
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 facilities, providing

multifaceted and integrated treatment programs to committed 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 and 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 TJJJ enters into 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 services and trauma-informed care, matching their needs to enhance opportunities for a satisfying and productive life.
3. Employs a stable and engaged workforce fully empowered to be agents of change and reinforce treatment goals for youth.
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.
6. Embraces a one-system approach that includes the significant voice of county probation offices and allows for local control.

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

The agency does not anticipate future significant changes to the TJJD mission, core values, and vision. Agency workforce initiatives could be affected by changes in the state-wide available work-force, further reliance on alternatives to placement that may reduce youth population in state-operated facilities, and the agency’s strategic goals on increasing the direct-care engagement with committed youth.

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 TJJD Independent Ombudsman who reports directly to the Governor.

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

The Chief Inspector General oversees the OIG, which is responsible for the criminal investigation of crimes committed by TJJD employees and crimes committed at department facilities and facilities under contract with TJJD. The OIG also conducts administrative investigations related to abuse, neglect, and exploitation of TJJD youth. Additionally, the OIG conducts location and apprehension efforts of TJJD youth who have escaped, absconded, or violated a condition of their release from TJJD; contraband

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prevention, detection, and interception within TJJJ facilities; investigations analytics and research; operation of the 24-hour Incident Reporting Center; 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 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.
- The Deputy Executive Director for Probation 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 TJJJ youth released to parole.
- The Deputy Executive Director for State services manages and oversees the departments responsible for ensuring the security and maintenance of TJJJ secure facilities and halfway houses; assessment & placement of youth; 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; 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; and provides oversight of reentry and parole.
- The Chief Financial and Operating Officer is responsible for managing and overseeing the departments responsible for administrative support of the agency, Finance, Information Technology, Juvenile Justice Training Academy, Human Resources and Monitoring and Inspections
- The General Counsel oversees the Office of General Counsel (OGC), which provides in-house legal services for TJJJ. Such services include providing legal counsel to the TJJJ Board and agency management, including counsel regarding rules, policies, practices and proposed legislation; overseeing the publication of rules and policies; managing the youth grievance system; managing the functions of the release review panel, which makes decisions regarding release to parole, discharge from TJJJ, or extensions in lengths of stay; conduct administrative due process hearings for youth and employees; maintaining youth records; an overseeing any litigation involving the agency.
- The Chief Information 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

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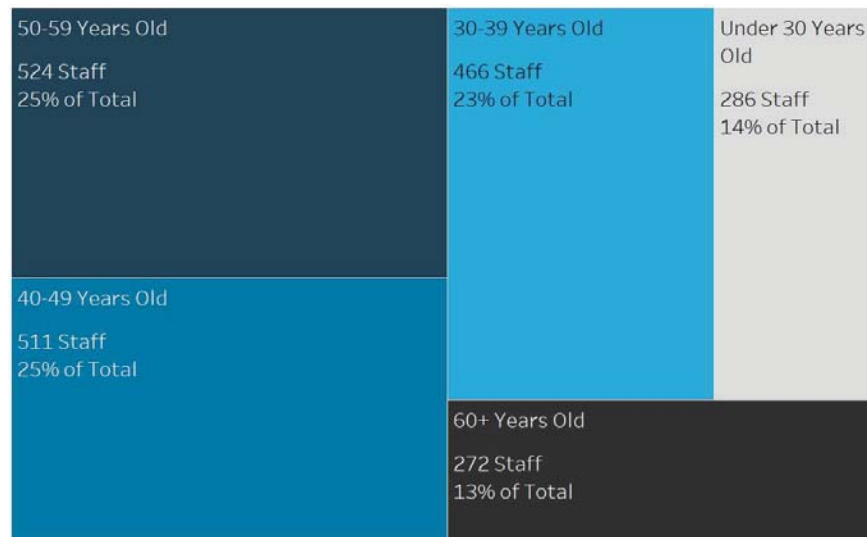
the state-operated facilities; and developing, maintaining, and supporting custom applications use by agency employees, county-based juvenile probation departments, and other external partners in the juvenile justice field.

