

# Workforce Plan

**FISCAL YEARS 2015 – 2019**

by the

## **Texas Commission on Law Enforcement**



**Sheriff Joel W. Richardson, Presiding Officer**

**Ms. Patt Scheckel-Hollingsworth, Assistant Presiding Officer**

**Dr. Johnny E. Lovejoy, II, Secretary**

**Jason D. Hester, Major**

**Ron E. Hood**

**Rob Kyker**

**Mr. James Oakley**

**Sr. Police Officer Joseph Pennington**

**Chief Ruben Villescás**

**Term Determined by Governor**

**Term Expires 8/2017**

**Term Expires 8/2019**

**Term Expires 8/2019**

**Term Expires 8/2017**

**Term Expires 8/2015**

**Term Expires 8/2017**

**Term Expires 8/2015**

**Term Expires 8/2015**

**Canyon**

**Arlington**

**San Antonio**

**Leander**

**Dripping Springs**

**Richardson**

**Spicewood**

**Jersey Village**

**Pharr**

Kim Vickers, Executive Director  
Texas Commission on Law Enforcement

**June 23, 2014**

## **Overview**

The Texas Legislature created the Texas Commission on Law Enforcement Officer Standards and Education in 1965 to ensure that Texas is served by highly trained and ethical law enforcement and city/county corrections personnel by providing hiring and training standards to state law enforcement agencies. The 83<sup>rd</sup> Legislature passed SB686 in 2013 changing the name of The Commission to Texas Commission on Law Enforcement. The Commission is responsible for issuing licenses and maintaining proficiency certificates for all peace officers, county jailers, armed public security officers, and telecommunicators, as well as monitoring the statutory compliance of all appointed and non-appointed licensees. The 83<sup>rd</sup> Legislature passed HB1009 in 2013 added a new license for school marshals. The Commission is responsible for taking enforcement action (revocation or suspension) against licensees convicted of, or placed on community supervision for criminal offenses, as well as those who fail to comply with training and licensing requirements. Beyond setting licensing standards, the Commission has a wide range of responsibilities; including developing, implementing, and maintaining basic and advanced training program curricula for education and training of officers, county jailers, and telecommunicators; school marshals; prosecuting officer violations; creating and maintaining licensing exams; honoring and memorializing peace officer service; providing field assistance across Texas; and providing intergovernmental assistance.

The challenges to these responsibilities are the increasing size of the licensee population and the diversity of Texas. The U.S. Census Bureau estimates that the need for law enforcement, corrections personnel, and telecommunicators will increase over the next five years. Texas is growing more rapidly than the rest of the United States, and a sizable growth in the number of licensees in the next seven years is reasonable. This growth in the licensed population, coupled with the difference between rural and metropolitan areas, creates a difficult task for an agency to create, monitor, and maintain minimum standards that fit the very different regions of Texas. Flexibility and adaptability will be key to meeting these challenges.

The Commission office is located in Austin, Texas, at U.S. East Highway 290 and Interstate Highway 35, with an authorized staff of 44 FTEs.

## **Mission**

The mission of the Texas Commission on Law Enforcement, as a regulatory State agency, is to establish and enforce standards to ensure that the people of Texas are served by highly trained and ethical law enforcement, corrections, and telecommunications personnel.

### **Goal 1 Licensing and Standards Development**

To develop, implement, and enforce professional standards, and to create new incentives and opportunities for the law enforcement community to grow in their professional competencies.

### **Goal 2 Regulate Licensed Law Enforcement Population**

To develop, implement, and enforce processes designed to ensure compliance with professional standards and state statutes, and to investigate violations relating to the agency's mission.

### **Goal 3 Indirect Administration**

Indirect Administration

## Objectives and Strategies

The Commission has three main goals and five strategies:

### Goal 1 Licensing and Standards Development

#### Objective 1 Licensing and Examinations:

Ensure the competencies of new and existing law enforcement licensees through development and implementation of professional standards.

Strategy 1-1-1 Licensing: Issue licenses and certificates to individuals who demonstrate required competencies.

Strategy 1-1-2 Standards Development: Set standards for training academies and manage development, delivery, and quality of law enforcement training and education.

### Goal 2 Regulation

Objective 1 Enforcement/Regulation: Reduce the per capita incidence of licensee misconduct in Texas within the provisions of statutes and rules that govern the agency.

Strategy 2-1-1 Enforcement: Investigate violations of administrative and criminal statutes relating to the agency's mission, and take disciplinary action through revocation, suspension, or reprimanding licenses/licensees.

Strategy 2-1-2 Technical Assistance: Provide assistance to the law enforcement community through timely and effective personal consultation, thus reducing the incidents requiring regulatory sanctions.

### Goal 3- Indirect Administration

Objective 1 Indirect Administration: Provide efficient and effective indirect administration at the greatest value to the state.

Strategy 3-1-1 Indirect Administration: Perform ancillary supportive administrative and executive services to efficiently assist in achieving the agency's mission.

## Core Business Functions

Under the direction of an executive director appointed by the Commission, the staff of the Texas Commission on Law Enforcement implements and enforces the legislative mandates of Chapter 1701 of the Occupations Code and the Commission's adopted rules. The Commission is authorized 44 full-time employee (FTE) positions.

