

---

# WORKFORCE PLAN

## CONTENTS

**INTRODUCTION ..... E – 3**

**I - AGENCY OVERVIEW ..... E – 3**

Agency Mission ..... E – 3

Strategic Goals and Objectives ..... E – 4

Organizational Structure..... E – 4

Impact of Agency’s Mission, Goals, and Objectives on Workforce Initiatives ..... E – 6

**II – CURRENT WORKFORCE PROFILE (SUPPLY ANALYSIS)..... E – 6**

Demographics and Statistics..... E – 6

Agency Turnover ..... E – 8

Critical Workforce Skills ..... E – 9

**III – FUTURE WORKFORCE PROFILE (OUTLOOK ANALYSIS) ..... E – 9**

Critical Functions ..... E – 9

Expected Workforce Changes ..... E – 11

Anticipated Decrease/Increase in Required Number of Employees ..... E – 12

Future Workforce Skills Needed ..... E – 12

**IV – GAP ANALYSIS..... E – 12**

Anticipated Surplus or Shortage in Full-time Employees (FTEs)..... E – 12

Anticipated Surplus or Shortage of Skills ..... E – 12

**V – STRATEGY DEVELOPMENT ..... E – 15**

Succession Planning..... E – 15

Gap Elimination Strategies..... E – 16

**CONCLUSION ..... E - 17**

**This page intentionally left blank.**

# 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 newly created juvenile justice agency. TJJJ was created effective December 1, 2011 by the 82<sup>nd</sup> 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 secure facility.

The agency 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 operating the agency's secure facilities that house 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 institution.



TJJJ operates a system of six secure institutions and nine residential halfway house programs. Some youth 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 institution. The agency also contracts with private or local government providers for a wide range of services to TJJJ offenders. On any given day, of the youth in a residential facility, approximately 82% are assigned to a TJJJ secure correctional facility, 12% to a TJJJ halfway house, and 6% to a facility run by private providers.

Specialized residential treatment includes programs and services designed for youth with serious violent offenses, sex offenses, alcohol and other drug abuse or dependency, and mental health and mental retardation impairments. 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

The mission of the TJJJ is to establish a cost-effective continuum of youth services that emphasizes keeping youth in their home communities while balancing the interests of rehabilitative needs with public safety.

Strategic Goals and Objectives

**GOAL A:  
COMMUNITY JUVENILE JUSTICE**

To ensure public safety, offender accountability and the rehabilitation of juvenile offenders through a comprehensive, coordinated, community-based juvenile justice system by providing funding in partnership with juvenile boards and probation departments. To assist local juvenile probation departments in developing programs and services to divert youth from commitment to the Department of Juvenile Justice. To provide an alternative for children who have been expelled from public school for certain offenses.

**OBJECTIVE A.1  
Grants for Community Juvenile Justice Services**  
Provide funding and support to local juvenile probation departments to maximize the development of community-based programs to divert offenders from the Texas Juvenile Justice Department, resulting in no more than 5% of eligible juveniles committed to the Texas Juvenile Justice Department for each year through Fiscal Year 2017.

**GOAL B:  
STATE SERVICES AND FACILITIES**

To protect the public by providing a safe and secure correctional environment for youth.<sup>1</sup> To deliver a continuum of needs-based services that reduce delinquent or criminal behavior, provide individualized opportunities for education, and facilitate successful community reintegration.<sup>2</sup>

**OBJECTIVE B.1  
Provide State-Operated Programs and Services**  
To reduce the one year rearrest rate to 40 percent by the end of Fiscal Year 2017.

**OBJECTIVE B.2  
Conduct Oversight of State-Operated Programs and Services**  
Conduct fair and impartial investigations of criminal allegations that will lead to 900 completed cases each year through Fiscal Year 2017.

**OBJECTIVE B.3  
Maintain State Facilities**  
Maintain state facilities at 100% compliance with current life safety, health, and fire codes and standards at all times.

<sup>1</sup> Texas Family Code, Section 51.01(1),(2), (3), and (4) and Human Resources Code, Sections 242.009, 242.102(a)

<sup>2</sup> Texas Human Resources Code 201.202(2)(d), 244.001(a), 244.002, 244.006(a)(1)(2)(3), 244.007, 245.0535(a)

**GOAL C:  
OFFICE OF THE INDEPENDENT OMBUDSMAN**

To provide assistance to TJJD youth and ensure that systems of services are appropriate and equally accessible.

**OBJECTIVE C.1  
Office of the Independent Ombudsman**  
Meet with youth, families, employees, and advocacy groups such that youth contacts are increased by 15% by Fiscal Year 2017.

**GOAL D:  
JUVENILE JUSTICE SYSTEM**

To provide necessary services for both Community Juvenile Justice and State Services and Facilities functions.

