile justice system with a goal to identify and assist in planning effective programs and services.
- The Senior Director for State Programs & Facilities manages and oversees the departments responsible for ensuring the security and maintenance of TJJD secure facilities and halfway houses and the delivery of rehabilitation and treatment programs and services to youth assigned to such facilities or assigned to agency contracted facilities. The programs and services include intake; assessment and placement; general, specialized, and mental health treatment; recreation programs; faith-based services; programs involving community volunteers; programs to encourage and support family involvement in the rehabilitation process; and re-entry services.
- The Senior Director of Education Services directs and oversees the agency's education program operated under the rules and guidelines of the

Texas Education Agency (TEA) at each of the agency's secure facilities. The TJJD Division of Education Services ensures that all students have the opportunity to achieve high school diplomas, industry certifications, and GED certificates. In addition, this position oversees monitoring activities related to on-site contracted educational services provided to youth assigned to a TJJD halfway house or a TJJD contract care facility and oversees management of the agency's re-entry workforce development programs that prepare youth for career training or job searches upon re-entering the community.

- The Senior Director for Probation & Community Services manages and oversees the departments and program areas responsible for providing prevention and early intervention services to at-risk youth; monitoring performance accountability of Juvenile Justice Alternative Education Programs; administering and monitoring Federal Title IV-E Foster Care Program contracts for the agency and participating juvenile probation departments; overseeing the agency's Office of Interstate Compact for Juveniles (ICJ) who ensure compliance with ICJ laws and rules relating to juveniles traveling or relocating across state lines; and providing a continuum of care and supervision for TJJD youth released to parole.
- The Medical Director provides administrative oversight of all the clinical services, including medical, dental, and psychiatric direct care provided by the University of Texas Medical Branch (UTMB) providers. This position helps to coordinate and integrate mental health services provided by TDCJ psychology staff and psychiatric services provided by UTMB staff. In addition, this position oversees all aspects of food and nutrition services at facilities.
- The General Counsel oversees the Office of General Counsel (OGC), which provides in-house legal services for TJJD. Such services include providing legal counsel to the TJJD Board and agency management, including counsel regarding rules, policies, practices and proposed legislation; overseeing the publication of rules and policies; overseeing the legal education and technical assistance program which provides legal and technical assistance to juvenile justice practitioners across the state and publishes

updates to the agency’s legal treatise *Texas Juvenile Law*; overseeing administrative investigations regarding allegations of youth abuse, neglect, and exploitation in county-operated, state-operated and state contract-care programs and facilities; managing the youth grievance system; reviewing and preparing responses to youth appeals relating to grievance responses, disciplinary hearing findings, or the findings of abuse, neglect, and exploitation investigations; managing the functions of the release review panel, which makes decisions regarding release to parole, discharge from TJJJ custody, or extended lengths of stay; conducting administrative due process hearings for youth and employees; maintaining youth records; responding to all public information requests; and overseeing any litigation involving the agency.

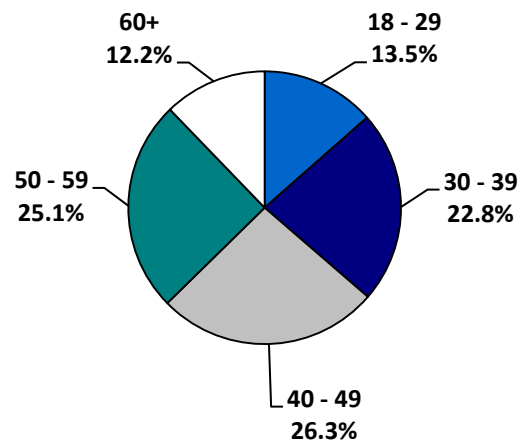
- The Chief Information and Technology Officer oversees all functions of the Information Technology (IT) Division, which include ensuring a secure statewide information infrastructure for the agency; maintaining and supporting various technological components at all agency locations, including the secure facilities and halfway houses; and developing, maintaining, and supporting custom applications used by agency employees, county-based juvenile probation departments, and other external partners in the juvenile justice field.
- The Director of Youth Placement and Program Development manages the functions of the Centralized Placement Unit and the Youth Services Contracts Department. The position also facilitates the collaboration and development of system innovations across agency divisions to increase overall agency effectiveness and responsiveness to changing youth needs.
- The Director of Operational Analysis and Facility Support provides direction and guidance in strategic operations and planning. This position includes cross-divisional operational analysis at agency facilities to include identifying recommendations for local and system wide solutions. It requires frequent visits to state-operated facilities to analyze cross-divisional operations to ensure that the necessary levels of integration, collaboration and support are in place.