The office of the Executive Director develops and implements agency policies as required by statute, and plans, directs, and coordinates the programs and resources of the agency.

### Major Programs and their General Duties:

*Licensing Program [Strategy 1-1-1]*

- Assisting officers and departments in the review and maintenance of their licenses
- Licensing law enforcement academies, contractual providers, and academic providers
- Issuing and maintaining licenses and proficiency certificates for peace officers, jailers, telecommunicators, and school marshals
- Developing, maintaining, and administering licensing examinations
- Approving and verifying mandated continuing education requirements
- Providing distance education to law enforcement agencies

*Standards Development Program [Strategy 1-1-2]*

- Develop, monitor, and facilitate the implementation of professional licensing standards
- Approving, and maintaining curriculum and training
- Conducting programs research and reporting results
- Analyzing compliance trends
- Providing distance education to law enforcement agencies
- Maintaining internet web service

*Enforcement Program [Strategy 2-1-1]*

- Conducting audits of law enforcement agencies
- Conducting audits of agency programs delivered by law enforcement academies, contractual providers, and academic providers
- Serving as a liaison for state agencies and educational entities assisting in the agency mission
- Mediate disciplinary actions
- Investigating rule and law violations
- Taking enforcement actions against licensees, agencies, and training providers
- Forwarding complaints to agencies that come to the Commission but do not fall within Occupations Code 1701
- Providing distance education to law enforcement agencies

*Technical Assistance Program [Strategy 2-1-2]*

- Providing field assistance to agencies regulated by TCOLE
- Approving agencies
- Evaluating and assisting academies, training providers and programs
- Providing distance education to law enforcement agencies
- Conducting audits of law enforcement agencies
- Conducting audits of TCOLE programs delivered by law enforcement academies, contractual providers, and academic providers
- Serving as a liaison for state agencies and educational entities assisting in the TCOLE mission
- Training Coordinators' Conference
- Providing a state flag to the families of deceased peace officers (line-of-duty and honorably retired)

*Indirect Administration Program [Strategy 3-1-1]*

- Serving as a liaison for state agencies and educational entities assisting in the agency's mission
- Budgeting and planning
- Handling open records requests from citizens, administrators, and agencies

- Maintain racial profiling data
- Texas Peace Officers' Memorial duties and requirements
- Maintain information resources material, financial data, purchasing, and human resources services for agency employees
- Facilities management
- Risk management
- Providing memorial and achievement award activities

### **Anticipated Changes to the Mission, Strategies, and Goals over the next Five Years**

Some additional goals in the area of selection and retention of law enforcement personnel are anticipated due to a noted increase in officers moving throughout the state and between states. Customers are requesting more background information on officers and jailers, and more and more cities and counties are examining officers and licensees for character flaws that are often only discovered by thorough background investigations. The Commission expects employee turnover rate over the next five years to roughly equal the average turnover rate for all state agencies.

The Commission also expects a greater and greater reliance upon distance learning education as travel and absence from the home become more expensive and undesirable. This will burden not only existing technology but also necessitate additional development of new and expanded training courses.

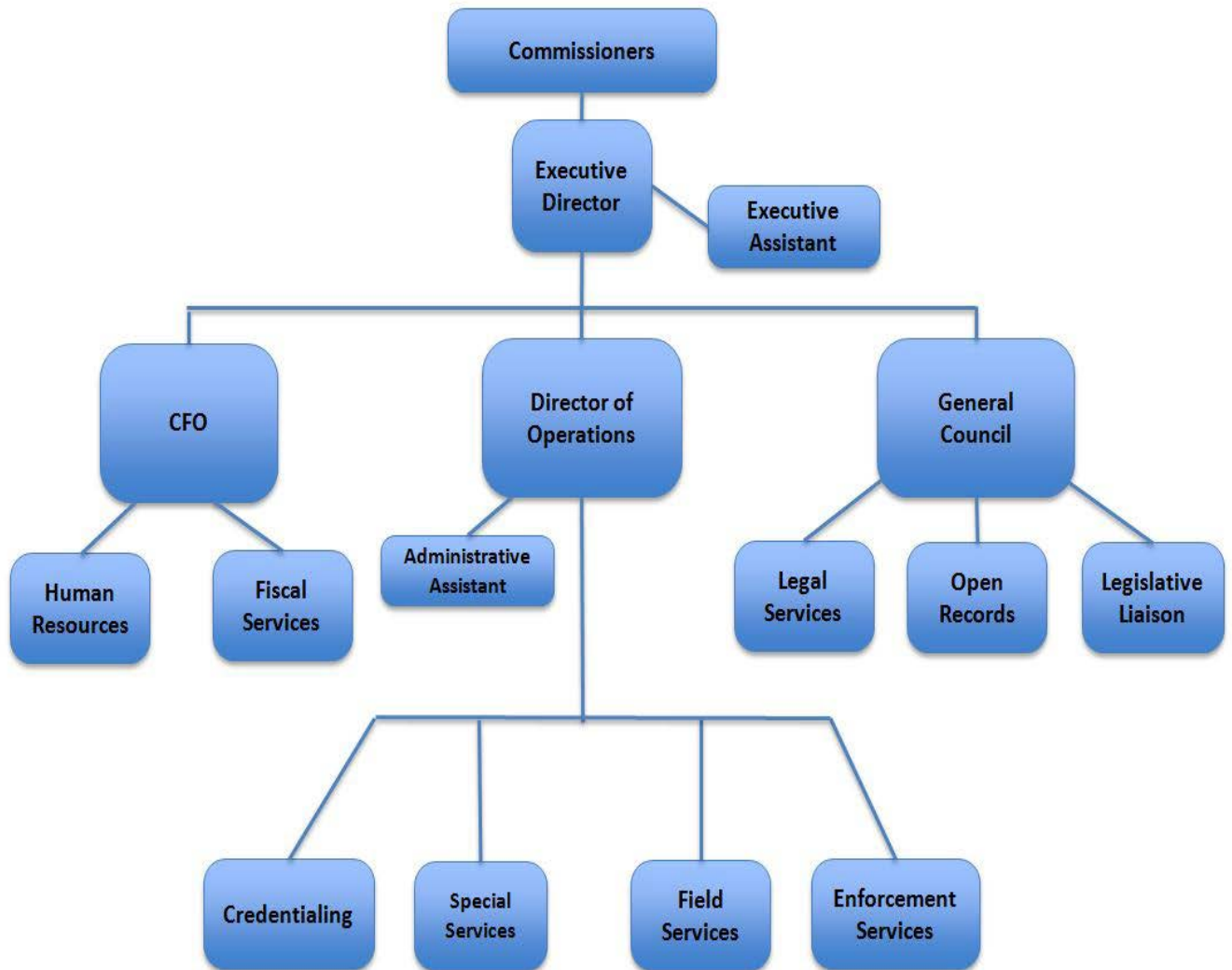
A major demand upon the Commission will be the anticipated retirements and/or influx of many Vietnam and Gulf War age police officers, and the recruitment, selection, testing, and training demands this will place on academies, police agencies and upon the Commission.