**OBJECTIVE D.1  
Juvenile Justice System**  
To monitor 100% of local and TJJD secure and non-secure juvenile facilities by Fiscal Year 2017.

**GOAL E:  
INDIRECT ADMINISTRATION**

To provide necessary services for both Community Juvenile Justice and State Services and Facilities functions.

**OBJECTIVE E.1  
Provide Administrative Management**  
To monitor 100% of local and TJJD secure and non-secure juvenile facilities by Fiscal Year 2017.

**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 that reports directly to the Governor.

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

The following staff report directly to the Executive Director:

- The Deputy Executive Director oversees all areas of agency operations in coordination with the Executive Director.

## APPENDIX E: WORKFORCE PLAN

- The Associate Deputy Executive Director – Continuum of Youth Services oversees prevention and early intervention programs, community based services and support, integrated state operated programs and services, education services, including the TJJJ performance accountability system for Juvenile Justice Alternative Education Programs, maintenance services for the agency’s state-operated facilities, and the functions of the release review panel, which makes decisions regarding release to parole, discharge from TJJJ custody, or extended lengths of stay.
- The Director of External Affairs and Communication serves as the liaison between TJJJ and legislative and other governmental entities, assists TJJJ divisions with the implementation of legislation passed, and oversees public affairs.
- The Medical Director provides administrative oversight of the medical and psychiatric direct care services provided by the University of Texas Medical Branch (UTMB). In addition, this position oversees all psychiatric services for youth provided by TJJJ staff and 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 TJJJ. In addition, the OGC is responsible for reviewing and preparing responses to youth appeals; tracking and coordinating youth grievances; conducting administrative due process hearings for youth and employees, and handling youth records and all public information requests.
- The Prison Rape Elimination Act (PREA) Coordinator develops, implements, and oversees the agency’s comprehensive plan to comply with PREA standards.

The following staff report directly to the Deputy Executive Director:

- 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, construction services, Title IV-E programs, and community juvenile justice appropriations.
- The Director of Staff Services oversees the human resources department and the professional development and certification department. The human resources department is responsible for

recruiting applicants, performing criminal history checks, coordinating the hiring process and various employee benefit programs, ensuring employees are appropriately classified and compensated, and managing the TJJJ employee relations programs. The professional development and certification department is responsible for developing and delivering staff development and training programs to TJJJ employees and to other juvenile justice practitioners, certifying juvenile probation and juvenile supervision officers and for initiating disciplinary actions relating to such certifications when necessary.

- The Director of Administrative Investigations oversees investigations of abuse, neglect, and exploitation of juveniles at county detention facilities and state-operated facilities that do not rise to the level of a criminal offense.
- The Director of Information Resources Division (IRD) oversees all Information Resources (IR) goals and initiatives to ensure a secure statewide information infrastructure for the agency.
- The Director of Research manages collection and analysis of both internal and external data to assess trends and measure performance of the agency for executive management and policymakers.
- The Director of Quality Assurance (QA) is responsible for the agency’s quality assurance and risk management programs, which involve the performance of compliance and monitoring activities for community probation and county juvenile detention facilities and state operated residential facilities, parole, supplemental service providers under contract, and providing technical assistance and imposing sanctions (e.g. corrective action plans) for non-compliance.

The agency’s organizational structure supports effective fulfillment of the agency’s purpose and goals through proper oversight of the continuum of services provided by the agency for at-risk youth and juveniles. The continuum of services include providing prevention and intervention services to at-risk youth and their families and providing services from a youth’s point of initial involvement with the juvenile justice system through release from probation or parole.

**Impact of Agency’s Mission, Goals, and Objectives on Workforce Initiatives**

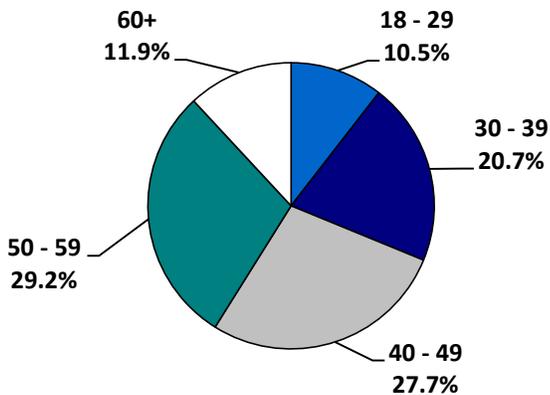
The agency does not anticipate future significant changes to the TJJJ mission, goals, or objectives. However, the agency’s workforce initiatives could be affected by achievement of the agency’s goal to increase reliance on alternatives to placement and commitment to secure state facilities, which would further reduce the youth population assigned to the agency’s secure facilities. Budgetary constraints resulting from the economic climate could also affect the agency’s workforce initiatives.