II. CURRENT WORKFORCE PROFILE (Supply Analysis)

Demographics and Statistics¹

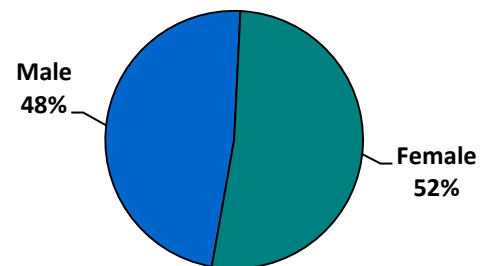
TJJJ Workforce by Age

Approximately 37% of the TJJJ workforce is in the 50+ age range, approximately 26% is in the 40-49 age range, and approximately 36% is under 40 years of age.



TJJJ Workforce by Gender

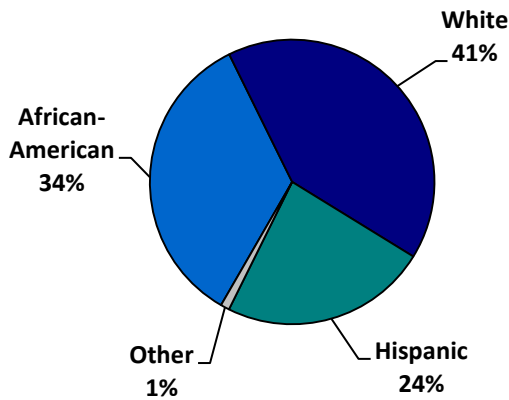
The TJJJ workforce has a slightly higher percentage of female employees than male employees.



¹ Source: Uniform Statewide Payroll System; queries run April 2016

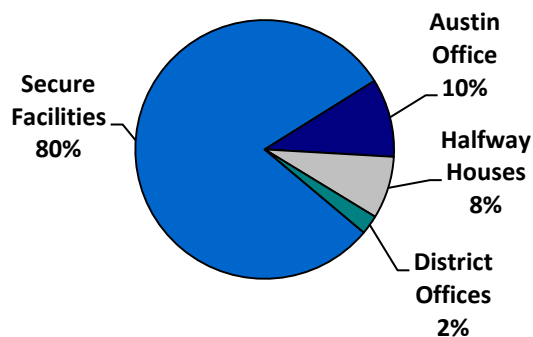
TJJD Workforce by Ethnicity

The TJJD workforce consists of 41% White, 34% African-American, and 24% Hispanic .



TJJD Workforce by Location

80% of TJJD employees are assigned to the agency’s secure state-operated facilities [2056 full-time employees (FTEs) and 2 part-time employees (PTEs)], and slightly more than 10% of TJJD employees are assigned to state-operated halfway houses (200 FTEs) or the agency’s district offices (63 FTEs). Only 9.8% of employees are assigned to the TJJD Austin Office (250 FTEs and 3 PTE).



TJJD Workforce by State Classification Plan Occupational Categories

This profile uses the occupational categories identified in the Fiscal Year 20146 - 17 SAO Job Classification Index.

- Table 1 on the following page identifies specific state job titles included in the criminal justice, social services, and education occupational categories. The majority of these positions involve direct care of youth.
- Table 1 also identifies the specific state job titles in the medical and health occupational category. The table does not include the UTMB contract nurses assigned to TJJD facilities.
- Table 2 identifies additional specific SAO occupational categories containing more than 10 employees. The “other” category includes the total number of employees in an occupational category containing fewer than 10 employees.

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Table 1.

Occupational Categories with Job Titles	
# Employees (as of 4/1/2016)	
Criminal Justice	
JCO I – VI	1365 FTEs, 2 PTEs
Dorm Supervisor	29 FTEs
Superintendents and Assistant Superintendents	25 FTEs
Parole Officer I – IV	25 FTEs
Social Services	
Case Manager	146 FTEs
Chaplain	5 FTEs
Human Services Specialist	29 FTEs
Social Worker	7 FTEs
Volunteer Service Coordinator	9 FTEs
Education	
Education Specialist	5 FTEs
Teacher ¹	121 FTEs
Educational Diagnostician	7 FTEs
Academic Counselor – Assessment / Scheduling Specialist	6 FTEs
Teacher Aide	32 FTEs
Reading Specialist and Lead Reading Instructor	5 FTEs
Principal and Assistant Principal	11 FTEs
Medical and Health	
Psychiatrist IV ²	1 FTEs
Dietetic and Nutrition Specialist ²	1 FTEs
Nurse ²	2 FTEs
Health Specialist	36 FTEs
Psychologist	5 FTEs

