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EXECUTIVE SUMMARY

Overview

In October 1998, the National Institute of Corrections (NIC) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) hosted thirty-five participants from twenty-two states in the third Juvenile Justice National Training Needs Assessment. The participants represented a wide range of juvenile justice agencies, including detention and correctional institutions, juvenile courts, probation and parole, human services, an education entity, and the private sector. The desired outcomes of the Training Needs Assessment were to:

- Comprehend the scope of current services and delivery strategies available to meet juvenile justice training and service needs.
- Identify and prioritize current training and service needs for professionals within the juvenile justice system.
- Identify emerging training and service issues the juvenile justice community will face within the next decade.
- Analyze the specific training and service needs from identified major theme areas and develop possible training components and service delivery strategies.
- Emphasize major needs areas to assist OJJDP/NIC in planning.
- Identify possible new delivery and dissemination mechanisms to meet juvenile justice training and service needs.

Relevance of the 1994 Training Needs Assessment

Participants and facilitators recognized differences between participants in 1994 and the 1998 participants. In earlier assessments, more commissioners attended, and the turbulence of the environment was reflected in both an urgency and an uncertainty about the future. The group that participated in 1998 included a greater proportion of training directors. The group clearly identified concrete achievements, including the significant increase in the number of state and regional training academies and the development of training curricula, that reflect differences in the juvenile justice environment at the end of the decade. Participants believe that:

- The group is more positive, proactive, sophisticated and experienced.
- There is a higher value placed on relevant and effective training.
- The juvenile justice system is changing and growing.
- The new technology is both a training blessing and a curse.
- Juvenile justice shows signs of specialization.
- Juvenile justice agencies have experienced a culture change.
- Leadership continues to be an issue.

In spite of these differences, the vision points developed in the 1994 assessment continue to be relevant, and the environment in which juvenile justice agencies operate continues to be challenging. A review of the 1994 proceedings suggested that the *vision* for the juvenile justice system continues to be very much the same in 1998 as in 1994. However, what has changed has been the system's perception of what should be done to *achieve* the vision. Participants drew the following conclusions about the role of training:

- Good training programs strengthen the system. They are management's way of making sure that people are doing the right thing.
- Good training requires that management clarify things, but this does not require certification.

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- Good training increases accountability. It uses knowledge of adult learning styles. With accountability comes stability. Juvenile justice practitioners need stability before they can be creative.
- Good training puts together programs that strengthen, clarify and increase accountability. Then it focuses them - at the appropriate time and place - to enhance the system.

1998 Training Themes

Participants identified the following priority training themes for the next four years:

- Leadership and Supervision, with a focus on developing proactive, skilled leadership at all levels of the organization,
- Human Resource Management, with a focus on recruiting, selecting, training and retaining the most qualified staff,
- Organization Development, with a focus on managing change, developing and maintaining organizational culture, and strategic planning that influences all levels of the organization,
- Female Offenders, with a focus on gender appropriate and gender equitable programming,
- Special Needs Populations, with a focus on programming for youth who exhibit multiple problems and developing collaborative strategies with other stakeholders to address the needs of these challenging youth, and
- Working with the Community, the Media and Marketing, with a focus on restorative justice, community collaboration, cultural competency, and the marketing of juvenile justice.

Actions Suggested to NIC/OJJDP

Participants suggested the following actions to the sponsoring agencies.

- Work to ensure that the various juvenile justice professional associations do not become fragmented.
- Develop more effective working linkages with probation, which is not tied closely to the juvenile justice alliance.
- Determine strategies to continue networking and consensus building.
- Modify existing, proven curricula for the juvenile justice system.
- Develop strategies to prepare the next generation of juvenile justice professionals.
- Develop a national juvenile justice training resource book.

Conclusion

The juvenile justice system today reminds many practitioners of the industrial revolution. There is a significant gap between the available technology and the level of need. Yet the field *is* more advanced and sophisticated than it was even four years ago. These changes are represented by specialization of juvenile justice functions participating in this needs assessment. The field is prepared to move into the 21st century with an increased level of expertise.

However, the juvenile justice system does need to reaffirm its core values so that practitioners can more effectively translate them into the vernacular of today's youth. Practitioners must remember that their contact may be the youth's first exposure to core system and social values. As younger staff come into the juvenile justice system, practitioners must also recognize a generation gap may exist between administrators and line staff. Participants in the 1998 assessment provided the context in which to look at the needs and determine how the content should be modified to address today's needs. Four major points are worth noting:

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- The new regional and state training academies can become a primary vehicle to enhance and deliver training to large groups in the field.
- Training of trainers continues to be a critical need.
- We must give staff the ability to develop, negotiate and monitor performance of private providers.
- We must continue to work on understanding and shaping the political agenda.

EXECUTIVE SUMMARY

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 1. INTRODUCTION

Overview

Since 1991, the National Institute of Corrections (NIC) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) have provided training and related technical assistance to juvenile justice practitioners through a cooperative agreement. As part of this initiative, every four years, NIC and OJJDP invite selected practitioners to attend a national training needs assessment. In 1991, thirty-three practitioners helped to establish the mission and core values that shaped the initial training offerings. In 1994, twenty-four practitioners helped to refine these training needs and redirect the training agenda, based on the changing environment of the juvenile justice system.

In October 1998, thirty-five participants from twenty-two states took part in the third Juvenile Justice National Training Needs Assessment. The participants represented a wide range of juvenile justice agencies, including detention and correctional institutions, juvenile courts, probation and parole, human services, an education entity, and the private sector. Appendix A provides a list of participants and biographical summaries of their experience.

As in 1994, the participants were charged with a number of tasks to achieve NIC and OJJDP's desired outcomes. Building upon the previous work, the major focus of this assessment was to develop the training agenda, with less emphasis on scanning the environment than in previous assessments. The desired outcomes of the Training Needs Assessment were:

- Comprehend the scope of current services and delivery strategies available to meet juvenile justice training and service needs.
- Identify and prioritize current training and service needs for professionals within the juvenile justice system.
- Identify emerging training and service issues the juvenile justice community will face within the next decade.
- Analyze the specific training and service needs from identified major theme areas and develop possible training components and service delivery strategies.
- Emphasize major needs areas to assist OJJDP/NIC in planning.
- Identify possible new delivery and dissemination mechanisms to meet juvenile justice training and service needs.

The Training Needs Assessment was facilitated by:

- Gwen Chunn, Director, Division of Youth Services, North Carolina Department of Human Resources,
- Ted S. Price, Director of Alternative Education for the Orange County, California, Department of Education, and
- Jesse E. Williams, Jr., Chief Probation Officer, San Francisco Juvenile Probation Department.

Steven L. Swisher, Correctional Program Specialist, provided on-site coordination and assessment development for NIC. Emily Martin, Director of Training and Technical Assistance, and Dennis Barron, OJJDP Program Manager, represented OJJDP. Gail Elias, Principal Voorhis Associates, documented the proceedings. Appendix B provides brief biographies of the facilitators.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 1. INTRODUCTION

Document Organization

This document is organized into the following sections:

- Section 1 provides an overview of the document,
- Section 2 summarizes the group process that was used,
- Section 3 provides participant analysis of the continued relevance of the 1994 training needs assessment,
- Section 4 identifies current training themes, and
- Section 5 offers conclusions.
- Appendices provide copies of relevant materials and more detailed information on the topics summarized in each section.

Pre-Assessment Planning Session

Facilitators participated in a pre-session planning session to identify the structure and format that the 1998 Training Needs Assessment would take. The pre-planning session was held August 24 - 25, 1998 at the National Institute of Corrections (NIC) Academy in Longmont, Colorado. Two primary themes came from this planning session.

- The facilitators believed that it was likely that participants would have a strong need to work on their own personal and agency training issues as well as the national agenda, and
- Facilitators indicated that the 1994 Training Needs Assessment should have allowed more time to develop the specific training themes.

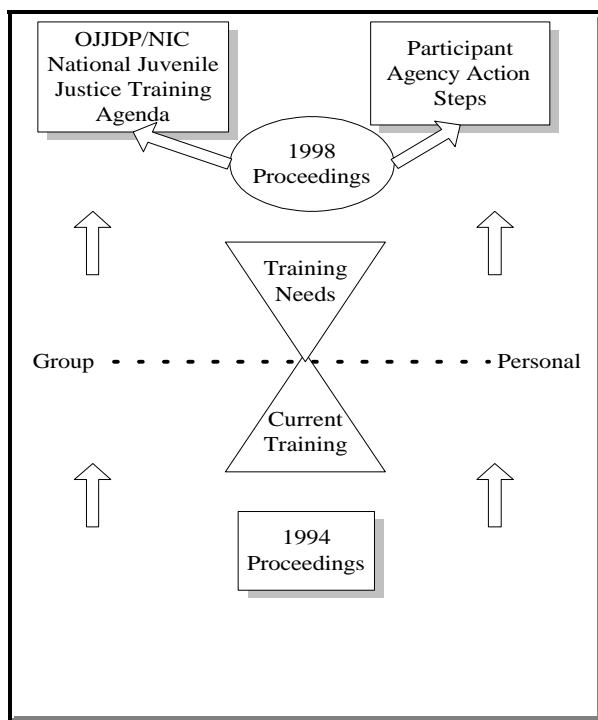


Figure 2.1 Training Model

The facilitators developed a training model (illustrated in Figure 2.1) which allowed participants to work simultaneously on both a personal/ agency track and a national agenda track. The model built on work documented in the 1994 proceedings and used a facilitated group process to:

- Identify changes in juvenile justice training needs which have occurred since 1994,
- Determine the 1994 training themes which remain valid,
- Determine which 1994 themes require modification or refocusing based on changes in the environment, and
- Identify new training needs which have emerged.