**II. CURRENT WORKFORCE PROFILE**  
(Supply Analysis)

**Demographics and Statistics<sup>3</sup>**

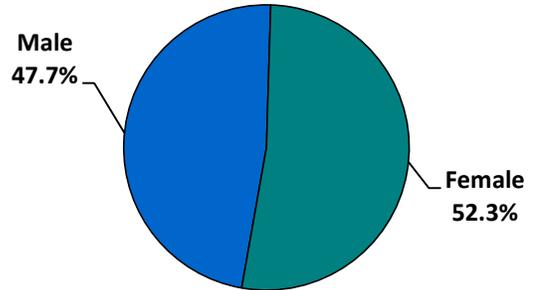
**TJJJ Workforce by Age**

Approximately 40% of the TJJJ workforce is in the 50+ age range, slightly more than 25% of TJJJ employees are in the 40-49 age range, and slightly less than one-third of the workforce is under 40 years of age.



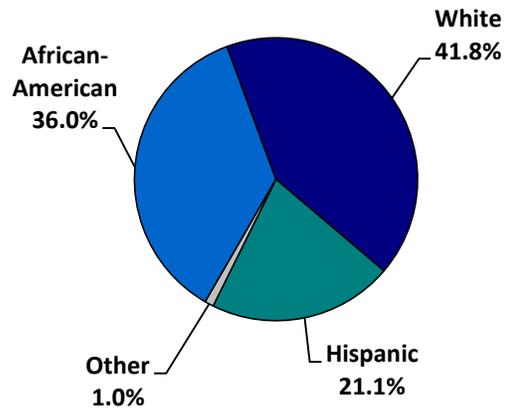
**TJJJ Workforce by Gender**

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



**TJJJ Workforce by Ethnicity**

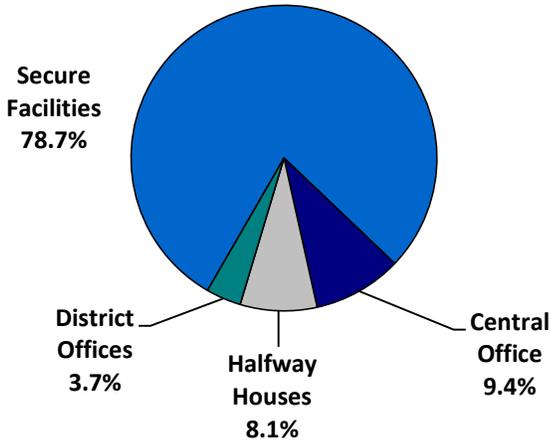
When compared to the overall State of Texas workforce, TJJJ has a higher percentage of African-American employees and a lower percentage of employees in other racial groups.



<sup>3</sup> Source: Uniform Statewide Payroll System; queries run April 2012

**TJJD Workforce by Location**

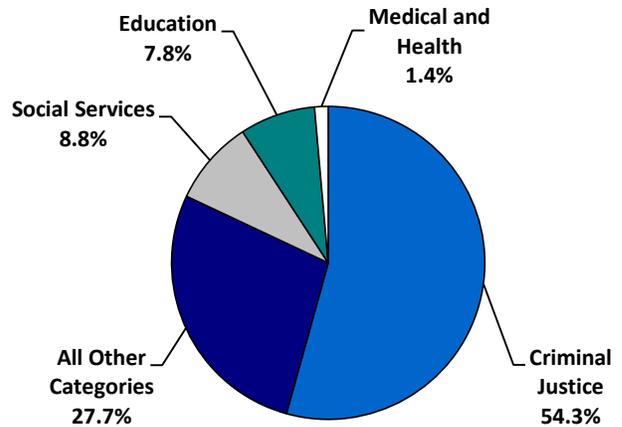
Almost 80% of TJJD employees are assigned to the agency’s six secure state-operated facilities [2174 full-time employees (FTEs) and 2 part-time employees (PTEs)], and more than 10% of TJJD employees are assigned to the nine state-operated halfway houses (222 FTEs and 2 PTEs) or seven district offices (102 FTEs and 1 PTE). Less than 10% of employees are assigned to the TJJD central office location in Austin (263 FTEs and 3 PTEs).



**TJJD Workforce by State Classification Office (SCO) Occupational Categories**

The occupational categories identified in the Fiscal Year 2012 - 13 SAO Job Classification Index are used for the purpose of profiling the TJJD workforce by occupational category.