- The Director of Stakeholder Relations manages the agency’s relationship with external stakeholders, such as members of the Texas Legislature, youth-focused interest and advocacy groups. This position plays an integral role in development of long-term strategic mission of the agency, as well as the agency’s legislative goals.
- The Director of Communications oversees the communications strategy for the agency; responds to media inquiries; monitors and develops content for the agency’s website and social media presence; and provides counsel on communications made by the executive office.

II. CURRENT WORKFORCE PROFILE¹

TJJD Workforce by Age

Approximately 50% of the TJJD workforce is in the 40-59 range. TJJD Employee age clusters around middle categories with fewer staff falling into older (60+) or younger (<30) categories.

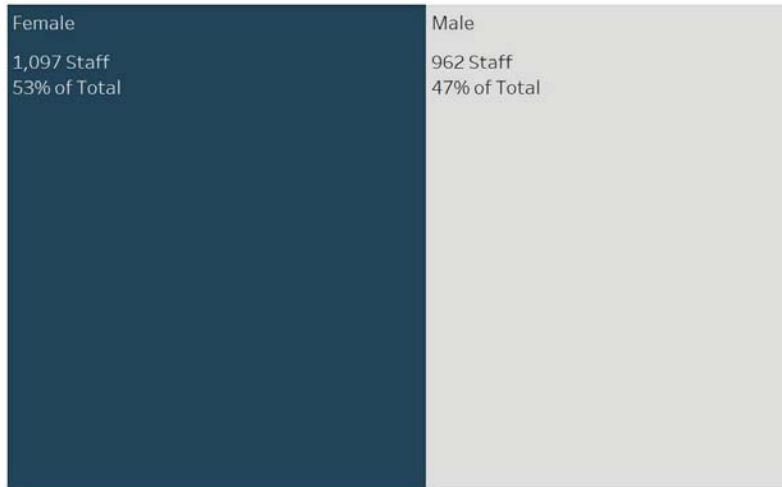


¹ Source: CAPPS data transfer; queries run May 2020.

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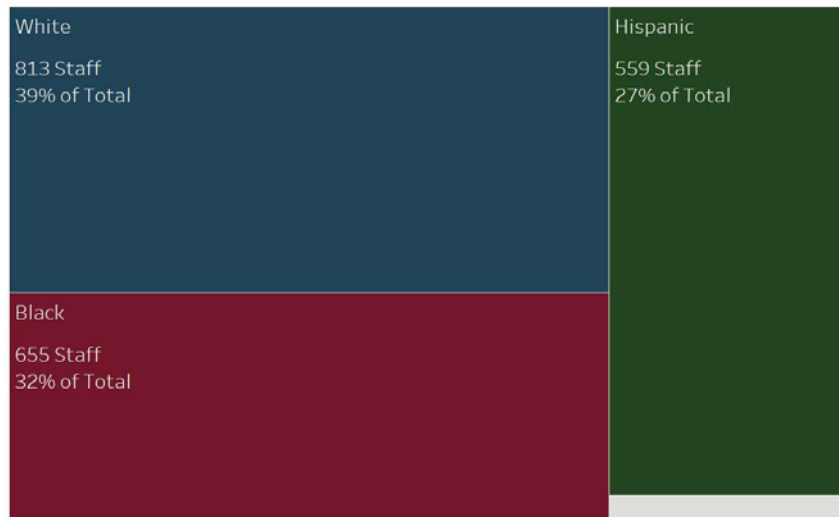
TJJD Workforce by Gender

The TJJD workforce has a slightly higher percentage of female employees (53%) than male employees (47%).



TJJD Workforce by Ethnicity

The TJJD workforce is 39% White, 32% African-American, 27% Hispanic, and 2% Other.



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TJJD Workforce by Location

77% of TJJD employees are assigned to the agency's secure state-operated facilities. Approximately 8% of TJJD employees are assigned to state-operated halfway houses. Only 12% of employees are assigned to the TJJD Austin Central Office, with 3% working in the field or in other locations.



TJJD Workforce by State Classification Plan Occupational Categories

This profile uses the occupational categories identified in the Fiscal Year 2020-2021 SAO Job Classification Index.