At the conclusion of the Pre-Assessment Planning Session, the facilitators developed an agenda and workshop materials for the assessment. A copy of the agenda is included as Appendix C. Workshop materials are included in Appendix D.

Juvenile Justice National Training Needs Assessment Process

The 3rd Juvenile Justice National Training Needs Assessment was sponsored by the Office of Juvenile Justice and Delinquency Prevention and the National Institute of Corrections. The Assessment was held at NIC's Training Academy in Longmont, Colorado on October 19th - 22nd, 1998.

The agenda focused participants around six questions:

- Question 1: Is there a discrepancy between the 1994 vision points and the current reality of juvenile justice? If so, why has this occurred?

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 2. ASSESSMENT PROCESS

- Question 2: What are the barriers?
- Question 3: What 1994 training themes continue to be “ideas in good currency?”
- Question 4: What training needs are we addressing well?
- Question 5: How could we strengthen training?
- Question 6: What could NIC and OJJDP do to help?

During the opening session, following opening remarks by Emily Martin and Steve Swisher addressing the purpose of this assessment, participant biographies were distributed. Participants were asked to introduce themselves by saying one thing that others would not find on their bios. Participants began the work of the training assessment by identifying words which characterized the “now” and “future” of the juvenile justice field. Appendix E provides a listing of all of the now and future words generated.

The focus of the first day of the training needs assessment was “the past” as conceptualized in questions 1 - 3 and documented in the 1994 training needs assessment. As a way of establishing a good learning and sharing environment, facilitators invited participants to identify their ground rules for participant and facilitator interactions during the assessment. Appendix F contains the ground rules.

Question 1: Is There a Discrepancy?

As a first activity, participants discussed the differences between the 1994 and 1998 “now and future” words. Participants reviewed 1994 environmental scan to assess its continued relevance and then focused on the 1994 training themes using a survey form developed by NIC staff. Appendix G provides a copy of the survey form.

In table groups, participants discussed the frequency of their own agency’s delivery of training associated with these themes, the quality of the training delivered, and the degree to which training in each area was still needed. Each table group reported back to the large group about their table discussion.

Question 2. What Are the Barriers?

As a large group, participants discussed the changes that they have observed in juvenile justice environment. This activity established a context and confirmed that there was substantial agreement regarding the current “state of the field.” Facilitators then led a discussion of the barriers that have impeded the development of the vision. Participants were then divided into four groups to identify the advice they would give to the “new folks” in the juvenile justice system. This activity was used to begin the processing of identifying training implications.

Question 3: What 1994 Themes Continue to be “Ideas in Good Currency?”

Participants were divided into new work groups and charged with evaluating the nine vision points created in 1994. Participants were asked to evaluate their own system, rating it against each vision point, and then to share their perceptions with other participants within their group. Participants were then asked to determine if each of the vision points were latent, growing, peaking or declining as defined in the 1994 proceedings.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 2. ASSESSMENT PROCESS

Question 4: What Training Needs Are We Addressing Well?

Facilitators asked participants to identify training that their agencies are delivering well. Their thoughts were phrased as one sentence “sound bites.” Participants shared these training themes with the large group on a “Wall of Fame.”

Question 5: How Could We Strengthen Training?

Participants were asked to work individually to identify an area or areas in which they would like to improve training in their own agency and write each area on a separate post-it. Facilitators invited participants to begin grouping the training themes by placing related “post-its” on branches of a large training “tree.” Once all of the training themes were placed on an appropriate branch, participants were asked to name each branch as a training theme.

As a large group, participants were asked to identify branches which were related or which could be grouped. This process continued through two iterations until all of the training themes were distilled. Participants were given three “dots” and asked to prioritize the training themes by posting their dots next to the themes which they believed were most needed. The top six training themes were identified by counting where participants had allocated the most dots. In the large group, participants were asked to describe each of the new themes in greater detail. Once the final themes were identified, facilitators transferred this information to a Training Theme Survey Form. Participants were asked to rate their agency’s delivery and quality of related training on the new training theme. The Survey Form is included in Appendix H.

Facilitators asked participants to pick one of the six themes and then identify:

- Who will receive this training? If there are multiple levels to be served, identify the detailed training needs applicable to each level.
- What are the specific goals which are related to this theme?
- Which trainers would be good at this?
- What strategies would work best?
- What are the needed resources?

Question 6: What Could NIC and OJJDP Do to Help?

In a large group discussion, participants were asked to identify specific things which NIC and OJJDP could do to address the training needs which had been identified. After participants worked on individual action plans, the seminar closed with feedback to the trainers.

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JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

Environmental Changes

The 1994 and 1998 “Now”

Participants and facilitators recognized differences between participants in 1994 and the 1998 participants. In earlier assessments, more commissioners attended, and the turbulence of the environment was reflected in an urgency and an uncertainty about the future. The group that participated in 1998 was more culturally and professionally diverse, and it included a greater proportion of training directors. The 1998 group was able to identify clearly a number of concrete achievements, including the significant increase in the number of state and regional training academies and training curricula, that reflect differences in the juvenile justice environment at the end of the decade. The work which has taken place between 1994 and 1998 has stripped away many of the assumptions about agenda and intent which characterized the earlier needs assessments. In general, people have learned that there are many common perceptions about desired outcomes for kids.

Participants identified the following similarities and differences between themselves and the 1994 participants:

- The group is more positive, proactive, sophisticated and experienced. Although the system has been tested by the changes which have occurred in the last four years, particularly with regard to the politics of the juvenile justice arena and the adultification of juveniles, the system remains grounded in reality and committed to the vision established in 1991.
- There is a higher value placed on relevant and effective training. Perhaps because of the great costs associated with value to train as well as the continued commitment of OJJDP and NIC, there is a greater dedication to the development of training resources. This is best exemplified by the fact that in 1994 there were five or fewer training academies. Today, there are 25 - 26.
- The juvenile justice system is changing and growing. Perhaps one of the best indications of these changes are the new juvenile justice agency names which have emerged, often as the result of a political process. There is evidence that collaborative approaches are taking root among agencies which serve youth.
- The new technology is both a training blessing and a curse. While the new technology clearly creates opportunities for sharing training resources, it also creates training needs. It is important to recognize that juvenile justice continues to be a “human interaction” business - which is not always served well by movement away from direct, face to face training modalities.
- Juvenile justice shows signs of specialization. Participants come from a variety of organizations and widely varying functions within organizations.
- Juvenile justice agencies have experienced a culture change. This change is typified by its agencies’ learning to manage beds, rather than complaining about crowding.
- Leadership continues to be an issue. Particularly because of the politicalization of the commissioner’s office, the need for leadership development continues to be strong. Many of the new commissioners do not come from within the agency. As a result, they also need to be “socialized” and integrated into the organization’s culture. Given the short time frame of most political appointments, this is challenging.

Participant comments are included in their entirety in Appendix I.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

Scanning the Environment

Participants were asked to describe the youth whom their agencies served. They described them as:

- Un-nurtured and angry, with multiple problems.
- Part of much larger cultural dysfunction, and they are the third and fourth generation of this culture.
- Cynical and pessimistic about the future, and more asocial than antisocial.
- Physically more mature. Earlier in this decade, youth coming into the juvenile justice system “dressed and acted” adult, but physically were still young. Today, they are physically mature. This compounds the difficulty of their situation when those in the political arena view them as “adult.”
- Perhaps not that different from the youth they saw in 1991 and 1994, but the system’s perception of them - and increased sophistication in assessing them - has changed to acknowledge the multiple challenges faced by the youth in their care.

Appendix I provides the text of participant comments. This perception of youth and the environment has direct implications for staff training:

- The problems of the kids are also problems of the staff. There are significant gaps in the maturity level of staff. Many staff are so aligned with the youth served that they are out of synch with the organization’s values.
- There are a variety of issues which relate to organizational values and points of reference. Juvenile justice agencies experience difficulty in articulating and inculcating the core values in both staff and youth served. It is difficult to find ways to communicate and articulate these values between two generations that differ significantly from that of most leaders and many trainers.
- There are a variety of issues associated with leadership development. These range from the challenges which emerge from the political realities of more frequent leadership changes to the critical leadership role of managing the external environment. The juvenile justice system was not prepared for the wave of punishment-oriented change and legislation that has emerged. Juvenile justice practitioners can not, as a profession, afford to be surprised again.
- There is a strong need to learn how to build an enduring organizational culture below the level of the chief executive officer.

A number of issues identified in 1994 continue to be relevant to today’s juvenile justice system. Most systems continue to struggle with keeping up with and/or managing both growth and change. Most continue to deal with blended cultures within the organization, within the population that is served, and within the staff that provide services. Most organizations continue to feel a need to work on strategies to make the organization’s core values relevant to staff at all levels.

1994 Training Themes Assessment

The following training themes were identified during the 1994 training needs assessment:

- Staff training,
- Staff training certification,
- Competency based curriculum,
- Team building,
- Collaboration,
- Evaluation of staff,

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

- Evaluation of program services,
- Grantsmanship,
- Training and trainers,
- Curriculum development,
- Program development in specific areas,
- Parental involvement,
- Marketing,
- Legislative process,
- Community involvement,
- Corporate involvement,
- Cultural and gender diversity,
- Program for female offenders,
- Public education/relations,
- Visioning,
- Policy/procedure development,
- Strategic planning,
- Media,
- Organization development
- Risk assessment,
- Strength assessment, and
- Child development.