- Specific job titles included in the criminal justice, social services, and education categories are identified in the table on the following page. The majority of these positions involve the direct care of youth.
- The medical and health occupational category does not include the University of Texas Medical Branch (UTMB) nurses assigned to TJJD facilities as TJJD contract employees.
- The specific SAO occupational categories included in the “all other categories” group are identified in the table on the following page. These categories include program managers, supervisors, and custodial and maintenance positions necessary for the operation of TJJD state operated facilities, and indirect administrative staff.



## APPENDIX E: WORKFORCE PLAN

**Table 1.**

<b>SCO Occupational Categories</b>	
<b># Employees (as of 4/1/2012)</b>	
<b>Criminal Justice</b>	
JCO I – VI	1421 FTEs
Dorm Supervisor	19 FTEs
Superintendents and Assistant Superintendents	28 FTEs
Parole Officer I – IV	32 FTEs
Counsel Substitute	1 FTEs
<b>Social Services</b>	
Case Manager	158 FTEs
Chaplain	6 FTEs
Human Services Specialist	34 FTEs
Recreation Program Specialist	19 FTEs
Social Worker	10 FTEs
Volunteer Service Coordinator	7 FTEs
Quality Assurance Specialist	9 FTEs
<b>Education</b>	
Teacher <sup>1</sup>	178 FTEs, 1 PTE
Teacher Aide	37 FTEs
<b>Medical and Health</b>	
Physician III <sup>2</sup>	1 FTEs
Nutritionist <sup>2</sup>	1 FTEs
Nurse <sup>2</sup>	2 FTEs
Associate Psychologist	26 FTEs
Psychologist	9 FTEs

**Table 2.**

<b>“All Other” SCO Occupational Categories</b>	
<b># Employees (as of 4/1/2012)</b>	
Accounting, Auditing & Finance	30 FTEs, 1 PTE
Administrative Support	191 FTEs; 2 PTEs
Custodial & Domestic	93 FTEs; 2 PTEs
Human Resources (includes Trainers for TJJJ employees and other juvenile justice practitioners)	64 FTEs
Information Technology	52 FTEs, 2 PTEs
Investigators	36 FTEs
Legal	20 FTEs
Maintenance	58 FTEs
Program Management <sup>3</sup>	169 FTEs
Property Management and Purchasing	19 FTEs
Public Safety (Police Communications Operators)	8 FTEs
Other <sup>4</sup>	18 FTEs

<sup>1</sup>Includes academic counselors, educational diagnosticians, lead reading instructors, licensed specialists in school psychology, physical education/recreational coordinators, principals, and assistant principals.

<sup>2</sup>Oversight positions.

<sup>3</sup>Includes case manager supervisors.

<sup>4</sup>Includes occupational categories with fewer than 10 positions.

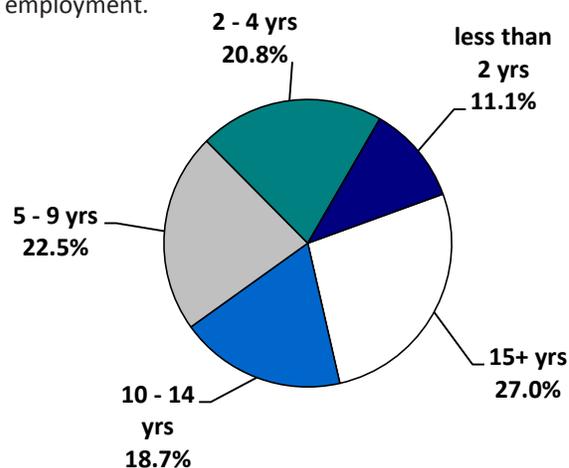
### Projected Fiscal Year 2012 JCO and Case Manager Turnover Rate

The projected Fiscal Year 2012 JCO and Case Manager turnover rates indicate that the agency will achieve the key performance measure goal of a 58% JCO turnover rate for Fiscal Year 2012. However, it should be noted that the high turnover rate of 58% was established as the performance measure goal in anticipation that facility closures would not be completed in Fiscal Year 2011 and would affect the Fiscal Year 2012 turnover rate. The facility closures were expedited and completed during the last quarter of Fiscal Year 2011 and have not affected the Fiscal Year 2012 turnover rate. The performance measure goal for Fiscal Year 2013 is a 30% JCO turnover rate.

- The projected Fiscal Year 2012 turnover rate for JCOs is 37%
- The projected Fiscal Year 2012 turnover rate for Case Managers is 18%

### TJJJ Workforce by State Tenure

No TJJJ employee has a TJJJ tenure prior to December 1, 2011; therefore, the following indicates tenure for all state employment rather than just TJJJ 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 that provide delinquency prevention or early intervention programs, operate county detention facilities, or operate other community-based programs;
- interacting directly with youth assigned to a state-operated secure facility or halfway house and their families, and continued interaction with the youth and their families while the youth are on parole;
- managing the operations of or the programs and services provided at state-operated 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 treatment process, including specialized treatment.
- 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.
- implement specialized treatment programs (e.g., mental health, sex offender, alcohol and other drug treatment).