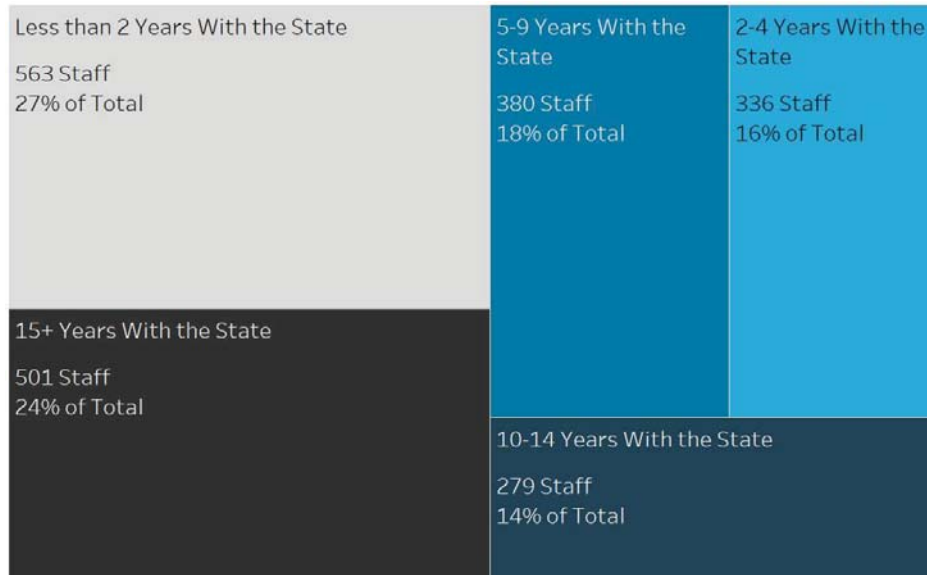
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Occupational Categories with Job Titles	# Employees (as of 5/7/2020)	All Other Occupational Categories	# Employees (as of 5/7/2020)
Criminal Justice		Accounting, Auditing & Finance	23
JCO – Youth Development Coach III-V	936	Administrative Support	117
Superintendents and Dorm Supervisors	55	Custodial & Domestic	69
Parole Officer III-V	34	Human Resources (includes trainers for TJJD employees and for other juvenile justice practitioners)	58
Social Services		Information Technology	31
Case Manager	100	Investigators	45
Substance Abuse Counselor	17	Security Officers	52
Human Services Specialist	23	Legal	40
Social Worker	3	Maintenance	38
Volunteer Service Coordinator	9	Program Management	164
Education		Property Management and Purchasing	20
Education Specialist	8	Other	27
Teachers	134		
Educational Diagnostician	2		
Academic Counselor – Assessment / Scheduling Specialist	6		
Teacher Aide	22		
Lead Reading Instructor	2		
Principal and Assistant Principal	10		
Medical and Health			
Physician IV	1		
Dietetic and Nutrition Specialist ²	1		
Nurse	2		
Health Specialist	31		
Psychologist	5		

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TJJD Workforce by State Tenure

Due to system limitations, long-term TJJD employment tenure is not available. The following is a chart indicating tenure for all state employment rather than just TJJD employment. The majority of the TJJD workforce falls on either end of the tenure categories, with 27% of staff working for the state for less than 2 years, and 24% of staff working for the state for over 15 years.



Critical Workforce Skills

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

- interacting directly with TJJD-committed youth inside state-operated secure facilities or medium restriction halfway houses, youth on TJJD parole, and families of youth;
- managing the operations of state-operated facilities, including the programs and services provided within the facilities; and
- maintaining cooperation with, monitoring certain functions of, and providing training and other support to local juvenile probation departments and agencies providing prevention and early intervention programs, operating county detention and secure post-adjudication facilities, or operating other community-based programs.