Agency administrators are asking for greater onsite assistance and consultation that will help them satisfy the Commission rules and will also give them situation specific solutions to the problems encountered with recruitment, selection, training, and retention.

Personnel planning in law enforcement is becoming increasingly difficult as technology demands greater intellect, and human resources become more limited. Returning military personnel are anticipated to fill the many vacancies throughout the state. Returning veterans bring experience to departments and many create e-learning requirements for training and continuing education.

Preliminary research indicates that there may be a relationship between education and reduced incidence of criminal misconduct by officers. If this relationship can be verified, many agencies may consider additional education requirements or incentives for the limited purpose of avoiding criminal misconduct occurrences.

## Current Organizational Structure

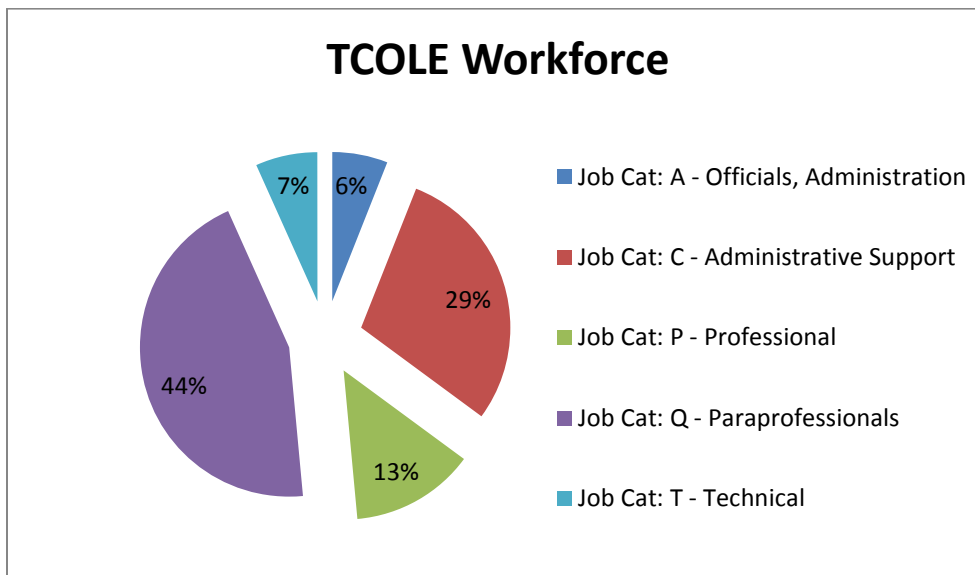


## Supply Analysis

Current Staff as of 5/1/14

|           |    |
|-----------|----|
| Headcount | 45 |
|-----------|----|

| <u>EEO Category</u>                    | <u>Count</u> | <u>Percentage<br/>of<br/>Workforce</u> |
|--|--------------|--|
| Job Cat: A - Officials, Administration | 3            | 6%                                     |
| Job Cat: C - Administrative Support    | 13           | 29%                                    |
| Job Cat: P - Professional              | 6            | 13%                                    |
| Job Cat: Q - Paraprofessionals         | 20           | 44%                                    |
| Job Cat: T - Technical                 | 3            | 7%                                     |
| <u>Ethnicity</u>                       |              |  |
| Asian                                  | 1            | 2%                                     |
| Black                                  | 4            | 9%                                     |
| Hispanic                               | 7            | 16%                                    |
| White                                  | 33           | 73%                                    |
| <u>Gender</u>                          |              |  |
| Female                                 | 25           | 56%                                    |
| Male                                   | 20           | 44%                                    |
| <u>Age</u>                             |              |  |
| 16 to 29                               | 1            | 2%                                     |
| 30 to 39                               | 6            | 13%                                    |
| 40 to 49                               | 11           | 24%                                    |
| 50 to 59                               | 18           | 40%                                    |
| 60 to 69                               | 7            | 16%                                    |
| 70 or Older                            | 1            | 2%                                     |