## II. 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 TJJJ 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 Institution with Access to a Spectrum of High Quality and Individualized Treatment**

- The agency's rehabilitative strategy, CoNEXTions<sup>®</sup>, is a model of integrated treatment and the backbone of the performance of this critical function. The CoNEXTions<sup>®</sup> rehabilitative strategy addresses treating the "whole child." These services include 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 TJJD for the first time or returning to 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 needs for mental health services, sex offender treatment, alcohol and drug treatment, treatment for violent behavior, and special education services. In Fiscal Year 2011, the percentage of new admissions to state-operated facilities who had committed violent offenses was 60%.

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 Institution 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 TJJD include the following curriculum to allow for a seamless transfer of coursework within TJJD 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
- Special education initiatives
- Use of education liaisons for youth at halfway houses or on parole to help ensure that a high percentage of TJJD 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 Institutions**

When youth feel safe, they will actively engage in treatment and educational services. When employees feel safe, they increase their effectiveness, and job satisfaction is reflected in higher employee retention rates. This, in turn, benefits youth by establishing an atmosphere of stability with familiar role models.

- The agency implements an injury prevention plan and monitoring system. The plan's main initiative is the Applying Behavioral Intervention (ABI) training module, which has been presented to all current staff assigned to secure facilities and is 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 secure state-operated facility has an accident/physical restraint review board (ARB) that reviews and analyzes all incidents of youth aggression resulting in injury to staff and incidents involving physical restraint to identify the causes and contributing factors in order to reduce or prevent recurrence. The facility trainers are members of the ARB to help identify training enhancements that would help prevent such incidents. The ARB's

findings from the review of incidents that resulted in work-related injuries 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.

- To promote the safest environment for both staff and youth, TJJD is committed to compliance with the standards for juvenile facilities instituted by the Prison Rape Elimination Act (PREA) Commission. To formalize that commitment TJJD appointed its first PREA coordinator and successfully secured a grant award from the Department of Justice to implement a comprehensive approach to promote sexual safety for youth. TJJD also implements a safe housing policy which requires initial assessment for aggression and vulnerability. This assessment is updated routinely as the youth moves through the continuum of services.
- The behavioral component of CoNEXTions© 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.

Despite the agency's efforts to ensure employee safety, the employee injury rate continues to be high. The agency will conduct an ongoing analysis of the various factors influencing this rate and consider various actions to improve the employee injury rate. One important factor that affects the agency's ability to fulfill this critical function is the high JCO turnover rate. This critical function is always a challenge due to the potentially aggressive/combatative youth assigned to TJJD custody, but it becomes even more of a challenge when the agency is experiencing a high turnover of tenured JCO staff.

### **Expected Workforce Changes**

It is anticipated that the agency's workforce will reflect a progressively increased emphasis on the agency's role in studying the effectiveness of services provided or regulated by the agency in the state 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 as the number is largely dependent on whether the youth population of state-operated facilities will decrease as the use of community-based services to address delinquency 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 and research skills and in skills required to identify measures or indicators of program performance due to increased functions relating to conducting/participating in studies or monitoring activities relating to corrections methods and systems and treatment and therapy programs, evaluating the effectiveness of services provided or regulated by the agency, and promoting the use of program and service designs and interventions proven to be most effective in rehabilitating youth.

## **III. GAP ANALYSIS**

### **Anticipated Surplus or Shortage of Full-time Employees**

The agency's JCO positions are the only positions for which the agency anticipates a potential shortage of full-time employees. The agency has a statutory requirement to achieve a 12:1 youth-to-staff ratio and a key performance measure to achieve a JCO turnover rate of 30% for Fiscal Year 2013. The agency is not currently experiencing a JCO shortage despite a projected Fiscal Year 2012 JCO turnover rate of 37% because of the agency's aggressive JCO recruitment and hiring efforts. However, the agency must implement strategies to reduce the JCO turnover rate to ensure that the turnover rate will not eventually outpace the JCO hire rate, resulting in a JCO workforce shortage.

### **Anticipated Surplus or Shortage of Skills**

***Cross-Disciplinary Skills to Assure Accountability, Quality, Consistency, and Transparency throughout the Continuum of Youth Services***

The establishment of a continuum of youth services requires multidisciplinary skills. Each discipline has its own perspective, jargon, mandates, and resources. When professionals fail to understand these differences, it can create barriers toward achieving the agency's mission. Current employees generally have work experience with early intervention and probation programs or have work experience with secure state-facility operations, depending upon whether they were transferred to TJJ from the Texas Juvenile Probation Commission or from the Texas Youth Commission. Therefore, the agency will need to implement steps to develop and enhance cross-disciplinary skills to achieve the agency's mission and goals.