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

- perform job duties in a correctional setting with potentially aggressive or combative youth;
- direct and facilitate individual and group activities;
- maintain order and youth accountability;
- act quickly in emergencies;
- implement specialized treatment programs (e.g., mental health, sex offender, alcohol and other drug treatment);
- establish program goals and objectives;
- identify problems, evaluate the strengths and weaknesses of alternative solutions, and implement effective solutions;

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|--|--|
| <ul style="list-style-type: none">• develop and evaluate new programming to meet the evolving needs of the committed youth;• interpret and apply rules and regulations and provide technical assistance to stakeholders• 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; | <ul style="list-style-type: none">• the ability to work with highly dysregulated youth in a manner that builds healthy relationships;• 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 and de-escalation techniques;• develop and implement case plans; and• conduct reading intervention and other learning needs intervention. |
|--|--|

III. FUTURE WORKFORCE PROFILE

Critical Functions

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

Provide each youth with high quality and individualized treatment.

- The Texas Model includes intervention strategies to address the needs of the dysregulated, often traumatized, youth committed to TJJD's care. Treatment, education, vocational training, medical care, skills building programs, case management, family involvement, community re-entry planning, and re-integration assistance are all parts of the wholistic programming that must be provided to each youth for successful rehabilitation. Services are matched to individual youth needs. Treatment resources are tailored to the youth's risks, needs, and responsivity, and youth are provided appropriate length and intensity of treatment.
- 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 TJJD for the first time or returning to

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TJJD 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 treatment needs.

- 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 youth services team from their secure facility. 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 within state-operated facilities for effective re-entry into their schools and communities.

Education services within TJJD include the following curriculum to allow for a transfer of coursework within TJJD schools and into the communities:

- A comprehensive reading skills program to significantly increase reading comprehension;
- An aggressive General Educational Development (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;
- Special education initiatives;
- Education and workforce development liaisons for youth at halfway houses or on parole to help ensure youth can enroll in local schools, industry programs, or college courses upon community re-entry; and
- Teacher professional development relating to intervention skills to help ensure early, effective assistance to youth with learning difficulties.

Maintain the security of state-operated facilities and the safety of youth and employees.

The Texas Model relies on increasing youth felt-safety to actively engage in treatment services. When employees feel safe, their effectiveness is increased and the resulting greater job satisfaction is reflected in lower employee turnover rates and stronger, appropriate relationships with the youth. 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 increased the presence of the Office of Inspector General staff. Now, the OIG oversees the gatehouse operations to ensure our most visible line of security is maintained by trained professionals.
- 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

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inappropriate and aggressive behavior, and emphasizing verbal interventions instead of uses of force.

- 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 restraints. 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 upholds its commitment to the Prison Rape Elimination Act (PREA) standards to promote the safest environment for youth. TJJJ has an agency-wide PREA coordinator to help develop, implement, and monitor the agency's efforts to comply with PREA standards in all TJJJ-operated facilities. TJJJ also conducts safe housing assessments for each youth at regular intervals while the youth progresses through their treatment.
- TJJJ is updating the behavioral modification component of the agency's rehabilitation strategy to increase the positive behavior shaping. This involves improving the incentives and positive reinforcement youth are given 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.

Provide effective support to Juvenile Probation Departments and other local child-serving authorities throughout the State.

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

- Certifying juvenile probation officers and monitoring professional responsibilities related to such certification;
- Providing continual training and technical assistance to promote compliance with established standards and assist the local authorities in improving the operations 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 and post-adjudication 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; and
- Maintaining and expanding comprehensive integrated juvenile case management systems that detail juvenile referrals, offenses, placement, programming, and supervision; and also allows for information sharing and standardized case management system-wide.

Expected Workforce Changes

With 24% of current agency staff having served more than 15 years with the state, within the next five years the agency could lose senior, more tenured, staff that have the necessary institutional knowledge to provide the agency's critical functions. Moreover, TJJD's trauma-informed correctional model requires active engagement with the youth to provide the necessary structure, accountability, and behavior modification the youth need through their treatment and rehabilitative programming. The culture shift within TJJD will require more pointed training for staff to have the tools necessary to provide the higher level of engagement with the 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. Although population in state-operated facilities has declined the past several years, too many independent variables in the community affect the total population within TJJD.

Future Workforce Skills Needed

It is anticipated that the identified skills 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. ANALYSIS

Anticipated surplus or shortage of full-time employees.