| <u>Fiscal</u> |                           | <u>Agency</u>    | <u>% of</u>      | <u>Statewide</u> | <u>% of</u>      |
|---------------|---------------------------|------------------|------------------|------------------|------------------|
| <u>Year</u>   | <u>Ethnicity</u>          | <u>Headcount</u> | <u>Workforce</u> | <u>Headcount</u> | <u>Workforce</u> |
| 2014          | Asian or Pacific Islander | 1                | 2%               | 3,296            | 2%               |
| 2014          | Black                     | 4                | 9%               | 35,928           | 22%              |
| 2014          | Hispanic                  | 7                | 16%              | 39,190           | 24%              |
| 2014          | White                     | 33               | 73%              | 85,878           | 52%              |
| Grand Total   |                           | 45               |                  | 164,291          |                  |

| Number of Employees by Years of Service |                  |                  |
|---|------------------|------------------|
| <u>Years of service</u>                 | <u>State</u>     | <u>Agency</u>    |
|   | <u>Service</u>   | <u>Service</u>   |
| 0-5 yrs                                 | 21               | 28               |
| 6-10 yrs                                | 8                | 9                |
| 11-20 yrs                               | 10               | 6                |
| 21+ yrs                                 | 6                | 2                |
|   | 9.323 Avg Tenure | 5.911 Avg Tenure |

| Employees Eligible to Retire in next 5 years |      |      |      |      |       |       |
|--|------|------|------|------|-------|-------|
|  | 2015 | 2016 | 2017 | 2018 | 2019* | Total |
| Accounting, Auditing, and Finance            |      |      |      |      |       |       |
| Administrative Support                       |      | 1    |      |      |       | 1     |
| Information and Communication                |      | 1    |      |      |       | 1     |
| Information Technology                       |      |      | 1    |      |       | 1     |
| Inspectors and Investigators                 |      |      |      |      |       |       |
| Legal  |      |      |      |      | 1     | 1     |
| Other (Executive Director)                   |      |      |      |      |       |       |
| Program Management                           | 2    | 1    |      |      | 1     | 4     |
| Grand Total                                  | 2    | 3    | 1    |      | 2     | 8     |
| Percentage of Workforce                      | 5%   | 7%   | 2%   | 0%   | 5%    | 18%   |

\* Not included are working retirees - these are expected to keep working through 2019



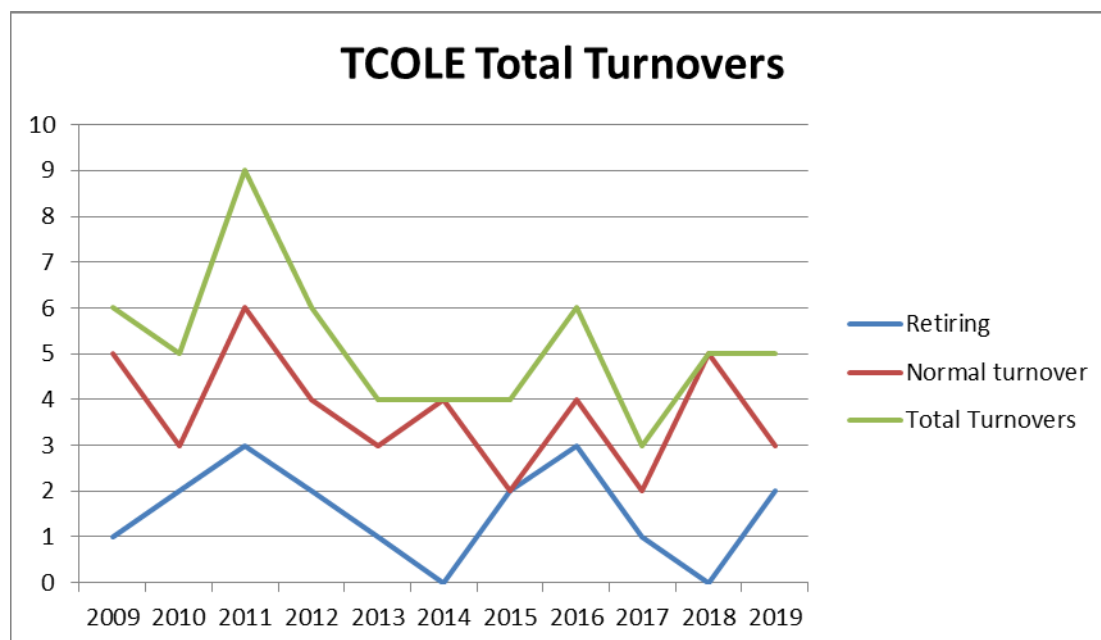
## Demand Analysis

The future challenge for TCOLE will be to maintain the highest level of service to the state of Texas with the projected workforce remaining approximately the same. Additionally, the retirement projections will result in most strategy areas seeing a reduction of an average 11 years of service or more. This reduction in the agency knowledge alone may damper much of the agency's effectiveness, but creates opportunities to expand in the areas of employee development, retention, and recruitment.