Delivery of Training Themes

There was considerable consensus regarding the delivery of training themes. Participants reached the following conclusions regarding their agency's delivery of the training themes which had been identified in 1994:

- "Routinely delivered" does not mean frequently. Many agencies "do" something to address the theme, but the activity may not be training.
- Certification means many different things in different places. It is unclear if this refers to the certification of staff, the certification of training curricula, or the certification of trainers.
- The needs of female offenders and cultural and gender diversity should be on-going training themes, not "one-shot" training events.
- Staff training is now routinely delivered by most organizations.
- Not all training provided uses competency-based curricula.
- Training on team building is occasionally provided, but should be incorporated into all training.
- Collaboration as a training theme is difficult - how can people be trained to collaborate? Meetings are held, but no training on this topic is delivered.
- Evaluation of staff is occasionally provided as a training topic, most typically when a new system is implemented. It should be addressed more systematically.
- Evaluation of program services was not addressed as a training theme.
- Training in grantsmanship was characterized as "all over the board," depending on whether the agency had staff that specialized in this area.
- Training of trainers is routinely provided both in special programs and generically.
- Most agencies do not deliver training in curriculum development; it is an area in which training should be developed and delivered more systematically.
- Program development is occasionally included in agency training offerings.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

- Parental involvement, including family reunification, parenting skills, and training for staff regarding the role and influence of parents/family on youth were listed as “routinely” delivered by some agencies; other agencies identified these as areas in which they need to develop training.

Quality of Agency Delivered Training

Participants reached the following conclusions regarding the quality of training their agency delivers:

- Routine, low-quality programs are those which are dictated from above.
- The content of some training programs delivered may not be very engaging, but if the trainer is good, the training will be considered high quality. (There may be a discrepancy between training content and the skill of the trainer).
- The availability of NJDA curriculum is a positive force for quality improvement.
- Mandatory training on sensitive issues must include a solid rationale which explains why this training is important to the trainees.
- Most agencies rated the quality of the training they deliver as “average” with the exception of staff training and training in child development which were rated as “high.”
- For many agencies, the time available to develop and deliver the training is directly related to the level of quality of the training provided.
- Most agencies are doing a relatively good job training on topics internal to the agency.
- The impact of adding new facilities and new staff members has been a significant drain on training resources.
- Agencies rate their concrete training, i.e., “how to do ...” as better than their more abstract training.
- Only “low quality” training will be done without additional training resources be provided to the training component.

Training Needs

Participants identified a number of agency action items necessary to improve the quality of training they deliver. These items are listed in Appendix I and are summarized below.

- Increase the skill of trainers. Participants noted that even great curricula still requires trainers who have good platform skills.
- Develop training for external entities. Agencies need to make the leap from training their own employees to training others. This includes a need to develop public relations oriented training, focusing on successes.
- All forms of communication should be emphasized. Written and verbal communication skills are essential to effective leadership and training.
- Cultural and gender diversity should be viewed as threads throughout all training efforts. In multi-cultural agencies and environments, the ability to interact effectively is essential. The juvenile justice system must train for cultural competency.
- Leadership, at all levels of the organization, is essential to achieving our mission. The task of establishing and maintaining an organizational culture does not just rest with the chief executive officer. It is essential that all staff understand and act as appropriate leaders within their organizational level.
- The increased use of private providers results in the need to do more effective program development and evaluation. Privatization has resulted in a shift in direct service provision strategies. As a field,

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

we must learn how to shape private sector accountability through effective contracting and negotiations, and we must learn how to evaluate private providers' effectiveness.

Barriers to the Vision

Identifying the Barriers

While participants viewed their situation more positively than 1994 participants, there are still significant barriers. Participants identified a number of barriers to achieving the vision.

- *Impact of the Media.* The media shapes and skews public perceptions of the juvenile justice system. Positive stories don't sell papers. There is a climate of "fear and loathing" in the media's portrayal of juvenile justice issues.
- *Impact of the Political Process.* Political appointments at the commissioner level result in turnover at nearly every election. This, in turn, results in policy changes. The political horizon in which the commissioner is working results in short attention spans. As a result, there is no focus on long-term solutions and prevention. They want a "quick fix."
 - The political "sexiness" of being tough on juveniles. Legislative aides draft legislation - and they don't have a clue about the complexity of the issues.
 - Targeted federal funding and federal funding with strings attached.
 - The 10 month budget cycle makes it difficult to make long-term commitments and to implement policies. As agencies, we now have short-term spending priorities.
- *Privatization Changes the Equation.* People who have "grown up" in the juvenile justice system tend to share some values regarding their purpose. The profit motive seems inconsistent with some of these values, and many juvenile agencies may feel threatened by the rise of private providers. There are issues on both sides of the table that are not being addressed.

Opportunities Presented by the Barriers

Participants also identified opportunities that are related to the barriers. These include:

- *Make Common Cause and Develop a Shared Vision With the Other Stakeholders.* There are many people who have a stake in the outcome of the juvenile justice process. We need to focus on working with them more effectively and discarding destructive "us and them" conceptualizations of the external environment. We should not be afraid to be a more open system. "Keeping secrets" hasn't worked for us. We need to be more open about what we do which is different from protecting the identity of individuals.
- *Plan Strategically and Comprehensively.* We need to do comprehensive strategic planning, assessing the external environment through use of focus groups. Collaborate more with existing agencies and stop duplicating services. Build on each other's strengths.
- *Work More Effectively with the Media.* We need to learn to think about the media and editorial boards as stakeholders. We need to have a closed, honest discussion with them as part of an educational process. Engage them in the process and then keep them informed and involved. We need to make an effort to promote ourselves.
- *Be Willing to be Held Accountable.* The juvenile justice system has been criticized for lack of accountability. We should not be afraid of being held accountable. Both performance-based budgeting and research-based accountability should help with this.

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SECTION 3. PARTICIPANT ANALYSIS OF 1994 ASSESSMENT

Advice Based on the Barriers

As a way of identifying new training needs, participants identified their collective advice to people who are new to the juvenile justice system. Appendix J provides their advice in detail. A summary is provided below.

- Think long-term - with the youth who are served and also with your organization - while acknowledging the short-term realities.
- It's a profession and a calling, not a job. You are likely to be some kid's "last and best" chance.
- Remember that you are role model for your organization and its values. Talk the talk and walk the walk.
- Talk and listen to staff at all levels as well as the kids. They will tell you what their training needs are.
- Maintain balance in your personal and professional life.
- Demonstrate and celebrate your successes, but don't expect to see them every day. You may never know your impact.
- Learn how to work collaboratively with your stakeholders and their communities.
- Be culturally competent.
- Demonstrate your willingness to learn and change.

What Will be Better with Training?

The words for the future suggest that the vision for the juvenile justice system continues to be very much the same in 1998 as in 1994. However, what has changed has been the system's perception of what should be ***done*** to achieve the vision. The advice to new people in the system contains the latent curriculum.

Participants drew the following conclusions about training:

- Good training programs strengthen the system. They are management's way of making sure that people are doing the right thing.
- Good training requires that management clarify things, but this does not require certification.
- Good training increases accountability. It uses knowledge of adult learning styles. With accountability comes stability. We need stability before we can be creative.
- Good training puts together programs that strengthen, clarify and increase accountability, and focuses them - at the appropriate time and place - to enhance the system.

Ideas "In Good Currency"

Vision Points

Participants reviewed the nine vision points generated in the 1994 assessment to determine the degree to which they remain "on target" for the juvenile justice system:

Vision Point 1. The juvenile justice system leads and facilitates collaboration to provide a continuum of care, which is based on the needs of the child, family, and community.

Participants viewed this vision point as still very relevant although one group indicated that this vision point might be combined with others (#3 and #6) which relate to the development of collaborative strategies.

Vision Point 2. The juvenile justice system teaches children responsible behavior, including respect for self and others.

There was less agreement regarding this vision point. While all groups indicated that it continues to be relevant, at least one group suggested that further definition was necessary. The suggested revision follows.

Revised Vision Point 2. The juvenile justice system teaches children responsible behavior, including respect for self and others, through accountability and competency development.

Vision Point 3. The juvenile justice system is a collaborative of multiple organizations and groups, which serves and protects the community, families and children through a community partnership model.

All groups reported that this vision point continued to be relevant.

Vision Point 4. The juvenile justice system utilizes standardized national training certification process, which produces professional staff.

Participants expressed doubt regarding the continued relevance of this vision point as framed in 1994. While professionalization of staff and the development of training standards continue to be relevant, national certification was no longer seen as the means to that end. There was also some consensus that this issue might be addressed more effectively by work at the state, rather than national, level. Participants suggested a potential revision.

Revised Vision Point 4. The juvenile justice system facilitates or encourages the implementation of effective recruitment, selection and professional development strategies which produce a stable, quality work force.

Vision Point 5. The juvenile justice system has a shared vision, which flows to the local level and is made operational through strategic planning at the local level.

Participants also identified the need to modify this vision point to suggest that the vision may come from the local level rather than flow to it. Participants suggested a potential revision.

Revised Vision Point 5. The juvenile justice system has a shared vision which is operationalized through strategic planning at the local level.

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Vision Point 6. The juvenile justice system harnesses the strength of the community through collaboration in all prevention efforts.

Participants indicated that this vision point continues to be relevant.

Vision Point 7. The juvenile justice system has widespread political and public support for the juvenile justice system as an integral, credible, and effective entity in society.

Participants indicated that this vision point continues to be relevant.

Vision Point 8. The juvenile justice system offers programs designed to meet the needs of female offenders, with comprehensive resources needed to meet the program's goals and objectives.

Participants determined that this vision point continues to be relevant.

Vision Point 9. The juvenile justice system provides services for delinquent youth who are mentally and emotionally disturbed and operates facilities for chronic violent offenders who would otherwise be sentenced as adults.

Participants indicated that this vision point should be divided to reflect more discrete outcomes for youth who could potentially be in mental health systems and those who would otherwise go into the adult system.

Vision Point 10. The juvenile justice system promotes leadership development at all levels.

Participants also added a tenth vision point to address issues identified earlier in the needs assessment.