### ***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 relating to interacting directly with youth assigned to a state-operated secure facility or halfway house and their families and continued interaction with the youth and their families while the youth are on parole.

Another factor that will ensure that potential gaps in such skill levels are averted is the ongoing training assessment process implemented by the agency. This process consists of 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.

One outcome of the training needs assessment is the addition of the CoNEXTions® Youth Accountability course to the JCO annual training requirements. This course reviews and provides participants the opportunity to practice how the components of CoNEXTions® work together to hold youth accountable while still developing critical thinking and problem-solving skills. In addition to the JCO annual training requirements, this course is routinely offered to all direct-care staff. In addition, other required courses relating to the CoNEXTions® treatment program now emphasize the youth accountability component.

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 training courses at the secure state-operated facilities. The non-compulsory training courses provide employees the opportunity to further enhance specific skills. An example of a non-compulsory training course is the Team Building course, which uses the process of self-assessment to increase effectiveness and improve performance. The agency is currently in the process of developing three additional non-compulsory courses: Family Engagement, Program Supervision – Mentoring Incident Reports, and Program Supervision – Mentoring Case Plans.

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

### ***JCO Training Requirements***

All JCO staff must complete 320-hours of training prior to being certified for sole supervision of TJJD youth. This training includes two weeks of classroom and four weeks of on-the-job training conducted at the JCO's assigned facility and two additional weeks of classroom training conducted at the TJJD Pre-Service Training Academy in Corsicana, Texas. Training modules include cultural diversity, ethics and professional boundaries, First Aid and CPR certification, incident report writing, interpersonal communication skills, juvenile health, safety, suicide prevention, Texas juvenile justice system, and youth movement on campus. Additional training modules that are provided during the pre-service training and/or during annual training include the following:

- **CoNEXTions© Overview.** This course is an overview of the agency's system-wide approach to treatment. The course introduces the concept of risk and protective factors as they relate to treatment and case management and an integrated approach to programming to target individual youth strengths and needs. There is emphasis on assessment, family involvement, skills building, youth accountability, and reintegration back into the community.
- **Behavior Management Training.** The 24-hour course entitled Positive Behavior Change System (PBCS) is closely aligned with the CoNEXTions©

rehabilitation strategies. Direct care staff is provided instruction in the use of cognitive behavioral approaches to assist youth to learn skills which will help them solve problems and manage emotions leading to negative behaviors. Participants learn the common language and general philosophy of the CoNEXTions© treatment approach, the mechanics of processing a thinking report, and how to conduct check-ins and behavior groups. Other topics include the characteristics of effective staff and basic approaches to managing undesirable behaviors within a residential setting. This topic is further addressed in on-the-job training with practice in supervision of youth, operational strategies for youth movement about the campus, and security measures to use when behavior of the youth is outside acceptable bounds.

- **Gang Awareness.** This course reviews the formation of major gang alliances and their influences on present gang organizations, the basic characteristics of gang members, ethnic make-up of gangs, and the graffiti and tattoos related to the various gangs. The course relates the information to characteristics of youth assigned to state-operated facilities.
- **Prison Rape Elimination Act and Preventing Sexual Misconduct.** This 8-hour course covers TJJD policies and Texas laws relating to sexual misconduct and inappropriate relations and includes an extensive examination of the Prison Rape Elimination Act (PREA). Topics include staff professionalism, characteristics of vulnerable staff, the manipulation techniques used by youth to obtain things they may desire, and how staff and youth can protect themselves from harm.
- **Understanding TJJD Youth.** This course is part of the foundation training to help new staff develop a clear understanding of the type of youth that are committed to TJJD state-operated facilities. This course is designed to look at important factors that can contribute to the development of delinquent behavior as well as protective factors that assist youth in development of adaptive and positive law abiding behaviors.
- **Use of Force Modules.** The Use of Force training includes five modules totaling 28 hours. The Policy Training module includes an overview of the TJJD use of force policy and plan. 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 practice such tactics. The Applying Behavior Intervention module is a specific curriculum for verbal intervention and de-escalation, which includes threat assessment techniques, rapid assessment, effective communication, active listening, and diffusion techniques. The other two Use of Force modules relate to use of mechanical restraints and OC Spray.

- **Victim Rights.** This module is designed to give new TJJD employees an overview of Victim Rights. Discussion centers on the agency's policies regarding the rights of victims and addresses confidentiality as it applies to what a victim can be told about a youth and what youth can be told about a victim.
- **Youth Rights.** This 8-hour course explains the constitutional youth legal rights and various related factors to help ensure that youth are afforded the rights to which they are entitled and to assist staff in avoiding civil and criminal liability.