TCOLE was just awarded one Federal Pass-Through Grant which supports 2 Investigators. This grant will end in August 2015. Without further funding, those positions will be eliminated beginning in FY 2016. Due to the volume of investigative work predicted, these positions will be kept through 2019.

The agency has experienced a greater demand for investigative skills and legal enforcement across the state. Additional legal and investigative staff will be a necessity in the next 5 years.

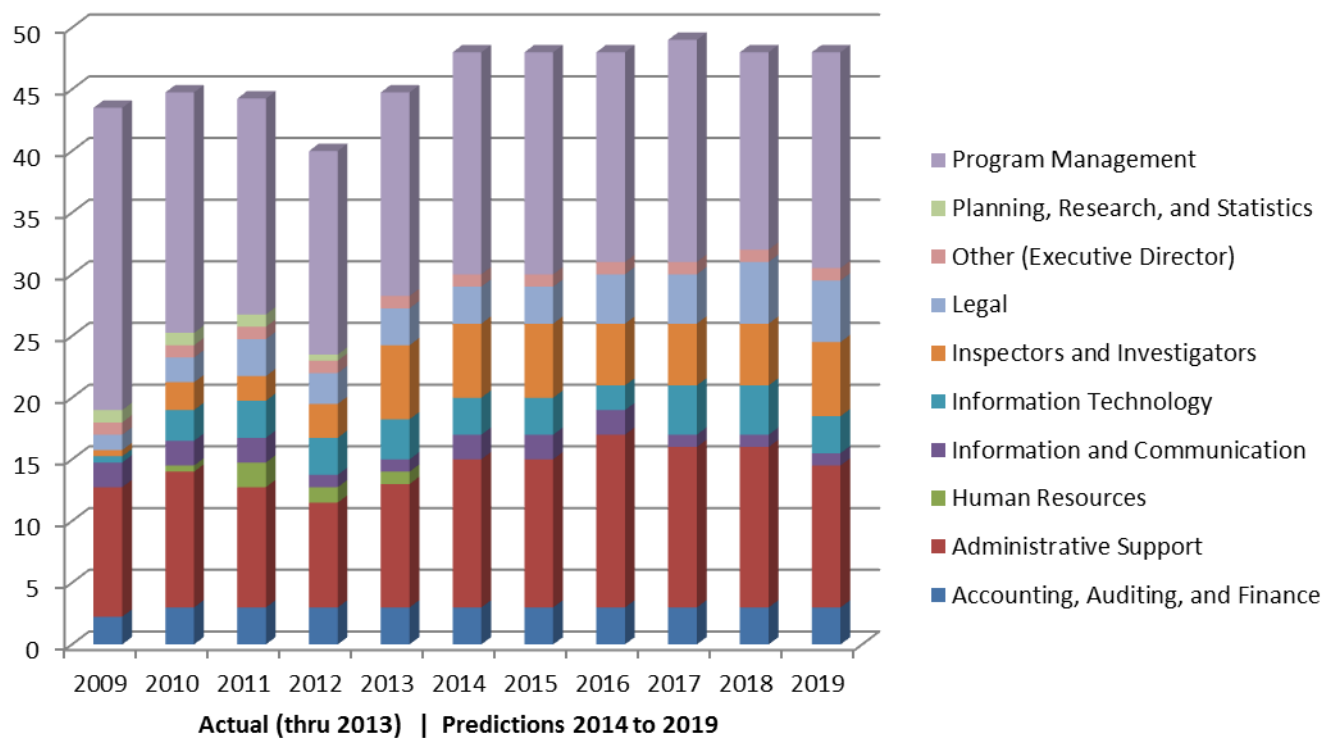
| Turnover Trend and Projections     |             |      |      |      |      |      |        |             |      |      |      |      |        |           | Turnover |
|------------------------------------|-------------|------|------|------|------|------|--------|-------------|------|------|------|------|--------|-----------|----------|
| Sum of Agency Terminations         | Anticipated |      |      |      |      |      | Totals | Projections |      |      |      |      | Totals | Statewide |          |
|                                    | 2009        | 2010 | 2011 | 2012 | 2013 | 2014 |        | 2015        | 2016 | 2017 | 2018 | 2019 |        | Trending  |          |
| Accounting, Auditing, and Finance  | 0           | 0    | 1    | 1    | 0    | 1    | 3      |             |      |      |      |      | 0      | Increase  |          |
| Administrative Support             | 2           | 1    | 3    | 0    | 2    | 1    | 9      | 2           | 3    | 1    | 2    | 1    | 9      | Neutral   |          |
| Human Resources                    | n/a         | 0    | 0    | 0    | 0    | n/a  | 0      | n/a         | n/a  | n/a  | n/a  | n/a  | 0      | Increase  |          |
| Information and Communication      | 0           | 0    | 0    | 0    | 0    |      | 0      |             | 1    |      |      |      | 1      | Neutral   |          |
| Information Technology             | 0           | 1    | 1    | 0    | 1    |      | 2      |             | 1    | 1    | 1    |      | 3      | Increase  |          |
| Inspectors and Investigators       | 0           | 1    | 0    | 2    | 0    | 1    | 3      |             | 1    |      | 1    |      | 2      | Neutral   |          |
| Legal                              | 1           | 0    | 1    | 1    | 0    |      | 3      |             |      | 1    |      | 2    | 3      | Neutral   |          |
| Other (Executive Director)         | 0           | 0    | 1    | 0    | 0    |      | 1      |             |      |      |      |      | 0      | Decrease  |          |
| Planning, Research, and Statistics | 0           | 0    | 0    | 1    | 0    | n/a  | 1      | n/a         | n/a  | n/a  | n/a  | n/a  | 0      | Neutral   |          |
| Program Management                 | 3           | 2    | 2    | 1    | 1    | 1    | 10     | 2           | 1    |      | 1    | 2    | 6      | Increase  |          |
| Grand Total                        | 6           | 5    | 9    | 6    | 4    | 4    | 26     | 4           | 7    | 3    | 5    | 5    | 24     | Increase  |          |