What We Do Well

Participants agreed that their agencies had developed training which helped to move the juvenile justice system toward that vision. Participants briefly identified training which their agency is doing well. Participant statements are included in Appendix K and are summarized below.

- *Effective, Competency-based Basic Training.* In 1994, there were a number of concerns regarding the lack of basic training. Those lacks have been remedied to the extent that there are good curricula available for basic care workers.
- *Specialty Curricula Are Emerging.* Specialized curriculum, such as female offender and cultural diversity training, has been developed and delivered.
- *Agencies are Experimenting with New Training Models.* These models include stakeholders from the external environment.

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- Professional Associations have Developed National Curricula. These efforts have resulted in a tremendous increase in resources for local training academies.
- There is Curriculum Development Expertise in the Field. The efforts of NIC, OJJDP, and the professional associations have led to considerable expertise in developing curricula that are relevant to adult learners.

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Overview

Participants identified approximately twenty-five training themes, which were combined and prioritized into six primary themes for NIC and OJJDP action. There were eight other themes. Appendix L provides a listing of all of the themes which were identified. Tables in each section show participant responses for their agencies regarding the frequency with which training on this topic is delivered, their assessment of the quality of that training, and the degree to which they need training in this area and potential training efforts identified to address components of each training theme.

Training Theme #1: Human Resource Management

This training topic includes:

- Finding and keeping the right people to help the organization run effectively,
- Evaluating the people,
- Systematic ways to ensure that the mission, core values, etc. get transmitted early to employees,
- How policy and procedure get translated into job roles and training,
- The big pieces of human resources, including progressive discipline, ethics, cultural competency, performance evaluation, and making expectations explicit,
- How to manage the X-generation employee vs the employee whose heart is in juvenile justice,
- Attracting the right people,
- Understanding the labor pool,
- Job satisfaction,
- Interviewing skills and techniques to get the right people,
- How to identify the mistakes that you've made and correct them,
- How to get back on the right track,
- Optional module for working with unions,
- Legal issues - what you can and can't ask, do, etc. vs. what you must do, i.e., failure to train, supervise, etc.,
- What does it take to be an effective human resource manager,
- New recruitment strategies, and
- Partnerships to better recruitment strategies and outcomes.

Participant Assessment of Own Agency Training on Human Resource Management Issues

Agency Status		#	%
Delivery	Never	2	9%
	Occasionally	16	73%
	Routinely	4	18%
Quality	Low	1	5%
	Average	14	74%
	High	4	21%
Needed	Yes	15	65%
	No	8	35%

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Goals for this Theme

- Recruitment strategies,
- Explanation of human resource operational issues,
- Selection and interviewing techniques,
- Legal issues,
- Development of policies and procedures,
- Prevention and training,
- Dealing with grievances,
- Evaluation of employee performance, and
- Performance planning.

Theme Development

Item	Theme Development
Focus area	<i>Recruitment techniques</i>
Trainees	Human resource professionals, senior organizational managers
Trainers	Outside consultant with specific expertise in recruitment and marketing
Training strategies	Accessing the media (electronic & paper), developing media packages, identifying who to go to, how to package an organization in three minutes or less.
Needed resources	None identified

Item	Theme Development
Focus area	<i>Selection and interviewing techniques</i>
Trainees	Any staff who is a part of the selection process
Trainers	Human resource professional and manager practitioners
Training strategies	Process of interviewing, techniques of interviewing
Needed resources	Specific curriculum

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Item	Theme Development
Focus area	<i>Developing, disseminating, implementing (marketing) of sexual harassment policies and procedures</i>
Trainees	Representative teams from various levels of organization or facility
Trainers	Experts in the field with training experience
Training strategies	Role playing, small work teams, brainstorming, and effective classroom learning
Needed resources	Law, case law for interpretation, legal experience, state specific information

Item	Theme Development
Focus area	<i>Prevention and training</i>
Trainees	Everyone who works with kids, contract staff
Trainers	Experts in sexual harassment, lawyers who can train, in-state experts
Training strategies	Role playing, case studies, court cases
Needed resources	Outside consultants, handouts, videos and equipment

Item	Theme Development
Focus area	<i>Evaluation of employee performance and performance planning</i>
Trainees	Supervisors
Trainers	Professional human resource people
Training strategies	Role playing, giving and receiving feedback, communications skills, videotaping, handbooks
Needed resources	Simple instruments, bibliography

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Training Theme #2 - Leadership and Supervision

This training topic includes:

- Principle centered decision making,
- Situational leadership,
- Conflict resolution,
- Team building,
- Collaboration,
- Some coaching counseling and discipline;
- How I can be an effective leader;
- How I can help people become effective leaders;
- Growing someone into a different role;
- The gap between the line staff and the first line supervisor - who have skills in the previous job, but don't know how to hold people accountable, who don't know the difference between personal and professional values,
- How to develop the line person as a leader,
- The difference between managers and leaders and supervisors,
- Motivating employees as a part of supervision,
- Training responsibilities of the supervisor (reinforce and deliver one to one training),
- Helping first line supervisor understand the appropriate use of authority,
- Building leadership ladders.

**Participant Assessment of Own Agency
Training on Leadership and Supervision
Issues**

Agency Status		#	%
Delivered	Never	1	4%
	Occasionally	18	72%
	Routinely	6	24%
Quality	Low	3	13%
	Average	14	58%
	High	7	29%
Needed	Yes	15	60%
	No	10	40%

Goals for this Theme

- To develop facility managers' potential,
- To develop basic supervisory skills in first line supervisor,
- To develop supervisory and management skills in mid-level managers,
- To increase first line supervisors' understanding of organizational mission and values, and clarification of their roles and values, and
- To develop skills in "effective" communication with subordinates.

Item	Theme Development
Focus area	<i>first track supervisory preparation, principled utilization of new authority</i>
Trainees	New or aspiring 1 st line supervisors, mid-managers, transferring supervisors
Trainers	Seasoned supervisors who have been trained as trainers
Training strategies	ITIP model, "ceremonial rites of passage," scenario based role playing, self-reflection, and action planning; 40 hours
Needed resources	Persons, Role models as trainers, top leader approval, buy-in and contribution, equipment and supplies

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Item	Theme Development
Focus area	<i>Developing skills in first line supervisors</i>
Trainees	First line supervisors in detention and correctional facilities
Trainers	Experienced supervisors who have completed training for trainers
Training strategies	Structured coaching, classroom and experiential training using case studies, role plays, etc., correspondence courses, supervisor survival skills, emotional intelligence issues - role of the supervisor
Needed resources	Curriculum, job aids

Item	Theme Development
Focus area	<i>Mid-level managers as supervisors</i>
Trainees	Mid-level managers in detention and correctional facilities
Trainers	Experienced supervisors, recent promotees with training for trainers completion
Training strategies	Structured coaching, classroom and experiential training using case studies, in-basket strategies, etc., correspondence courses, supervisor survival skills, and training in emotional intelligence.
Needed resources	Curriculum, higher level managers available for coaching, job aids

Item	Theme Development
Focus area	<i>Developing facility managers' potential</i>
Trainees	Self/agency identified candidates who are eligible for promotion to facility director positions
Trainers	Experienced facility directors, training staff, outside consultants and university professors
Training strategies	Job rotation, mentoring, assessment center, internship/shadowing, specific delegation of director's duties
Needed resources	Curriculum, structured process

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Item	Theme Development
Focus area	<i>Effective communication with subordinates</i>
Trainees	Supervisors at every level
Trainers	“Leadership” expert
Training strategies	Active listening, role playing, reading body language, non-verbal communication, reflective listening, awareness of ego needs, types of authority, participatory behaviors, verbal/nonverbal reinforcement
Needed resources	None identified

Training Theme #3 - Organization Development

The following training topics were identified:

- How to create an organizational culture,
- Developing the organization,
- How to create change,
- How to help the organization lead and manage change (in the culture),
- Changing status and placement issues,
- How to do visioning, strategic planning, mission, core values, and environmental scan,
- Defining the work as roles change,
- How to articulate and market change,
- Socializing employees to the organizational culture,
- Team building and collaboration, and
- Creating a learning organization.

Goals of This Theme

- To design a training program in how to manage organizational change in juvenile justice systems, and
- To provide tools and support for assessing, developing, and refreshing an organization’s culture.

**Participant Assessment of Own Agency
Training on Organization Development
Issues**

Agency Status		#	%
Delivered	Never	1	4%
	Occasionally	16	67%
	Routinely	7	29%
Quality	Low	1	4%
	Average	18	78%
	High	4	17%
Needed	Yes	16	64%
	No	9	36%

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Item	Theme Development
Focus area	<i>How to manage the change process, including how to anticipate change and handle the situations that result.</i>
Trainees	Administrators and managers (first) and then staff
Trainers	Outside facilitators, trained facilitators, trainer for trainers model, subject area trainers
Training strategies	Learning journals (benefits of change, consequences of change, benefits of no change - format), role playing, anticipating changes and brainstorming, real life activities based on probable changes to occur in the system, historical review of change in the past and results/ consequences of the change, include staff members families in the change process, committees in the change process
Needed resources	Time, space, equipment, and journals

Item	Theme Development
Focus area	<i>Changing organizational culture</i>
Trainees	Internal consultants (may or may not be trainers)
Trainers	None noted
Training strategies	May require different consultants to work with subgroups in the organization.
Needed resources	None noted.

Training Theme #4 - Female Offenders

The following training topics were identified:

- Equity and equality issues,
- Gender sensitive and gender equitable programming,
- Breaking the mind set that girls are more difficult to deal with than boys,
- Changing the value position of female offenders,
- Developing resources for female offender programs.