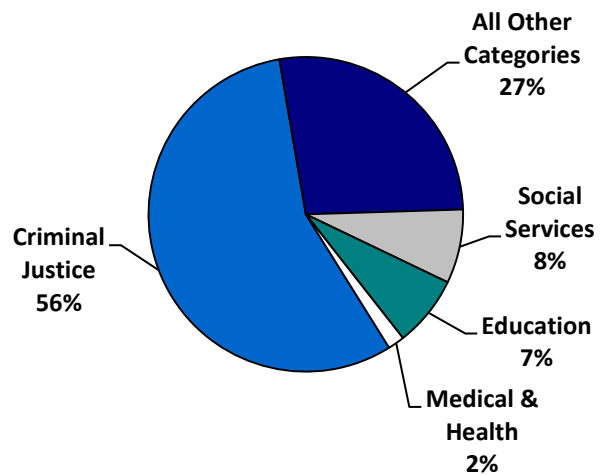
¹Includes 9 special education teachers

²Oversight positions

Table 2.

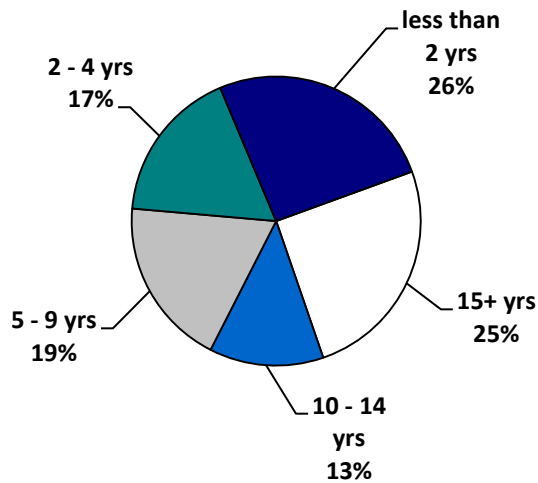
All Other Occupational Categories	
# Employees (as of 4/1/2016)	
Accounting, Auditing & Finance	31 FTEs, 1 PTE
Administrative Support	160 FTEs, 1 PTE
Custodial & Domestic	79 FTEs
Human Resources (includes trainers for TJJJ employees and for other juvenile justice practitioners)	54 FTEs
Information Technology	42 FTEs
Investigators	47 FTEs
Legal	15 FTEs
Maintenance	54 FTEs
Program Management ¹	174 FTEs, 1 PTE
Property Management and Purchasing	15 FTEs
Other	25 FTEs

¹Includes non-supervisory program specialists.



TJJD Workforce by State Tenure

No TJJD employee has TJJD tenure prior to December 1, 2011; therefore, the following indicates tenure for all state employment rather than just TJJD employment.



Critical Workforce Skills

The majority of the agency’s positions perform duties that involve:

- establishing partnerships with, monitoring certain functions of, and providing training to local county governments and other agencies providing delinquency prevention or early intervention programs, operating county detention facilities, or operating other community-based programs;
- interacting directly with youth assigned to a state-operated secure facility or halfway house or on parole and with the families of such youth;
- managing the operations of state-operated facilities or the programs and services provided at the facilities.

Critical workforce skills to perform these functions include the skill to:

- establish program goals and objectives;
- identify problems, evaluate the strengths and weaknesses of alternative solutions, and implement effective solutions;

- develop and evaluate policies and programs;
- interpret and apply rules and regulations and provide technical assistance to stake-holders;
- identify measures or indicators of program performance, conduct reviews of performance, and assess the findings;
- assess training needs and provide training;
- maintain adequate and accurate records;
- review technical data and prepare or direct the preparation of technical and management reports;
- use high level data and informational reports as an administrative management tool;
- perform job duties in a correctional setting with potentially aggressive / combative youth;
- work with youth in an empathetic and understanding demeanor;
- foster the cooperation of youth in the rehabilitation and treatment process;
- communicate effectively with youth and explain their progress to family members and other treatment staff;
- intervene and correct behavior and facilitate group discussions and counseling sessions;
- perform verbal and physical crisis intervention/de-escalation techniques;
- develop and implement case plans;
- conduct reading intervention and other learning needs intervention;
- direct and facilitate individual and group activities;
- maintain order and discipline;
- act quickly in emergencies; and
- implement specialized treatment programs (e.g., mental health, sex offender, alcohol and other drug treatment).