## Headcount Projections

| Occupational Categories            | End-Proj |      |      |       |       |      | Projections |      |      |      |      | Headcount          |
|------------------------------------|----------|------|------|-------|-------|------|-------------|------|------|------|------|--------------------|
|                                    | 2009     | 2010 | 2011 | 2012  | 2013  | 2014 | 2015        | 2016 | 2017 | 2018 | 2019 | Statewide Trending |
| Accounting, Auditing, and Finance  | 2.25     | 3    | 3    | 3     | 3     | 3    | 3           | 3    | 3    | 3    | 3    | Neutral            |
| Administrative Support             | 10.5     | 11   | 9.75 | 8.5   | 10    | 12   | 12          | 14   | 13   | 13   | 11.5 | Decrease           |
| Human Resources                    | n/a      | 0.5  | 2    | 1.25  | 1     | n/a  | n/a         | n/a  | n/a  | n/a  | n/a  | Neutral            |
| Information and Communication      | 2        | 2    | 2    | 1     | 1     | 2    | 2           | 2    | 1    | 1    | 1    | Neutral            |
| Information Technology             | 0.5      | 2.5  | 3    | 3     | 3.25  | 3    | 3           | 2    | 4    | 4    | 3    | Decrease           |
| Inspectors and Investigators       | 0.5      | 2.25 | 2    | 2.75  | 3     | 6    | 6           | 5    | 5    | 5    | 6    | Neutral            |
| Legal                              | 1.25     | 2    | 3    | 2.5   | 3     | 3    | 3           | 4    | 4    | 5    | 5    | Neutral            |
| Other (Executive Director)         | 1        | 1    | 1    | 1     | 1     | 1    | 1           | 1    | 1    | 1    | 1    | Increase           |
| Planning, Research, and Statistics | 1        | 1    | 1    | 0.5   | n/a   | n/a  | n/a         | n/a  | n/a  | n/a  | n/a  | Neutral            |
| Program Management                 | 24.5     | 19.5 | 17.5 | 16.5  | 16.5  | 17   | 18          | 17   | 18   | 16   | 17.5 | Decrease           |
| Grand Total                        | 41.5     | 42   | 42.5 | 43.75 | 43.25 | 47   | 48          | 48   | 49   | 48   | 48   | Neutral            |

## TCOLE Headcount by Occupational Categories



| <b>Turnover by Year</b> | 2015 | 2016 | 2017 | 2018 | 2019 | Total |
|-------------------------|------|------|------|------|------|-------|
| 5 yr Proj Turnover      | 4    | 7    | 3    | 5    | 5    | 24    |
| Retiring                | 2    | 3    | 1    | 0    | 2    | 8     |
| Normal turnover         | 2    | 4    | 2    | 5    | 3    | 16    |

| <b>Turnover by Strategy</b> | lic | standard | enf | field | adm | Total |
|-----------------------------|-----|----------|-----|-------|-----|-------|
| 5 yr Proj Turnover          | 13  | 1        | 7   | 3     | 0   | 24    |
| Number of Retirees          | 4   | 1        | 2   | 1     | 0   | 8     |
| Normal turnover             | 9   | 0        | 5   | 2     | 0   | 16    |

| <b>Average Agy Yrs Svc at Retirement</b> |       |          |     |       |     |  |
|--|-------|----------|-----|-------|-----|--|
|  | lic   | standard | enf | field | adm |  |
|  | 23.25 | 12       | 21  | 15    | 0   |  |

| <b>Average Agy Yrs Svc at Leave</b> |      |          |     |       |     |  |
|-------------------------------------|------|----------|-----|-------|-----|--|
|                                     | lic  | standard | enf | field | adm |  |
|                                     | 5.56 | 0        | 6.8 | 9.5   | 0   |  |

| <b>Total Avg Agy Yrs Svc for Turnover</b> |     |          |       |       |     |  |
|---|-----|----------|-------|-------|-----|--|
|   | lic | standard | enf   | field | adm |  |
|   | 11  | 12       | 10.86 | 11.33 | 0   |  |

## Gap Analysis

When the anticipated increases and reductions in staffing levels are analyzed by strategy significant gaps are identified in the Technical Assistance strategy. The Enforcement strategy is anticipated to be increasing its staffing level due to continuing higher volume of work. This is apparent when considering that the overall projections for workforce headcount are estimated to remain neutral in the next 5 years.