Goals for This Theme

- To ensure that there are policies and training to promote gender specific programming,
- To acknowledge the special needs of female offenders,

**Participant Assessment of Own Agency
Training on Female Offender Issues**

Agency Status		#	%
Delivered	Never	7	28%
	Occasionally	11	44%
	Routinely	7	28%
Quality	Low	3	16%
	Average	10	53%
	High	6	32%
Needed	Yes	18	72%
	No	7	28%

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- To increase knowledge of the special needs of the female offender population,
- To develop female specific service provision strategies,
- To develop gender specific programs, resources, and programs, and
- To identify assessment process to determine the special needs of this population.

Item	Theme Development
Focus area	<i>Acknowledging and specifying the special needs of the female offender</i>
Trainees	All direct care staff and supervisors
Trainers	Green Peters and Associates (Nashville, Tennessee), NIC, Maryland FIT, PACE-Florida
Training strategies	Experiential, small and large group activities, role playing, video of female offender interviews discussing what they need, lecture self-assessment, and female offender panel
Needed resources	Female specific assessment tool to be used by males and females to assess their knowledge and sensitivity, curriculum

Item	Theme Development
Focus area	<i>Developing policies and training to promote gender specific programming</i>
Trainees	Administration and management policy makers
Trainers	Green, Peters and Associates (Nashville, Tennessee), NIC, Maryland FIT Program (Female Intervention Teams) PACE - Florida
Training strategies	Pre-requisite: attend training provided to all direct care staff, experiential, large and small group, role playing, videos, lectures, self-assessment, panel of female offenders discussing their needs
Needed resources	Title V legislation, laws related to the topic, available research on the issue, examples of policies used in other states

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Item	Theme Development
Focus area	<i>Developing and implementing needs assessment tools for female offender programs</i>
Trainees	Staff who determine program development and placement
Trainers	OJJDP - experts in the field
Training strategies	Get people comfortable with their own gender issues, identify issues, needs with hands-on case studies, commitment from upper management, case scenarios
Needed resources	Commitment from the upper management, Marian Daniel (Maryland), OJJDP, funding sources

Training Theme #5 - Special Needs Populations

The following training themes were identified:

- Dealing with mentally disturbed kids,
- Managing developmentally delayed kids,
- Sex offenders,
- Chronic offenders,
- Violent offenders,
- Substance abusers,
- Kids who demonstrate problems that should have multiple agencies involved,
- How to collaborate and work with other systems,
- Transitional strategies for kids,
- Case management,
- Kids aging out of the system,
- Independent living skills,
- Cultural competency,
- Educating parents to advocate for the federal rights of their kids, and
- Special medical needs, including kids with disabilities.

**Participant Assessment of Own Agency
Training on Special Needs Population
Issues**

Agency Status		#	%
Delivered	Never	2	8%
	Occasionally	18	72%
	Routinely	5	20%
Quality	Low	4	18%
	Average	11	50%
	High	7	32%
Needed	Yes	18	72%
	No	7	28%

Goals for This Theme

- To reduce the over-representation of minority youth in detention and correctional facilities,
- To train line staff and line managers how to effectively communicate with youth who have “mental health” needs,
- To acknowledge the special needs of gay and lesbian offenders,
- To identify the special needs for housing, societal rejection, suicide, family psychological issues, physical health, and social relationships,
- To develop strategies for addressing special needs,
- To dispel stereotypes,
- To learn how to manage the challenges this population represents,
- To learn how to maintain the least restrictive program, and

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- To learn the legal aspects related to this population.

Item	Theme Development
Focus area	<i>Identification techniques and intervention strategies for line staff - how to deal more effectively with youth with "mental health" issues</i>
Trainees	Line staff and line managers
Trainers	Local trainers would proctor inter-active video laser disk
Training strategies	NIC should develop a laser disk, which is interactive learning, with test at the end.
Needed resources	None noted (other than above)

Item	Theme Development
Focus area	<i>Acknowledging and identifying the special needs of the gay/lesbian offender</i>
Trainees	Direct care staff and supervisors
Trainers	Subject matter experts, some one aware/families with issues, sensitive to societal bias and prejudices, no baggage, no hidden agenda
Training strategies	Team training approach - panel of experts to cover range of issues, role play in the right setting, small and large group exercises, lecture, video
Needed resources	Henry Hendrick - data research, National Gay and Lesbian Alliance, Youth Today article (October 98), parents of Gay and Lesbian, City of New York School System

Item	Theme Development
Focus area	<i>Special needs/minority over-representation</i>
Trainees	All juvenile justice practitioners
Trainers	A collaboration of mental health agencies, Community Research Associates, juvenile and family court judges, Cygnus Associates, OJJDP
Training strategies	All practitioners in juvenile justice trained. NIC serves as a clearing house
Needed resources	Identify state level training efforts

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Item	Theme Development
Focus area	<i>Special needs programming including legal issues, least restrictive methods</i>
Trainees	Case managers, youth workers, direct care staff. Prosecution and judges.
Trainers	OJJDP or NIC in a multi-agency coalition
Training strategies	Expertise in the field, Local conference
Needed resources	Video conference

Training Theme #6 - Focusing on the Community, the Media and Marketing

The following training topics were identified:

- Everything that you need to know about developing a balanced restorative justice program,
- Visioning,
- Public education,
- Asset development model,
- Risk assessment,
- Working effectively with the media,
- What do people need to implement a community strategy,
- Presenting a positive community presence,
- Letting the media and the community in - how to make them allies,
- Victims as part of the solution,
- Citizen boards and volunteers,
- Cultural competency - learning to work effectively in the community,
- Transitional services for kids,
- How to market at the local and national level, and
- Resources that are available to help communities.

**Participant Assessment of Own
Agency Training on Community,
Media, and Marketing Issues**

Agency Status		#	%
Delivered	Never	11	44%
	Occasionally	13	52%
	Routinely	1	4%
Quality	Low	5	33%
	Average	9	60%
	High	1	7%
Needed	Yes	19	76%
	No	6	24%

Goals for This Theme

- To develop an external marketing/outreach strategy,
- To increase the involvement of the community in facility programs,
- To provide tools for addressing community resistance,
- To increase involvement by partnering with community entities,
- To create a foundation for balanced and restorative justice within the community, and
- To create collaborative efforts by agencies and associations at the national, state and local levels to support one another and to support balanced and restorative justice (BARJ).

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Item	Theme Development
Focus area	<i>Balanced And Restorative Justice</i>
Trainees	Stakeholder team from the community
Trainers	BARJ experts
Training strategies	Group project, workshops at existing national conferences
Needed resources	None noted

Item	Theme Development
Focus area	<i>External outreach/marketing strategies</i>
Trainees	Program managers, researchers
Trainers	Community strategy people, demonstration states
Training strategies	Training for work team, basic skills for work team members, skills/ strategies for the work team, guidebook of basic "how tos" with sample programs, feedback component
Needed resources	Initial training, follow up with on-site technical assistance

Item	Theme Development
Focus area	<i>Partnering</i>
Trainees	Various level managers and program specialists
Trainers	Agency heads
Training strategies	Training for trainers curriculum
Needed resources	None noted.

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Other Training Themes

The following tables provides information about training themes which were identified as important, but which were ranked lower than the six primary themes shown above.

Grantsmanship		#	%
Delivered	Never	15	60%
	Occasionally	8	32%
	Routinely	2	8%
Quality	Low	4	33%
	Average	4	33%
	High	4	33%
Needed	Yes	11	46%
	No	13	54%

Privatization, Contracts and Program Monitoring		#	%
Delivered	Never	12	50%
	Occasionally	7	29%
	Routinely	5	21%
Quality	Low	3	27%
	Average	5	45%
	High	3	27%
Needed	Yes	10	42%
	No	14	58%

Cultural Competency		#	%
Delivered	Never	3	13%
	Occasionally	7	29%
	Routinely	14	58%
Quality	Low	1	5%
	Average	12	63%
	High	6	32%
Needed	Yes	13	54%
	No	11	46%

Technology		#	%
Delivered	Never	3	12%
	Occasionally	10	40%
	Routinely	12	48%
Quality	Low	0	0%
	Average	10	56%
	High	8	44%
Needed	Yes	10	40%
	No	15	0.6

Strength, Risk and Needs Assessments		#	%
Delivered	Never	5	22%
	Occasionally	13	57%
	Routinely	5	22%
Quality	Low	2	12%
	Average	12	71%
	High	3	18%
Needed	Yes	9	39%
	No	14	61%

Cognitive Restructuring		#	%
Delivered	Never	3	12%
	Occasionally	10	40%
	Routinely	12	48%
Quality	Low	1	8%
	Average	9	75%
	High	2	17%
Needed	Yes	15	60%
	No	10	40%

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Program Evaluation		#	%
Delivered	Never	11	44%
	Occasionally	7	28%
	Routinely	7	28%
Quality	Low	2	15%
	Average	7	29%
	High	4	14%
Needed	Yes	13	52%
	No	12	48%

Item	Theme Development
Focus area	<i>Privatization - negotiations</i>
Trainees	Agency lawyers, program directors, agency directors
Trainers	OJJDP, experts on negotiation techniques
Training strategies	Literature review, role playing situation, conference
Needed resources	Technical assistance identify different resources

Item	Theme Development
Focus area	<i>Privatization - program monitoring</i>
Trainees	Managers responsible for the supervision of private programs
Trainers	Different directors that have developed good monitoring processes. OJJDP
Training strategies	Publications related to this matter (reading resources), conferences, lectures, video-conference, role playing situations
Needed resources	Technical assistance to identify different sources, copies of different monitoring policies currently used.

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Participants also provided additional information on the survey instrument about a number of training themes which had been prioritized at a lower level.