III. FUTURE WORKFORCE PROFILE (Outlook Analysis)

Critical Functions

The agency anticipates that the following functions will continue to be critical over the next five years.

Provide a Full Continuum of Effective Supports to Juvenile Probation Departments and Other Local Authorities throughout the State

The support provided by TJJDD to juvenile probation departments and other local authorities include:

- certifying juvenile probation officers and monitoring professional responsibilities related to such certification
- providing educational training and technical assistance to promote compliance with established standards and assist the local authorities in improving the operation of probation, parole, and detention services
- investigating allegations of abuse, neglect, or exploitation of juveniles on probation or assigned to a juvenile detention facility
- monitoring operations of juvenile detention facilities
- facilitating interagency coordination and collaboration among juvenile probation departments, school districts, and the Texas Education Agency
- monitoring performance accountability for juvenile justice alternative education programs
- maintaining and expanding comprehensive integrated juvenile case management systems that record the history and details of juvenile referrals, offenses, placements, programs, and supervision and enables standardized juvenile case management among county probation departments.

Provide each Youth Assigned to a State-Operated Facility with Access to a Spectrum of High Quality and Individualized Treatment

- The agency’s rehabilitative strategy includes a behavior component based upon the Positive

Behavioral Interventions & Supports (PBIS) model and addresses treating the “whole child.” The rehabilitative strategy includes not only treatment programs, but also education, vocational training, medical care, skills building programs, case management with service continuity, family involvement, community re-entry planning, and re-integration assistance. Services are matched to individual youth assessed needs in a way that increases staff responsiveness to the youth’s characteristics. Treatment resources focus on the youth who are at the highest risk to reoffend, providing them with the appropriate length and intensity of treatment using proven interventions.

The strategy emphasizes general rehabilitative and specialized treatment programs, leisure skill building groups, greater family involvement, education and vocational training, a multidisciplinary and case planning team, and a progressive system from entry to parole. A multidisciplinary team comprised of the youth’s case manager, an assigned educator, and JCOs who work with the youth on a regular basis, the youth, and the youth’s parent/guardian meet regularly to assess the youth’s progress, determine next steps, and develop a re-entry plan. As youth near completion of their minimum lengths of stay, case managers, parole officers, youth, and their parents or guardians formalize individualized Community Re-entry Plans for transition. These plans include the elements required for the youth to be successful upon return to the community. Medical input is also provided to ensure any medical issues are properly addressed in daily living and in case planning.

- Specialized treatment is provided for youth identified with a significant need in a specific area. The agency’s specialized treatment programs are: Mental Health Treatment Program, Capital and Serious Violent Offender Treatment (C&SVO) Program, Alcohol and Other Drug Treatment, and Sexual Behavior Treatment Program. Youth entering TJJDD for the first time or returning to TJJDD present complex and intense needs for a range of specialized treatment. Only the most serious juvenile offenders are sent to a secure state-operated facility. These offenders are often characterized by multiple severe needs for mental health services, sex offender treatment, alcohol and drug treatment, and treatment for violent behavior.

Youth who successfully complete a specialized treatment program or who develop a specialized

treatment need once returning to the community will receive specialized aftercare on an outpatient basis as needed and as available in the community. The specific aftercare needs are identified and recommended by the youth's specialized treatment provider and the multidisciplinary team. Some youth may not complete specialized treatment before release from a high restriction facility. In these situations, linkages with specialized treatment are made in halfway houses or community placements. Efforts are made to match the needs of the youth with the services available in the community.

Prepare Youth Assigned to a State-Operated Facility for Effective Re-entry into Schools and Communities at their Maximum Potential

The agency's education services are a crucial element in the successful performance of this critical function. Education services within TJJJ include the following curriculum to allow for a seamless transfer of coursework within TJJJ schools and into the communities:

- A comprehensive reading skills program to significantly increase reading comprehension
- An aggressive general education diploma (GED) program
- Vocational certification programs
- Opportunities for youth to receive advanced diplomas and enter college programs
- Opportunities for youth who have obtained a GED and/or High School Diploma to receive advanced vocational training and industry certification through Career Academies
- Special education initiatives
- Use of education and workforce development liaisons for youth at halfway houses or on parole to help ensure that a high percentage of TJJJ youth enroll in local schools, industry programs, or college upon return to the community
- An emphasis on teacher professional development relating to intervention skills to help ensure early, effective assistance to youth with learning difficulties

Maintain the Safety of Youth and Employees Assigned to State-Operated Facilities

When youth feel safe, they are more likely to actively engage in treatment and educational services. When employees feel safe, their effectiveness is increased and the resulting greater job satisfaction is reflected in lower employee turnover rates. This, in turn, benefits youth by establishing an atmosphere of stability with familiar role models. The following describes various actions that the agency has taken to help ensure youth and staff safety.