The agency's core business functions are not expected to change in the next 5 years, and neither are the skills required to perform these business functions. The table identifies the majority of the skills needed to perform the core business functions by strategy. Skills that are marked High are the ones that are critical and upon which the other skills rely. Gaps are identified as those strategies where the High skills per headcount are expected to increase in the next 5 years. This means that the employees assigned those tasks will need to do more of over the next 5 years. This is an opportunity for employee development.

The agency estimates 17% of our workforce to retire in the next 5 years. This would leave 3 strategies with a significantly reduced combined agency years of service. TCOLE has identified the knowledge of our agency policies, procedures and programs as a high skill which is most recognizable in the form of years of service. Three strategies are identified as having gaps, and have the greatest potential loss are Licensing, Standards Development and Enforcement. These strategies show need in the areas of retention and possibly leadership development programs.

**A) Anticipated Increase or Reduction in Staff Levels**

|                             | 1-1-1     | 1-1-2                 | 2-1-1       | 2-1-2                | 3-1-1          |
|-----------------------------|-----------|-----------------------|-------------|----------------------|----------------|
|                             | Licensing | Standards Development | Enforcement | Technical Assistance | Administration |
| Current Headcount           | 15        | 3                     | 11          | 12                   | 4              |
| Projected Headcount in 2019 | 15.9      | 3.1                   | 14.6        | 10.4                 | 4              |
| Increase or (Reduction)     | 0.9       | 0.1                   | 3.6         | (1.6)                | 0.0            |
| Gap = Reduction             |           |                       |             | Gap                  |                |

**B) Anticipated Surplus or Shortage of Skills**

|                                   | 1-1-1     | 1-1-2                 | 2-1-1       | 2-1-2                | 3-1-1          |
|-----------------------------------|-----------|-----------------------|-------------|----------------------|----------------|
|                                   | Licensing | Standards Development | Enforcement | Technical Assistance | Administration |
| High Skills per headcount current | 0.20      | 1.33                  | 0.36        | 0.33                 | 1.00           |
| High Skills per headcount in 2019 | 0.19      | 1.29                  | 0.27        | 0.38                 | 1.00           |
| Surplus or (Shortage)             | 0.01      | 0.04                  | 0.09        | (0.05)               | 0.00           |
| Gap = Shortage                    |           |                       |             | Gap                  |                |

**C) Anticipated Surplus or Shortage of Agency Knowledge (as indicated by Years of Service)**

|   | 1-1-1     | 1-1-2                 | 2-1-1       | 2-1-2                | 3-1-1          |
|---|-----------|-----------------------|-------------|----------------------|----------------|
|   | Licensing | Standards Development | Enforcement | Technical Assistance | Administration |
| Total Agy Year of Service-(in 2014)     | 112.4     | 21.4                  | 58          | 59.2                 | 15             |
| Projected Agy Year of Service-(in 2019) | 31.5      | 14.6                  | 32          | 69.9                 | 35             |
| Percentage Increase/Decrease            | -72%      | -32%                  | -45%        | 18%                  | 133%           |
| Gap = Negative Percentage               | Gap       | Gap                   | Gap         |                      |                |