Topics	Delivered	Quality	Needed
Adolescent development in relationship to intervention strategies	Never		Yes
Aftercare			
Budget process	Never		Yes
Certification			
Communication skills (5) ¹			
Corporate development for vocational programming ²			
Curriculum Development	Never		Yes
De-escalation	Occasionally	Average	Yes
Developing relationships at all levels			Yes
Intensive intervention services for potential chronic offenders	Occasionally	Low	Yes
Legislative process	Never		Yes
Over representation of minorities	Never		Yes
Program development and implementation (4) ³	Never		Yes
Programming for juveniles (3)	Occasionally	Average	Yes
Staff professionalism and ethics	Routinely	Low	Yes
Staff victimization	Never		Yes
Support/maintenance structure for staff working with high risk cases	Occasionally	Low	Yes
Victim assistance	Never		Yes
Working w/youth skills (communication, listening, behavior management, conflict resolution, group skills)	Never	Low	Yes
Youth placement determination	Never	Average	Yes

Additional Topic Development: Programmatic Needs of Kids

- Need one to one transitioning back to community, family, new family, school, work, street,
- Need Liaison people waiting for them day one of release (partners with kids)
- Need “family preservation” piece - partners with family members, significant others at transition

¹ Includes written, oral, how we talk to kids, listening and counseling skills.

² Florence Kruciak Hernandez (California) has a model program.

³ Includes education, gang education, HIV/AIDS education, strengths-based programming, transition, workplace education, life skills, critical thinking, spiritual development, gay/ lesbian issues, technology literacy, apprenticeships, post-secondary opportunities, self-esteem/ personal development, arts programs, community service programs, victim awareness, athletic programming, parenting, family education, independent living skills, mentoring programs, chemical use/ abuse education, domestic violence, post traumatic stress.

- Need staff who walk the walk, talk the talk with kids, who facilitate kid's life expectancies
- Need staff who are partners in empowering kids to take control of their lives, accept their responsibilities and move on.
- Need strengths - how can kids become stakeholders, learn optimism and hope.
- Need parenting, experiential education, intensive experiences in a comprehensive approach
- Need help processing current problems, and future solutions (staff responsibility)
- Need personal strategic planning
- Need to be caught doing the right thing
- NIC should:
 - invite a juvenile in 4 years to NIC
 - Ask direct line staff in direct care
 - Have line staff develop curriculum as their needs are the kids needs.
- Life skills building
- Life skills coaching
- Life skills human support
- Workplace education, experience, and support
- Independent living and survival skills
- Recreation and leisure activities.

Actions Suggested to NIC/OJJDP

- Work to ensure that the various associations do not become fragmented.
- Probation, which is not tied into the juvenile justice alliance, should be.
- Determine ways that the networking and consensus developed here will continue.
- Modify Correctional Leadership Development for the juvenile justice system. Maybe some of what we've done here should be used to develop a juvenile track.
- The leadership development course should be modified for supervisors - facility directors, etc. and also one for the line worker. Leadership isn't just about being at the top, it's about leading at your level. We need a training ladder.
- We must include Head Start workers, day care providers, kindergarten teacher - people who work with kids early. Work on things more holistically and work on kids as early as possible.
- Develop strategies to prepare the people behind me. Create more opportunities for them to receive training and to participate in the process.
- Consider regionalization as a strategy.
- Use the resources in the room to make this network grow and expand. We should share more than we do. Use the carrot and stick to make this happen.
- Struggle with the process. Struggle with the comparison. Keep us moving forward.
- Develop a national resource book.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 5. ANALYSIS OF TRAINING NEEDS & CONCLUSION

Analysis of Training Needs

As a culminating function of the *Proceedings*, a working group of participants from the Forum was convened March 24-25, 1999, at the NIC Academy. Their task was to review all the training needs information generated during the Forum and to further refine the information into specific prioritized training topics for consideration by OJJDP and NIC in future collaborative training agreements. The membership of the working group included: Margaret Davis, New York; Michael Gillen, Massachusetts and Terry Kennedy-Mancini, Ohio. The group was facilitated by Steve Swisher and Leslie LeMaster, NIC Academy. Dennis Barron represented OJJDP.

During the two-day meeting, the group thoroughly reviewed the training needs information. They discussed the six priority training themes, as well as other identified emerging and important training themes. They further clarified the scope of the themes and carefully analyzed the training topics articulated within each theme. The group further organized the information into specific training topics, suggested working titles, identified general training goals, listed key content components, recommended optional training delivery strategies, targeted the potential audiences, and offered suggested lengths of training for each event. Finally, the group prioritized the training topics for OJJDP and NIC consideration.

The following list reflects the priority analysis of the training topics:

PRIORITY 1

Theme Name And Number: Leadership and Supervision - Training Theme #2

Training Topic: Advanced Training For Trainers: Developing Management Training

Goals of the Training: Assist organizations to develop the capacity to design, develop and implement a management development program in order to account for succession planning (sustained leadership over time).

Key Content:

- Developing trainers to conduct management training;
- Job/task analysis techniques to define specific behavioral competencies needed in management positions;
- Training methods and materials to develop staff with management potential;
- Training techniques to improve performance in specific competencies;
- Providing feedback to trainees about their performance vis-a-vis desired behavioral competencies;
- Strategies to measure behavioral competencies as part of pre- or post-training evaluation processes.

Delivery Strategy: Partnership seminar

Target Audience: Experienced trainers who have completed a formal, comprehensive basic instructor training course; know how to design and develop training programs; and are responsible for developing management training for their agency.

Suggested Length: 36 hours

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Comments: We envision this program for larger systems that have the internal capacity to design, develop and implement complex training programs.

PRIORITY 2

Theme Name And Number: Leadership and Supervision - Training Theme #2

Training Topic: Correctional Leadership Development

Goals of the Training: To enhance the leadership skills of managers in juvenile justice, juvenile corrections, and detention and increase their ability to effectively manage the many converging challenges they face.

Key Content:

- Leadership Challenge Model which focuses on five key leadership practices;
- Assessment of individual leadership practices and planning for personal skills development;
- Team-Building Skills;
- Instruments related to leadership practices, such as Myers Briggs Type Indicator and Leader Behavior Analysis II;
- Personal Wellness, self-assessment, and action planning.

Delivery Strategy: Centrally located seminar

Target Audience: Individuals with management responsibility for a state or local juvenile corrections facility, detention center, or community corrections/diversion program district or regional office, or administrators with similar levels of responsibility for agency support functions.

Suggested Length: 70 hours

Comments:

PRIORITY 3

Theme Name And Number: Leadership and Supervision - Training Theme #2

Training Topic: Executive Training for New Facility Directors

Goals: To prepare facility directors of juvenile corrections and detention facilities to manage and lead staff effectively in order to establish and maintain a safe and secure facility that provides juvenile offenders with necessary services, programs, custody, and care.

Key Content:

- Role of the director/superintendent as leader and decision-maker;
- Individual leadership and management practices;
- Managing today's workforce;
- Critical issues and trends in juvenile justice;
- Applying learning to guide personal development.

Delivery Strategy: NIC Academy or Partnership seminar

Target Audience: Recently appointed directors or superintendents of state or local juvenile corrections or detention facilities.

Suggested Length: 36 hours

Comments: Traditionally this has been offered as a regional partnership. The group recommended offering this once per year at the NIC Academy in order to be able to provide the training to smaller agencies and detention facilities with limited resources.

PRIORITY 4

Theme Name and Number: ***Female Offenders - Training Theme #4***

Training Topic: **Services and Programs for Juvenile Female Offenders**

Goals:

- Examine programs and services offered to girls
- Analyze current practice
- Synthesize knowledge and experience into specific program concepts
- Generate recommendations to improve existing operations

Key Content:

- Gender bias in the juvenile justice system
- Cultural sexism in girls development
- Gender differences in child and adolescent development
- Gender equity in educational environments

Delivery Strategy: NIC Academy seminar

Target Audience: Juvenile correctional managers who develop and operate programs

Suggested Length: 36 hours

Comments: This is an existing NIC seminar. It is suggested that distance learning be explored as a potential delivery strategy in the future.

PRIORITY 5

Training Theme and Number: ***Special Needs Populations - Training Theme #5***

Training Topic: **Signs, Symptoms and Strategies for Managing Youth with Mental Health Problems**

Goals: Equip line staff with knowledge and skills to work effectively with youth who have mental health needs.

Key Content:

- How to effectively manage this population in a juvenile correctional environment
- How to recognize signs and symptoms of youth experiencing mental health problems
- Proven strategies for safe and humane interventions with youth

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
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- How to search for and obtain available resources and services

Delivery Strategy: Phase I: T4T with a pilot in one state system; Phase II: follow-up to monitor implementation

Target Audience: Trainers within a state agency, that have mental health and training experience or are partnered with a mental health professionals

Suggested Length: Phase I: 28 hours; Phase II: 16 - 24 hours

Comments:

PRIORITY 6

Theme Name and Number: **Female Offenders - Training Theme #4**

Training Topic: **How to Design a Program for Juvenile Female Offenders**

Goals:

- Identify, analyze and assess programs/services to determine if they have the critical elements to be a successful and effective female program or service
- Application of critical elements to the development of programs and services to meet jurisdictional needs.

Key Content:

- Critical elements of gender sensitive and gender equitable programming
- How to analyze and assess programs and services (Development of checklist as an assessment tool)
- A review of what works
- Specific needs of the juvenile female offender population
- Proven strategies/best practices
- Program design steps and practice application to participant jurisdictions

Delivery Strategy: NIC Academy seminar, pilot with jurisdictional teams

Target Audience: Managers and programmatic design team/people, policy makers, program administrators and evaluators

Suggested Length: 32 hours

Comments: Based upon the results of the pilot training program, the plan would be to develop this as a distance learning activity. Additionally, it is suggested that a resource be developed that identifies existing sources for TA, training, curriculum, services and programs for juvenile female offenders.