Recruiting and retaining employees in the JCO-Youth Development Coach and treatment positions remains a challenge for TJJD. 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 and de-escalation techniques. As TJJD continues to move forward with the strategic mission and goals of the Texas Model, these staff will be asked to do more than ever before. Proper structure, accountability, behavior modification, and intervention require staff to have hands-on engagement with the youth.

It also remains difficult to compete with local school districts for educator positions. The correctional work environment affects efforts to recruit and retain teachers. Our youth also have considerable educational deficiencies, and are on-average four grades behind when they are committed to TJJD. Targeted recruitment efforts for the right educational staff will continue.

Anticipated surplus or shortage of skills.

Skills related to the direct care of youth assigned to state-operated facilities and on parole

Community-based or family-based programs will continue to be prioritized over the use of state-operated facilities. TJJD will remain committed to providing resources and assistance to the local juvenile probation departments to keep the youth in their communities whenever possible. Therefore, the agency does not anticipate a future surplus or shortage of skills necessary to fulfill the agency's

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functions involving direct interaction with TJJD youth and their families. More targeted provision of those services, however, is one area of expansion for TJJD.

TJJD will continue its ongoing training assessment process to close future gaps in skill levels. This process involves reviewing feedback from field-based administrators, 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. Over the past two years, the agency has come a long way in developing a more robust training academy for direct-care staff.

TJJD establishes specific training requirements that direct-care staff must complete to be eligible for continued employment. The current specific pre-service training requirements for coaches, case managers, teachers, and parole officers are described in the following sections.

Youth Development Coach training

All JCO – Youth Development Coaches must complete training modules, to include a primer on the Texas Model intervention practices they will use with youth; basic understanding of juvenile justice youth; understanding the Texas juvenile justice system; employment discrimination, ethics and professional boundaries; youth rights; gang identification, awareness, and prevention; communicable diseases; suicide prevention; first aid, code blue, and CPR certification; juvenile health and safety; de-escalation techniques and behavioral interventions; professional communication; rehabilitation treatment strategies; trauma informed care; and cultural equity. Additional training modules are provided below:

- **Interpersonal Communication (IPC) Training.** 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.** 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.** 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.** 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-

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protection during an altercation with a youth and to provide the opportunity for practicing such tactics.

- **Report Writing Techniques.** 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.** Educates staff about the impact of trauma on the development and behavior of youth in the juvenile justice system. Provides 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 youth development coach, with additional specialized training for practical instruction for the assessment and enhanced case management of youth in TJJD facilities. In addition to the courses above for the coaches, case managers receive extensive specialized training regarding re-entry planning. Other specialized training courses for case managers include the following:

- **Motivational Interviewing.** 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.
- **Social Skills.** 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

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discussing the activities within the lesson. Finally, participants will teach back a social skills lesson, receiving guidance and coaching as necessary.

- **Group Facilitation Basics.** 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.** 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.

Teacher Training Requirements

Teachers receive some training similar to the youth development coaches and case managers, with additional education-specific training 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.

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 the same training that the other position categories receive. 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.

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 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-Youth Development Coaches, case manager, and educator positions. These strategies include the following:

- Pointed hiring efforts in the areas around the state-operated secure facilities that focus on the type of staff TJJD needs and the benefits of working in a state government agency.
- Continuation of a recruitment and retention bonus program, as well as periodic referral programs for coaches who bring in, and help retain, additional direct-care staff.
- Continue to increase participation in job fairs and other recruitment events for educators.
- Conduct periodic reviews of career paths to ensure they 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, etc.).
- Continued assessment of training curriculum to ensure that newly hired coaches, 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

TJJD will implement strategies to attract applicants to fill the most crucial roles within the agency. Although the job is hard, it is also rewarding, and TJJD will continue to develop retention strategies that focus on keeping staff who are invested in the lives of youth in TJJD’s care. TJJD will provide training that allows employees to continue acquiring necessary skills to perform their job functions. Focusing on

SCHEDULE F: WORKFORCE PLAN

bringing necessary staff in, while developing the culture within the facilities that fosters safety and support, TJJJ expects to be able to increase available staffing and retain the dedicated professionals in the high-need job positions.