| Skill Category                 | Skill   | 1-1-1<br>Licensing | 1-1-2<br>Standards<br>Development | 2-1-1<br>Enforcement | 2-1-2<br>Technical<br>Assistance | 3-1-1<br>Administration |
|--------------------------------|---|--------------------|-----------------------------------|----------------------|----------------------------------|-------------------------|
| <b>Problem Solving</b>         | Analysis  |                    |                                   | X                    | X                                | X                       |
|                                | Critical Thinking                                 |                    | X                                 | High                 |                                  |                         |
|                                | Decision Making                                   |                    |                                   |                      |                                  |                         |
|                                | Innovation  |                    |                                   |                      |                                  |                         |
| <b>Information Management</b>  | Database development, management, and integration | High               |                                   |                      |                                  |                         |
|                                | Software proficiency                              |                    | X                                 |                      |                                  |                         |
|                                | Web Development and maintenance                   | X                  |                                   |                      |                                  |                         |
|                                | Computer-assisted tools                           |                    |                                   |                      |                                  |                         |
|                                | Graphic design                                    |                    |                                   |                      |                                  |                         |
|                                | Electronic reporting                              |                    |                                   |                      |                                  | X                       |
| <b>Technical Knowledge</b>     | Agency policies, procedures and programs          | High               | High                              | High                 | High                             | X                       |
|                                | State and federal laws, rules, and regulations    | High               | High                              | High                 | High                             | High                    |
|                                | Specialized technical knowledge                   |                    | High                              | X                    | High                             |                         |
|                                | Policy analysis and development                   |                    |                                   |                      |                                  |                         |
|                                | Statistical analysis                              |                    |                                   |                      |                                  |                         |
|                                | Regulation analysis and development               |                    |                                   |                      |                                  |                         |
|                                | Technical analysis                                |                    |                                   | X                    | X                                |                         |
|                                | Research  |                    |                                   |                      |                                  |                         |
|                                | Litigation  |                    |                                   | High                 |                                  |                         |
|                                | Auditing  |                    |                                   | X                    | X                                |                         |
|                                | Inventory management                              |                    |                                   |                      |                                  |                         |
|                                | Financial analysis                                |                    |                                   |                      |                                  | X                       |
| <b>Project Management</b>      | Organizing  |                    |                                   |                      |                                  | High                    |
|                                | Planning  |                    |                                   |                      |                                  | X                       |
|                                | Managing multiple priorities                      |                    | High                              |                      |                                  |                         |
|                                | Quality analysis and process improvement          |                    | X                                 |                      |                                  |                         |
|                                | Coordination                                      |                    |                                   | X                    | X                                |                         |
| <b>Communication</b>           | Written - composition and editing                 |                    | X                                 |                      |                                  |                         |
|                                | Verbal - public speaking and presentation         |                    |                                   | X                    | X                                |                         |
|                                | Interpersonal sensitivity                         |                    | X                                 |                      | High                             |                         |
|                                | Teamwork  |                    | X                                 |                      |                                  |                         |
|                                | Public relations                                  |                    |                                   |                      |                                  |                         |
|                                | Customer Service                                  | X                  |                                   |                      | X                                |                         |
| <b>Management / Leadership</b> | People skills                                     |                    | X                                 |                      |                                  |                         |
|                                | Performance management                            |                    |                                   |                      |                                  | X                       |
|                                | Strategic planning                                |                    |                                   |                      |                                  | High                    |
|                                | Conducting training                               | X                  |                                   |                      |                                  |                         |
|                                | Mentoring   |                    |                                   |                      |                                  |                         |
|                                | Meeting planning/facilitation                     | X                  | X                                 |                      |                                  |                         |
|                                | Contract management                               |                    | X                                 |                      |                                  | X                       |
|                                | Grant management                                  |                    |                                   |                      |                                  | X                       |
|                                | Financial management                              |                    |                                   |                      |                                  | High                    |
| <b>Administrative Support</b>  | Delegation  |                    |                                   |                      |                                  |                         |
|                                | Word processing                                   |                    |                                   |                      |                                  |                         |
|                                | Record keeping                                    | X                  |                                   |                      |                                  |                         |
|                                | Mail processing                                   | X                  |                                   |                      |                                  |                         |

|             |   |    |    |    |    |
|-------------|---|----|----|----|----|
| Skills      | 9 | 13 | 10 | 10 | 12 |
| High Skills | 3 | 4  | 4  | 4  | 4  |

## Workforce Strategy

Licensing is projected to have the largest number of retirees and normal turnover of all the strategies. This area contains the fewest High skills, but the employees in this area directly serve the law enforcement officers, candidates and entities. They provide excellent customer service and an accurate and efficient website. TCOLE realizes that the number of officers and candidates in Texas continues to increase every year. The agency will support our licensing staff with the appropriate programs for retention, career development and leadership development.

The Standards Development strategy was greatly reduced in a previous biennium but still remains an important part of the mission of TCOLE. The only current full-time employee is estimated to retire in the next 5 years. This possibility affects the future competency in this strategy. Documentation and succession planning should begin soon. Additionally, there will be a need for career development for any employee who assumes these responsibilities upon the retirement of the current employee.

The Enforcement strategy is expected to have an increase in workload over the next 5 years. TCOLE is committed to providing the appropriate investigative and enforcement functions as entrusted by the State of Texas. Securing grant funding has already taken place and additional staff may need to be added in the coming years.

In the Technical Assistance strategy retiring and normal turnover projections contribute to the skills gaps identified. This leads the agency toward making succession, retention and career development a priority.

There are not any gaps identified nor any expected changes for the Administration strategy.

|  | 1-1-1<br>Licensing | 1-1-2<br>Standards<br>Development | 2-1-1<br>Enforcement | 2-1-2<br>Technical<br>Assistance | 3-1-1<br>Administration |
|--|--------------------|-----------------------------------|----------------------|----------------------------------|-------------------------|
| <b>Identified Gaps:</b>  |                    |                                   |                      |                                  |                         |
| A) Anticipated Reduction in Staff Levels                                       |                    |                                   |                      | <b>Gap</b>                       |                         |
| B) Anticipated Shortage of Skills  |                    |                                   |                      | <b>Gap</b>                       |                         |
| C) Anticipated Shortage of Agency Knowledge (as indicated by Years of Service) | <b>Gap</b>         | <b>Gap</b>                        | <b>Gap</b>           |                                  |                         |

### Actions Needed

|  |          |     |          |     |
|--|----------|-----|----------|-----|
| A) Changes in Organizational Structure |          |     |          |     |
| B) Succession Planning                 |          | Yes |          | Yes |
| C) Retention Program                   | Yes      |     | Yes      | Yes |
| D) Career Development Program          | Yes      | Yes | Yes      | Yes |
| E) Leadership Development              | Possible |     | Possible |     |
| F) Organizational Training             | Yes      | Yes | Yes      |     |