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
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PRIORITY 7

Theme Name and Number: Human Resource Management - Training Theme #1

Training Topic: Strategies for Effective Recruitment and Retention of a Diverse Workforce

Goals: To assist organizations in the development of a diverse, competent and stable workforce.

Key Content:

- Options for creative marketing and recruitment strategies
- How to develop non-traditional recruitment strategies
- Engaging and motivating a diverse workforce
- Providing incentives to the new workforce

Delivery Strategy: One day workshop offered in conjunction with a national juvenile conference

Target Audience: Supervisors, managers, and administrators responsible for hiring staff.

Suggested Length: 8 hours

Comments:

Priority 8

Theme Name and Number: Focusing on the Community, the Media and Marketing - Training Theme #6

Training Topic: Restorative Justice: Principles, Practices and Implementation

Goals: Participant teams will explore the principles, values, and practices of Restorative Justice. They will learn to develop and implement related systems, structures, and protocols.

Key content:

- Concepts and practical applications of a Balanced and Restorative Justice framework;
- Offender competency development;
- Impact of crime on victims and communities;
- Creating opportunities for victim and community participation;
- Creating active partnerships with communities

Delivery Strategy: NIC Academy or Partnership seminar

Target Audience: Three person teams from juvenile corrections, detention, and/or community corrections agencies and jurisdictions that will implement Restorative Justice practices. Teams must include individuals - at least one from the state agency administering juvenile corrections- with authority to direct resources, effect change, and manage the implementation process.

Suggested Length: 36 hours

Comments: When offered in the past, this program always has a waiting list and needs to be continued.

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PRIORITY 9

Training Theme and Number: **Aftercare Services - Training Theme (Emergent Topic)**

Training Topic: **Critical Elements of Successful Aftercare Services**

Goals:

- Identify successful aftercare strategies
- Examine principles, elements, implementation, and evaluation of successful aftercare services

Key Content:

- Identify and define critical elements of aftercare services
- Review model aftercare programs
- Assessment of jurisdiction's current aftercare policies, procedures, services and resources
- Develop an action plan for aftercare services to meet jurisdictional needs

Delivery Strategy: NIC Academy seminar

Target Audience: Five (5) person teams representing a combination of the following: juvenile detention, corrections, community corrections and probation services, including policy makers and service providers, seeking to establish or improve aftercare services

Suggested Length: 36 hours

Comments: Participants will develop action plans to improve their current level of aftercare services

PRIORITY 10

Theme Name and Number: **Organizational Development - Training Theme #3**

Training Topic: **Managing Organizational Change**

Goals: To assist organizations in leading, managing and navigating the change process.

Key Content:

- Steps in the change process
- Impact of change on staff
- Developing and communicating shared vision, mission and values
- Techniques of environmental scanning
- Role of strategic planning in the change process

Delivery Strategy: Partnership seminar with technical assistance

Target audience: Teams consisting of a policy maker, manager and training administrator.

Suggested Length: 36 hours

Comments: Seminar would be followed by technical assistance specific to the organizations involved.

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PRIORITY 11

Theme Name and Number: **Organizational Development - Training Theme #3**

Training Topic: **Changing an Organization's Culture**

Goals: To provide tools and techniques for assessing an organization's culture, developing plans and implementing organizational change.

Key Content:

- Examine a variety of instruments that can be used to assess an organization's culture
- Evaluate the results to see if they are compatible with the vision, mission and values of the agency
- Continuous improvement processes and other quality management tools and techniques available
- Develop a plan for creating organizational culture change
- Evaluate the effectiveness of the plan

Delivery Strategy: NIC Academy or Partnership seminar

Target Audience: Managers and administrators who have responsibility for a facility, bureau or work unit.

Suggested Length: 24 hours

Comments:

PRIORITY 12

Theme Name and Number: **Human Resource Management - Training Theme #1**

Training Topic: **Managing the Multi-generational Workforce**

Goals: To assist managers and supervisors to manage supervise and retain today's multi-generational workforce.

Key Content:

- Awareness of the inter-generational differences of today's workforce
- Motivating staff of different generations
- Supervising staff of different generations
- Training strategies for different learning styles

Delivery Strategy: One day workshop offered in conjunction with a national juvenile justice conference; possible distance learning delivery such as internet-based training

Target Audience: Supervisors, managers, and administrators responsible for supervision of staff.

Suggested Length: 8 hours if done in a workshop format

Comments:

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PRIORITY 13

Theme Name and Number: Human Resource Management - Training Theme #1

Training Topic: Selection and Interviewing Techniques

Goals: To provide participants with the knowledge, skills and abilities to evaluate potential candidates.

Key Content:

- Ensure candidates are compatible with the organization's core values
- Safeguard that your interview practices are legally defensible
- Understand the issues germane to a culturally diverse workforce
- Practice interviewing techniques

Delivery Strategy: One day workshop offered in conjunction with a national juvenile justice conference

Target Audience: Supervisors, managers, and administrators with responsibility for interviewing candidates.

Suggested Length: 8 hours

Comments:

PRIORITY 14

Training Theme and Number: Special Needs Populations - Training Theme #5

Training Topic: Developing a Continuum of Care for Special Needs Populations

Goals:

- Identification of critical components needed to develop a continuum of care for special needs populations
- Development of a collaborative effort for continuum of care planning for an identified special needs population

Key Content:

- Critical components of a continuum of care for special needs population
- How to's on development of collaborative efforts (identification of key stakeholders)
- Identification of available resources and services
- How to develop a profile of the target population and their specific needs
- Provision of materials to assist participants in initiating development of a continuum of care

Delivery Strategy: Phase I: Video conference with on-site facilitators and wrap-around activities;
Phase II: Follow-up video conference with project status reports and discussion

Target Audience: Jurisdictional teams including policy makers, practitioners, line staff, community representatives and service providers

Suggested Length: Phase I: 2 hours on, 2 hours wrap-around; Phase II: 2 hours on, 2 hours wrap-around

Comments: This video conference format could be modified to fit several special needs populations

PRIORITY 15

Training Theme and Number: ***Focusing on the Community, Media and Marketing -
Training Theme #6***

Training Topic: **Enhancing Media and Community Relations**

Goals: Develop an outreach strategy to forge partnerships with community stakeholders

Key Content:

- How to develop positive relationships with media sources
- Effective communication techniques
- Share successful marketing strategies
- Tips on making the media your friend

Delivery Strategy: One day workshop offered in conjunction with a national juvenile justice conference

Target Audience: Public information officers, administrators and managers

Suggested Length: 8 hours

Comments:

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
SECTION 5. ANALYSIS OF TRAINING NEEDS & CONCLUSION

Conclusions

The juvenile justice system today reminds many practitioners of the industrial revolution. There is a gap between the technology and the level of the need. Yet the field is more advanced and sophisticated than it was even four years ago. These changes are represented by specialization of juvenile justice functions participating in this needs assessment. Eight years ago, the field was amorphous and somewhat apologetic. There now appears to be a clear identity as a profession. The field is prepared to move into the 21st century with an increased level of expertise.

The juvenile justice system does need to reaffirm its core values so that its practitioners can more effectively translate them into the vernacular of today's youth. Practitioners must remember that their contact may be the youth's first exposure to core system and social values. As younger staff come into the juvenile justice system, practitioners must also recognize that a generation gap may exist between administrators and line staff.

The group has provided the context in which to look at the needs and determine how the content should be modified to address today's needs. Four major points are worth noting:

- *The new academies become a primary vehicle to enhance and deliver training to large groups in the field.* The exponential growth of training academies (from 4 in 1994 to 26 in 1998) reflects the emphasis on training of OJJDP and NIC. We must help these academies develop a high standards of performance, structure themselves and deliver services to upgrade performance of those who work with kids.
- *Training of trainers continues to be essential.* The national training center is tasked with developing and implementing a quality "Training of Trainers (TOT)" program. This certainly needs to focus on training in high quality delivery skills, and may include certification of trainers.
- *We must give staff the ability to develop, negotiate and monitor performance of private providers.* In the absence of this skill, we will be non-essential to the field. Juvenile justice systems now control the mechanisms to work with contractors - if this is not done well, they will lose control of the field. NIC and OJJDP need to develop "portable" courses to respond to this need.
- *We must continue to work on understanding and shaping the political agenda.* We must continue to work effectively in a political environment so that juvenile justice continues to be a viable and vibrant field.

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JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX B. FACILITATOR

APPENDIX C. ASSESSMENT AGENDA

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX C. ASSESSMENT AGENDA

October 19, 1998

6:30 Dinner

Welcome and Introductions

Swisher & Martin

Expectations.....

What do you want to walk away with?

These days will be worthwhile if....

“Now and the Future” words exercise

**Price
Chunn**

October 20, 1998

8:00

Introduction/ Opening

Swisher

Overview of next days

- Ground Rules
- Housekeeping, Merchandise, Information Center

8:45

WHAT WAS!

Chunn

Discussion “What happened?”

Revisit “Now and the Future” work

- Is there a discrepancy between what we thought would happen and what is current reality?
- Review of the last needs assessment proceedings
- Small group activity with report out by a group representative

10:00

Break

10:15

WHY DID IT HAPPEN?

Williams

(Why is there a discrepancy?)

THE HERO ARRIVES. I'M HERE TO HELP YOU!

- Overcoming the Barriers (Realizing Our Potential)
- Small group activity with report out by a group representative

Noon

Lunch

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX C. ASSESSMENT AGENDA

1:00 **WHAT IS STILL RELEVANT?** **Price**

- Ideas in “Good Currency”
- Building on the Past

Break

- What do you see in the last proceedings that are still in good currency?
- Group activity

3:30 *Break*

3:45 **WHAT WILL BE BETTER WITH TRAINING?** **Chunn**

- What the experts say.
- What we know that works.