- The agency implements an injury prevention plan and monitoring system. The plan's main initiative is the Applying Behavioral Intervention (ABI) training, which is one of five modules included in the agency's Use of Force training and included in the agency's pre-service and annual training program. In addition, secure facilities initiate local plans to assist in lowering staff injuries, which consist of improving incentives and privileges for youth for good behavior, holding youth accountable for inappropriate behavior, and emphasizing verbal intervention.
- Each state-operated facility has an accident/physical restraint review board (ARB). The ARB is responsible for reviewing and analyzing all incidents of youth aggression resulting in injury to staff and incidents involving physical restraint. The purpose of the review is to identify causes and contributing factors in order to reduce or prevent reoccurrence. The facility trainers are members of the ARB to help identify training enhancements that could help prevent such incidents. The ARB's review findings are documented on the Accident Review Board Report. The report identifies whether the accident or injury was preventable or non-preventable, the underlying "root" cause, and reoccurrence preventive action.
- TJJJ is committed to compliance with the standards for juvenile facilities instituted by the Prison Rape Elimination Act (PREA) Commission to promote the safest environment for youth. TJJJ has designated an agency-wide PREA coordinator to develop, implement, and oversee the agency's efforts to comply with the PREA standards in all TJJJ facilities and designated a PREA compliance manager at each state-operated secure facility and halfway house to coordinate the facility's efforts to comply with PREA standards. In addition, TJJJ conducts a safe housing assessment for each youth upon arrival to intake,

prior to facility transfer and at specified intervals thereafter as the youth moves through the continuum of rehabilitation and treatment services.

- The behavioral component of the agency’s rehabilitation strategy is designed to bring out the best in youth, offering them incentives and positive reinforcement to behave in ways that contribute to a safe, therapeutic culture.

Maintaining a safe environment for youth and employees assigned to secure facilities will always be a challenge due to the potentially aggressive/combatative youth assigned to TJJJ custody. The agency will continue conducting an ongoing analysis of the various factors influencing the employee injury rate and considering various actions to maintain and further improve the reduced injury rate.

Expected Workforce Changes

The agency’s workforce could reflect a progressively increased emphasis on the agency’s role in studying the effectiveness of services provided or regulated by the agency and monitoring the use, operations, and performance of community-based or family-based programs and services for youth.

Anticipated Decrease/Increase in Required Number of Employees

At this time, it is difficult to predict changes in the required number of employees because the number is largely dependent on whether the youth population of state-operated facilities will decrease as the use of community-based services increases.

Future Workforce Skills Needed

It is anticipated that the critical skills previously identified in the supply analysis section of this plan will continue to be critical in the future. A greater emphasis may be placed on advanced information technology skills, research skills, and skills required for identifying measures or indicators of program performance.

IV. GAP ANALYSIS

Anticipated Surplus or Shortage of Full-time Employees

It is anticipated that recruiting and retaining employees in JCO and treatment positions will remain a challenge for the agency. The work performed by these positions is very emotionally demanding and requires the ability to always be ready to perform verbal and physical crisis intervention/de-escalation techniques.

Due to several factors described below, it is also becoming increasingly difficult to compete with local school districts for educator positions.

- Efforts to recruit and retain teachers are affected by the correctional work environment, the considerable educational deficiencies of most youth residing at the agency’s facilities, and the struggle to re-engage youth who have given up on the education system.
- Although the TJJJ student population is more similar to the population of an urban juvenile justice alternative education program than the local school district’s general student population, state law prohibits the salary rates for TJJJ state schools from exceeding the salary rates of like positions at the local school district (e.g., a TJJJ math teacher’s salary cannot exceed the salary of a math teacher at the local school district).
- Unlike public school districts, the agency’s state schools are operational every month of the year and teachers do not enter into a contract for employment.

Anticipated Surplus or Shortage of Skills

Skills Related to Direct Care of Youth Assigned to State-Operated Facilities and on Parole

It is anticipated that the use of community-based or family-based programs will continue to be prioritized over the use of state-operated facilities. Therefore, the agency does not anticipate a future surplus or shortage of skills necessary to fulfill the agency’s functions involving direct interaction with TJJJ youth and their families.