### ***Case Manager Training Requirements***

Case managers receive a minimum of 380-hours training upon hire, which includes many of the same courses required for JCOs. These courses include CoNEXTions<sup>®</sup> overview, cultural diversity, ethics and professional boundaries, first aid and CPR certification, gang awareness, incident report writing, interpersonal communication skills, juvenile health, PREA and preventing sexual misconduct, safety, suicide prevention, Texas juvenile justice system, understanding TJJD youth, use of force training, victim rights, and youth rights. Case managers also receive extensive specialized training regarding re-entry planning. Other specialized training courses for case managers include the following:

- **Cognitive Life Skills (CLS).** This course provides the understanding and the ability to deliver the CLS group program. Objectives include understanding and delivery of the personality assessment types according to Color for themselves and youth, the group modules and associated components, and the student oriented progress evaluation tool, "Mile Markers."
- **Motivational Interviewing.** This 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 part of the CoNEXTions<sup>®</sup> integrated treatment approach and 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, how to correlate the Community Re-Entry Plan with the "Making it happen" plan, and how to incorporate skills and challenges identified within the "Making it happen" plan within the case review process.
- **CoNEXTions Stages/MDT/Community Reintegration Plan.** This course outlines the Stages of CoNEXTions including the goals and indicators for each Stage. The training provides a structure for how the components of CoNEXTions work together to address youths individual needs. Participants gain an understanding of the role of the Multi Disciplinary Team (MDT) in assessing Stage progress and assigning privileges. Participants also explore how the Community Reintegration Plan (Making It Happen Plan) evolves throughout the Stages to form an individualized plan for successful community reintegration.
- **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.

### ***Teacher Training Requirements***

Teachers are required to complete a minimum 76 hours of TJJD training courses upon hire, which includes several of the same courses required for JCOs. These courses

include CoNEXTions® overview, cultural diversity, ethics and professional boundaries, first aid and CPR certification, gang awareness, incident report writing, interpersonal communications, juvenile health, PREA and preventing sexual misconduct, safety, Texas juvenile justice system, suicide prevention, understanding TJJD youth, use of force, victims' rights, youth movement on campus, and youth rights.

### ***Parole Officer Training Requirements***

Parole officers are required to complete a minimum 116 hours of TJJD training courses upon hire. The courses include cultural diversity, ethics and professional boundaries, first aid and CPR certification, gang awareness, incident report writing, interpersonal communications, safety, suicide prevention, 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 a specialized parole CoNEXTions® overview, training regarding 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 ensures the agency's employees have the necessary knowledge and skills to perform their job duties, training that promotes supervisory effectiveness is a key component to lower employee turnover rates and maintaining a skilled workforce.

The following supervisory and management training courses are 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, the Correctional Management Institute of Texas offers a week-long Mid-Management Leadership Program, five times a 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, the TJJD, divisions of the Texas Department of Criminal Justice and Texas Sheriff's Departments. Agency Directors may nominate, as program candidates, employees in a supervisory position with potential for promotion or who possess the potential to be promoted into a supervisory position.

- **Governor's Center for Management Development (GCMD) Courses.** The GCMD is a combined effort in state government to provide effective training courses for various levels of managers in Texas state agencies. TJJD mid- and executive-level managers and supervisors may be approved to attend one or more of the courses offered by the GCMD
- **7 Habits for Managers®.** This 16-hour course is a unique, new approach to management development that helps management teams move from getting good results to getting great and enduring results. This workshop gives both new and experienced managers a set of tools that will help them meet all of today's management challenges, including conflict resolution, prioritization, performance management, accountability and trust, execution, team and employee development, and collaboration. Certified in-house trainers deliver the course.

## **V. STRATEGY DEVELOPMENT**

### **Succession Planning**

The agency's supervisory, management, and leadership training programs (described in connection with 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. In addition, the use of oversight positions to enhance and monitor the delivery of basic functions and services prepares employees in these positions for upward movement when vacancies occur in upper and mid-management positions. When employees compete for promotion to oversight positions, their leadership, teambuilding, and program development skills are critical components in the selection process.

Although the agency has implemented training programs and the use of oversight positions as succession planning strategies, recent vacancies in superintendent and assistant superintendent positions for state-operated secure facilities brought to light that a gap exists in succession planning for these positions. The majority of internal applicants were not highly qualified to assume the advanced management and oversight responsibilities necessary to successfully perform the duties of these key mission-critical positions. The following factors contributed to this gap:

- Normal progression from program oversight positions to superintendents is hindered by the fact that the agency operates only six secure facilities. As a result, the total number of employees in secure facility program oversight positions is limited.
- The role of an assistant superintendent or superintendent at a secure facility is more challenging than similar roles at a halfway house facility because a significant number of youth at a secure facility are at the beginning or mid-level stages in the rehabilitation process. In addition, secure facilities have a greater number of youth and staff than a halfway house. Therefore, progression from a halfway house superintendent position to a secure facility superintendent is not a consistently desired career goal.