October 21, 1998

8:00 **HOW DID I DO?** **Williams**

- Cyclic nature of systems
- How were we doing?
- How is the system working for you?
- Self Assessment- pre test

9:15 *Break*

WHAT IS GOOD, AND NOT SO GOOD?

- Group Discussion: How well have you done with your training in these areas? What is going well? What hasn't? Add new themes.....

10:45 *Break*

11:00 **I'M A WINNER!** **Swisher**
 "Wall Of Fame"

Noon *Lunch*

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX C. ASSESSMENT AGENDA

1:00	EVEN I NEED HELP SOMETIMES	Price
	<ul style="list-style-type: none">• No one can do it all.• Training Themes• Tree activity	Staff
5:00	Share with a partner or triad....how to strengthen agency training issues?	

October 22, 1998

8:00	HERE'S WHAT PEOPLE NEED TO KNOW AND ACCEPT	Chunn
	<ul style="list-style-type: none">• Words of Wisdom• Post- assessment survey• Some analysis of the survey results	Williams
9:00	HERE'S WHAT WE NEED TO FOCUS ON!	Price
	<ul style="list-style-type: none">• Agency planning activity• Action plans for the next steps	
9:45	<i>Break</i>	
10:00	WHAT NIC COULD DO? WHAT OJJDP COULD DO?	Swisher
	<i>THIS IS WHAT GOOD HELP LOOKS LIKE FOR ME!</i>	
	<ul style="list-style-type: none">• Group activity	
	<i>WE ARE ALL IN THIS TOGETHER..</i>	
	<i>WE KNOW WHAT A GOOD PROGRAM IS.</i>	
	<i>WE KNOW HOW TRAINING CAN HELP.</i>	
	<i>WE KNOW WHERE WE ARE IN RELATION TO OTHERS.</i>	
	<i>WE KNOW WHERE WE ARE IN RELATION TO OUR GOALS.</i>	
	<i>I'M HELPED.</i>	
	<i>THE COUNTRY IS HELPED.</i>	
11:00	Closeout/Evaluations	

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX C. ASSESSMENT AGENDA

APPENDIX D. 1994 AND 1998 TRAINING THEMES SURVEYS

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX D. 1994 AND 1998 TRAINING THEMES SURVEYS

1994 TRAINING THEMES SURVEY FORM

The following items are the training themes identified during the 1994 session. Check (✓) the answer rating that best corresponds to your agency's status. Please add critical training theme items that may be missing. If your agency does not routinely deliver training in any of these content areas, and you believe it is needed place a check in the last column.

Training Theme	Routinely Delivered			Quality			Needed
	Never	Occasionally	Routinely	Low	Average	High	
Staff training	_____	_____	_____	_____	_____	_____	_____
Staff training certification	_____	_____	_____	_____	_____	_____	_____
Competency based curriculum	_____	_____	_____	_____	_____	_____	_____
Team building	_____	_____	_____	_____	_____	_____	_____
Collaboration	_____	_____	_____	_____	_____	_____	_____
Evaluation of staff	_____	_____	_____	_____	_____	_____	_____
Evaluation of program services	_____	_____	_____	_____	_____	_____	_____
Grantsmanship	_____	_____	_____	_____	_____	_____	_____
Training and trainers	_____	_____	_____	_____	_____	_____	_____
Curriculum development	_____	_____	_____	_____	_____	_____	_____
Program development in specific areas	_____	_____	_____	_____	_____	_____	_____
Parental involvement	_____	_____	_____	_____	_____	_____	_____
Marketing	_____	_____	_____	_____	_____	_____	_____
Legislative process	_____	_____	_____	_____	_____	_____	_____
Community involvement	_____	_____	_____	_____	_____	_____	_____
Corporate involvement	_____	_____	_____	_____	_____	_____	_____
Cultural and gender diversity	_____	_____	_____	_____	_____	_____	_____
Program for female offenders	_____	_____	_____	_____	_____	_____	_____
Public education/relations	_____	_____	_____	_____	_____	_____	_____
Visioning	_____	_____	_____	_____	_____	_____	_____
Policy/procedure development	_____	_____	_____	_____	_____	_____	_____
Strategic planning	_____	_____	_____	_____	_____	_____	_____
Media	_____	_____	_____	_____	_____	_____	_____
Organizational development	_____	_____	_____	_____	_____	_____	_____

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX D. 1994 AND 1998 TRAINING THEMES SURVEYS

Training Theme	Routinely Delivered			Quality			Needed
Risk assessment	_____	_____	_____	_____	_____	_____	_____
Strength assessment	_____	_____	_____	_____	_____	_____	_____
Child development	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX D. 1994 AND 1998 TRAINING THEMES SURVEYS

1998 TRAINING THEMES SURVEY FORM

The following items are the training themes identified during the 1998 session. Check (✓) the answer rating that best corresponds to your agency's status. Please add critical training theme items that may be missing. If your agency does not routinely deliver training in any of these content areas, and you believe it is needed place a check in the last column.

Training Theme	Routinely Delivered			Quality			Need- ed
	Never	Occasionally	Routinely	Low	Average	High	
Organization Development							
Core values							
Mission							
Vision							
Team Building							
Strategic Planning							
Conflict Resolution							
Community Focus, Media and Marketing							
Collaboration							
Parental Involvement							
Balance and Restorative Justice							
Marketing							
Public Education							
Female Offenders							
Special Needs of Female Offenders							
Adolescent Development							
Supervision and Leadership							
Administrator and Supervisory Training							
Developing Tomorrow's Leaders Today							
Leadership Curriculum							
Programming for Special Needs Offenders							
Special Needs Populations							
Adolescent Development							
Human Resources Recruitment and Training							
Effective Practices							
Assessing Strengths							
Training for Intra-organizational Transfers							
Certification							
Developing Competency Based Curriculum							
Effective Writing and Communication Skills							
Staff Evaluation							
Conflict Resolution and De-Escalation Skills							
Field Operations and Field Safety							

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX D. 1994 AND 1998 TRAINING THEMES SURVEYS

Training Theme	Routinely Delivered			Quality			Need- ed
Other Topics:							
Grantsmanship	_____	_____	_____	_____	_____	_____	_____
Privatization, Contracts and Program Monitoring	_____	_____	_____	_____	_____	_____	_____
Cultural Competency - a cross-cutting issue for all training topics	_____	_____	_____	_____	_____	_____	_____
Program Evaluation	_____	_____	_____	_____	_____	_____	_____
Strength, Risk and Needs Assessments	_____	_____	_____	_____	_____	_____	_____
Cognitive Restructuring	_____	_____	_____	_____	_____	_____	_____
Technology	_____	_____	_____	_____	_____	_____	_____

APPENDIX E. 1998 TRAINING THEMES

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX E. 1998 TRAINING THEMES

Training Theme Identification

- Grantsmanship, including learning how to maximize the use of grants to develop training and build infrastructure (3),
- Effective hiring practices to hire the best, assessing strengths, employee development, recruitment and retention, recruitment and retention strategies for managers, effective hiring practices (“how to hire the best”), trying to find effective ways to train people who are coming from inside the department (7)
- Organization development especially core values, mission & vision, strategic planning (8)
- Privatization, contract drafting, negotiations, program monitoring, how to keep from getting ripped off, RFP development, proposal evaluation, quality standards, (2)
- Cultural competence, diversity and personal bias, gender diversity (3)
- Certification (3)
- Program evaluation, evaluation of services, (6)
- Training evaluation, the process not just theory, (4)
- Team building (3)
- Collaboration, including working with a collaborative multi-service team (5)
- Female offenders (6)
- Strengths, risk and needs assessments (6)
- Development of competency based curriculum, curriculum development (including moving beyond basic curriculum to supervisory and management curriculum)(5)
- Cognitive restructuring on a system-wide basis (1)
- Parental involvement, including family counseling (3)
- Focusing on the community, including balanced and restorative justice (BARJ, including visioning), restorative justice principles and how to implement them, marketing and public education, community involvement, the role and responsibility of agency personnel in public relations and community involvement, working with the media, corporate involvement and partnerships, internal and external marketing (10)
- Effective writing, listening and communication skills (6)
- Staff evaluation (2)
- Conflict resolution and de-escalation skills (including anger management) (5)
- Technology, how to use technology in the development of curriculum and delivery of training, using technology to share national training offerings, (3)
- Adolescent development and understanding adolescents (2)
- Meeting the needs of special populations, characteristics of troubled youth and how to deal effectively with them, communicating w/special needs kids, intensive intervention strategies, support for staff working with special populations, mental health co-occurring disorders, (6)
- Field operations and field safety (1)
- Effective youth employment strategies, training for offender employment specialists (1)
- Developing tomorrow’s leaders today, leadership curriculum, leadership for supervisors and managers, resources materials for leadership modules, (8)

JUVENILE JUSTICE NATIONAL TRAINING NEEDS ASSESSMENT PROCEEDINGS
APPENDIX E. 1998 TRAINING THEMES

Training Theme Prioritization

Participants organized themes into the following groups and then prioritized them:

- Strategies (1)
- Cognitive Restructuring (3)
- Community Focus, Restorative Justice, and Marketing (9) - Priority #6
- Organizational Development (13) - ***Priority #3***
- Staff (5)
- Kids (2)
- Planning & Money
- Program Evaluation/Monitoring (5)
- Team Building Skills/Collaboration (5)
- Communication/Writing (1)
- Supervision/Leadership (16) - ***Priority #2***
- Female Offenders (12) - ***Priority #4***
- Special Needs/Special Population (11) - ***Priority #5***
- Curriculum Development/Evaluation/Certification (1)
- Assessment of Risk, Needs, and Strengths (1)
- Human Resources (16) - ***Priority #1***
- Training Evaluation (1)
- Programs and Program Development (2)
- Tools (1)