Another factor ensuring that potential gaps in such skill levels are averted is the agency’s ongoing training assessment process. This process involves reviewing feedback from field-based administrators, training advisory committees throughout the agency, pre-training and post-training assessments, on-the-job observations, and evaluations from course participants, as well as an

annual formal needs assessment. The process ensures that the agency develops or modifies training programs to meet current training needs in a timely manner and employees obtain and reinforce the knowledge and skills required for performance of the agency's critical functions.

In addition to using the training assessment process to avoid a gap in skills for direct-care staff, the agency avoids gaps by establishing specific training requirements that direct-care staff must complete to be eligible for continued employment. The current specific pre-service training requirements for JCOs, case managers, teachers, and parole officers are described in the following sections.

JCO Training Requirements

All JCO staff must complete 240-hours of training prior to being approved for sole supervision of TJJD youth, with an additional 60 hours of training within their first year of service. Training modules include a basic understanding of juvenile justice youth, understanding Texas juvenile justice system, employment discrimination, ethics and professional boundaries, youth rights, gang awareness, HIV/AIDS awareness, suicide prevention, first aid and CPR certification, juvenile health, safety, victims' rights, youth movement on campus, code blue, de-escalation techniques and behavioral interventions, professional communication, rehabilitation treatment strategies, and cultural diversity. Additional training modules that are provided during the pre-service training and/or during annual training include the following:

- **Interpersonal Communication (IPC) Training.** This 12-hour course covers the vital communication skills needed to effectively manage youthful offenders. The IPC model includes three basic components: Basics, Add-Ons and Applications. Each component contains specific skills addressing basic and strategic communication strategies with youth. Participants apply the skills through practice demonstrations during the class.
 - **Behavior Management Training.** This 21-hour course provides an overview to the behavioral management component of the agency's rehabilitative approach for juveniles. Staff acquires knowledge and skills to professionally and effectively assist youth in addressing and changing their behavior. This course defines the common language used in the agency's rehabilitative strategy, reviews approved non-disciplinary and disciplinary behavioral interventions, describes how to run behavior groups and discusses the characteristics of effective and ineffective staff and dorm culture influence a youth's progress in the agency's rehabilitation program.
- **Prison Rape Elimination Act (PREA) and Preventing Sexual Misconduct.** This 8-hour course provides an overview of the law, as well as TJJD policy and practices related to sexual misconduct. There is emphasis on reporting of alleged sexual misconduct as well as the role of staff in prevention and intervention. Staff will apply their knowledge through use of scenarios, group activities and class discussion. Annual training for tenured employees includes a 1-hour scenario-based course that emphasizes staff recognizing their role in preventing, detecting, and responding to suspected or alleged sexual abuse.
 - **Use of Force.** This 20-hour course is designed to give participants an overview of the TJJD Use of Force policy. Covered in this course are the purpose of the policy, when use of force is appropriate and when prohibited, and scenarios where participants determine whether use of force was used appropriately or inappropriately for resolving a given situation. The Handle with Care[®] module is designed to give participants an overview and understanding of the self-defense tactics that can be used for self-protection during an altercation with a youth and to provide the opportunity for practicing such tactics.
 - **Report Writing Techniques.** This 4-hour course provides hands-on opportunities for staff to develop and practice appropriate writing skills. The training focuses on the daily reports direct care staff are required to complete based on situations or incidents that happen during their workday.
 - **Trauma Informed Care.** This 8-hour course educates staff about the impact of trauma on the development and behavior of youth in the juvenile justice system by providing knowledge and skills needed to respond appropriately to the behavioral and emotional challenges of traumatized youth and help traumatized youth develop the ability to recognize trauma or loss reminders, recognize and develop their strengths, recognize survival coping strategies, and develop positive, coping strategies needed to grow into a healthy, productive, and functional adult with skills to take care of himself/herself and seek support from others.

Case Manager Training Requirements

All case managers receive the same classroom training as a juvenile correctional officer for a total of 147 hours, with an additional 96.5 hours of specialized training for practical instruction for the assessment and enhanced case management of youth in TJJD facilities. Case manager staff receives a minimum of 40 hours of training each year thereafter. Courses include managing youth behavior, cultural diversity, ethics and professional boundaries, first aid and CPR, gang awareness, professional communication, report writing techniques, interpersonal communication skills, de-escalation and applied behavior interventions, juvenile health, PREA and preventing sexual misconduct, safety, code blue, suicide prevention, understanding the Texas juvenile justice system, understanding TJJD youth, use of force training, victims' rights, youth rights, and group facilitation basics. Case managers also receive extensive specialized training regarding re-entry planning. Other specialized training courses for case managers include the following:

- **Motivational Interviewing.** This 16-hour course teaches techniques designed to enhance intrinsic motivation to change through exploration of ambivalence. The techniques teach participants to deal with resistance in a non-judgmental manner while influencing the client's willingness to consider change.
- **Positive Achievement Change Tool (PACT).** This training includes practical instruction on the purpose and use of the PACT assessment tool. The PACT is designed to improve assessment of individual risk and protective factors in order to enhance treatment interventions and, ultimately, improve youth outcomes. Participants learn basic guidelines and process for developing effective case plans and the process for conducting meaningful case planning sessions with the youth, how to write goals and action steps using SMART (Specific, Measurable, Achievable, Realistic and Time-framed) criteria, strategies for developing successful Community Re-Entry Plans, and how to incorporate skills and challenges identified within the case review process.
- **Developing Effective Case Plans.** Participants learn basic guidelines and process for developing effective case plans and the process for conducting meaningful case planning sessions with the youth. They incorporate knowledge gained during PACT training and Motivational Interviewing to case planning. Participants learn and write goals and action steps using SMART (Specific, Measurable,

Achievable, Realistic, and Time framed) criteria. Participants correlate the Community Re-entry Plan (CRP) with the "Making it Happen" plan and incorporate skills and challenges identified within the "Making it Happen" plan with the CRP.

- **Social Skills.** This 6-hour course is designed to introduce the conceptual framework for social skills. Participants receive an overview of social skills, beginning with the broad notion that skills are behaviors that individuals acquire. Staff will explore social skills curricula, observing a model of a social skill lesson and then discussing the activities within the lesson. Finally, participants will teach back a social skills lesson, receiving guidance and coaching as necessary.
- **Group Facilitation Basics.** This 8-hour interactive course is designed to facilitate learning of basic group facilitation processes, practices, techniques and strategies through involvement as a member of a learning group.
- **Group Dynamics and Team Building.** This 2-hour course is designed to walk juvenile justice professionals through the individual stages of group development using hands on activities. Through these practical applications, participant will identify group development stages of forming, storming, norming and performing and be able to apply these stages to the dynamics of any team situation within the organization.
- **OJT (On the Job) Training.** The JJTA and the State Operated Programs & Facilities Division are collaborating in the development of an on-the-job training module for Case Managers, which the agency anticipates implementing in early FY 2015. The OJT training will require case managers to study and complete an Application Guide with guidance and oversight provided by a case manager mentor or supervisor. The agency is estimating that completion of the guide will require approximately 100 hours.

Teacher Training Requirements

Teachers receive approximately 95 hours of training similar to the juvenile correctional officers, with an additional 40 hours of training that is education specific provided by Education staff as pre-service training. Teachers have approximately 48 hours of annual training as a requirement of TJJD and may be subjected to additional continuing education requirements to

maintain their teaching certificate through the Texas Education Agency each year thereafter. These courses include managing youth behavior, cultural diversity, ethics and professional boundaries, first aid and CPR certification, gang awareness, report writing techniques, professional communication, juvenile health, PREA and preventing sexual misconduct, safety, understanding Texas juvenile justice system, suicide prevention, understanding TJJD youth, use of force, de-escalation and applying behavioral interventions, victims' rights, and youth rights.

Parole Officer Training Requirements

Parole officers receive approximately 100 hours of blended learning for pre-service training, with a minimum of an additional 40 hours of training each year thereafter. The courses include cultural diversity, ethics and professional boundaries, first aid and CPR certification, gang awareness, professional communication, report writing techniques, interpersonal communications, safety, suicide prevention, understanding Texas juvenile justice system, use of force training, understanding TJJD youth, victims' rights, youth rights, and PREA and preventing sexual misconduct training courses. Parole officers also receive extensive specialized training regarding their duties, and these training courses include due process hearings, safety during office and field visits, sexual offender registration, working with sentenced offenders on parole and youth with mental health issues, and custody transportation.

Skills relating to Supervisory/Management Functions

In addition to training that provides the agency's direct-care employees with the knowledge and skills necessary to perform their job duties, training that promotes supervisory effectiveness is a key component to lower employee turnover rates and maintain a skilled workforce.

The following supervisory and management training courses are current courses available to TJJD supervisors and managers.

- **Introduction to TJJD Supervision.** This 40-hour course is required for all newly hired or promoted TJJD supervisors. The course covers both the administrative requirements of a TJJD supervisor along with an introduction to performance management, communication, teamwork, and cultural diversity.