The agency needs to develop additional succession planning strategies to help ensure employees are prepared to perform the duties of the assistant superintendent and superintendent positions at secure facilities when such vacancies occur.

Another area related to succession planning that needs improvement to ensure effective succession planning is the development or enhancement of cross-disciplinary skills relating to the continuum of youth services for employees throughout the agency. When upper

management positions become vacant, successful applicants will be required to possess such skills.

### Gap Elimination Strategies

Based on the agency’s critical functions and anticipated future staffing requirements, the agency will need to implement strategies to avoid the following potential gaps:

- A shortage of JCOs if the JCO turnover rate is not reduced.
- A shortage of cross-disciplinary skills required for a better understanding of the continuum of youth services provided or regulated by the agency. Succession planning for assistant superintendent and superintendent positions at secure facilities.

Table 3.

Gap 1 Potential Shortage
<b>Goals</b>
Continue to maintain a JCO applicant pool and further reduce JCO attrition.
<b>Rationale</b>
The agency must continue to implement aggressive recruitment strategies and strengthen retention strategies to help ensure that it will not experience a JCO workforce shortage.
<b>Action Steps</b>
<ul style="list-style-type: none"> <li>• Continue to implement JCO recruitment strategies relating to advanced placement upon hire for applicants with higher education, military service, or relevant experience.</li> <li>• 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, reduced need for mandatory overtime, more consistent work schedule).</li> <li>• Continued assessment of the JCO training curriculum to ensure that newly hired JCOs have the necessary skills to perform their duties.</li> <li>• Enhancement of supervisory training to increase supervisor effectiveness.</li> </ul>

Table 4.

Gap 2 Potential Shortage of Cross-Disciplinary Skills
<b>Goals</b>
Develop and enhance cross-disciplinary skills beyond past work experience.
<b>Rationale</b>
The continuum of youth services is multidisciplinary. Each discipline has its own perspective, jargon, mandates, and resources. When professionals fail to understand these differences, it can create barriers toward achieving a continuum of youth services. However, when professionals learn about the approaches, resources and perspectives of other disciplines, it can increase the resources they can make available to their clients. Current employees generally have work experience with early intervention and probation programs or have work experience with secure state-facility operations, depending upon whether they were transferred to TJJJ from the Texas Juvenile Probation Commission or from the Texas Youth Commission. The creation of programs to develop or enhance cross-disciplinary skills and to allow all employees to have a better understanding of the continuum of youth services is vital to achieve the agency’s mission. It is also vital to succession planning.
<b>Action Steps</b>
<ul style="list-style-type: none"> <li>• Establish a cross-disciplinary training assessment process</li> <li>• Develop a cross-disciplinary training needs assessment</li> <li>• Develop cross-disciplinary training curricula to facilitate cross-disciplinary education and training</li> <li>• Incorporate such curricula into pre-service, annual training, and management training programs</li> <li>• Cross-train employees with functions related to the agency’s regulation, monitoring, and performance accountability functions</li> </ul>

Table 5.

Gap 3 Succession Planning for Secure Facility Superintendent Positions
<b>Goals</b>
Enhance succession planning for assistant superintendent and superintendent positions at state-operated secure facilities.
<b>Rationale</b>
Recent vacancies in superintendent and assistant superintendent positions for state-operated secure facilities brought to light that a gap exists in succession planning for these positions.
<b>Action Steps</b>
<ul style="list-style-type: none"> <li>• Ensure that employees in JCO VI, dorm supervisors, case manager, and program supervisor positions attend all available supervisory/management training programs.</li> <li>• Develop an inventory of high-performing employees in supervisory/oversight positions at secure facilities based on objective job-related factors, such as: job performance; demonstrated leadership capabilities; evaluation feedback from peers and subordinates; and demonstrated interest.</li> <li>• Provide development opportunities to allow such employees to gain additional knowledge and skills, such as job assignments that would routinely “shadow” the performance of certain duties by current superintendents, job rotations, and cross-training of oversight positions.</li> <li>• Cross-train employees with functions related to the oversight of secure facility programs and services.</li> </ul>

## CONCLUSION

The agency will achieve its mission through its commitment to creating a workplace environment that attracts applicants who have the necessary knowledge, skills and abilities to perform critical functions and to providing training to help ensure that employees continue to acquire and maintain necessary skills.

**This page intentionally left blank.**