- **Teamwork and Conflict Resolution.** This course is participant-centered, using many interactive activities to facilitate cooperation and build trust. Participants explore the attributes of effective teams, methods for resolving conflict, and how to interpret non-verbal cues that others may use in difficult situations.
- **Correctional Management Institute of Texas (CMIT) Mid-Management Leadership Program.** In an effort to assist agencies in succession planning and to prepare personnel in supervisory and mid-management positions for greater responsibility, CMIT offers a week-long Mid-Management Leadership Program several times throughout the year for criminal justice professionals at the George J. Beto Criminal Justice Center.

Classes consist of employees selected, by nomination only, from adult and juvenile probation departments, TJJD, divisions of the Texas Department of Criminal Justice and Texas Sheriff's Departments. Individuals nominated are employees in a supervisory position with potential for promotion or who possess the potential to be promoted into a supervisory position.

- **CMIT Senior Level Leadership Program.** CMIT, in collaboration with Sonoma State University and the Vera Institute of Justice, offers a week-long program aimed to capture and present significant insight and knowledge into the understanding, recognition, and impact of senior level decision making with an emphasis on applying strategic/critical based thinking with a core focus on the fundamental platform of principles associated with cost benefit analysis. This training is offered quarterly for criminal justice professionals at the George J. Beto Criminal Justice Center.

Classes consist of employees selected, by nomination only, from adult and juvenile probation departments, the TJJD, divisions of the Texas Department of Criminal Justice and Texas Sheriff's Departments. Agency's executive management may nominate, as program candidates, employees with potential for promotion into a senior level position or who possess the potential to be promoted into a senior level position.

- **Exemplary Leadership.** This 4-hour course explores the four quadrants of emotional intelligence; self-awareness, self-management, social awareness and

social skills as well as the five practices of credible leadership, modeling, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, which while discussed separately, go hand-in-hand to develop a credible leader.

- **JCO VI Leadership.** This 8-hour course was specially designed for newly hired or promoted first-line JCO VI supervisors and consists of four modules. Session one focuses on the individual using the Myers-Briggs Type Indicator (MBTI®) tool to allow the participant to reflect inwardly and learn his/her own style of leadership and communication. Session two leads the JCO VI through an exercise of identifying broken systems in the workplace and uses a problem based learning technique to teach participants how to evaluate possible solutions. With a base knowledge from the first two sessions, the last two sessions drill to more specific issues that a JCO VI or any other first line supervisor faces with problem employees.
- **7 Habits of Highly Effective Managers.** This 16-hour course is an intensive, application-oriented learning experience that focuses on the fundamentals of great leadership. Assists a management team move from getting good results to attaining great and enduring results. This course will introduce the concepts of managing chills and thrills, classic mistakes managers make, the maturity continuum and a review of the 7 habits.

Other Job-Related Professional Skills

Although the training assessment process is primarily used to identify needed changes to pre-service and annual training requirements, it also results in the development and offering of non-compulsory professional development training courses. The non-compulsory training courses provide employees the opportunity to further enhance specific skills.

V. STRATEGY DEVELOPMENT

Succession Planning

The agency's supervisory, management, and leadership training programs (described above in the discussion regarding anticipated surplus or shortage of skills) are a vital factor in the agency's succession planning efforts. The programs are designed to help ensure that TJJD supervisors and mid-management personnel have the

skills and knowledge required to assume greater responsibilities when vacancies occur through normal attrition. When employees compete for promotion to management positions, their leadership, teambuilding, and program development skills are critical components in the selection process.

Gap Elimination Strategies

Based on the agency's critical functions and staffing requirements, the agency must continue to implement aggressive recruitment strategies and strengthen retention strategies to avoid potential staff shortages in JCO, case manager, and educator positions. These strategies include the following:

- Continued implementation of JCO recruitment strategies relating to advanced placement upon hire for applicants with higher education, military service, or relevant experience.
- Continue to increase participation in job fairs and other recruitment events for educators and explore new recruitment strategies.
- Conduct periodic reviews of the case manager career path to ensure it continues to remain an effective retention strategy.
- Ongoing identification and reinforcement of strategies to improve the quality of the work environment (e.g., consistent and fair application of HR policies and practices, reduction of staff injuries).
- Continued assessment of training curriculum to ensure that newly hired JCOs, case managers, and educators have the necessary skills to perform their duties in the agency's unique work environment.
- Continued enhancement of supervisory and leadership training to increase supervisory effectiveness.

CONCLUSION

The agency will avoid workforce staffing and skill gaps through its commitment to implement strategies to attract applicants who have the necessary knowledge, skills and abilities to perform critical functions and to provide training that allows employees to continue acquiring and maintaining necessary skills.