

**Indiana Juvenile Detention Association
Planning for the Future:
Training Indiana's Juvenile Detention Staff in a Recovering Economy**

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June 2012

This paper was commissioned by the Indiana Juvenile Detention Association and the Youth Law TEAM of Indiana, Inc. to provide an overview of the purpose and role of training for staff working in juvenile detention facilities in Indiana and to offer possibilities for how the future training needs of these juvenile detention practitioners may be met in both beneficial and cost effective ways.

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INTRODUCTION

The Indiana Juvenile Detention Association (IJDA) is a statewide membership association formed in 1991 for the purpose of “addressing issues and concerns related to the secure detention of juveniles, including issues affecting the staff that serves these youth” (IJDA, n.d.)

Membership in the IJDA is “open to any individual, association or organization interested in the juvenile justice and detention services profession” (IJDA Constitution, n.d.).

Membership primarily consists of detention administrators and staff, judges, juvenile probation staff, and representatives from state government and government-funded entities with an interest in juvenile justice. Benefits of membership include the ability to hold an elective office (as allowed under the IJDA Constitution) and reduced registration access to IJDA sponsored training opportunities. Attendance at monthly IJDA meetings is open to all members as well as invited guests.

The IJDA is an affiliate member of the National Partnership for Juvenile Services (NPJS), an alliance of four national membership organizations serving different settings and/or disciplines in the juvenile justice continuum, i.e. detention, corrections, education, and training. The NPJS advocates for the highest standards in care, management, and programming for youth in confinement, strengthens training and professional development opportunities for practitioners, and leads juvenile justice systemic reform efforts.

Historically, the IJDA has received funding from the Indiana Criminal Justice Institute (ICJI) to support a variety of training and professional development that includes offerings of the NPJS 40-Hour Detention Care Worker, Training for Trainers, and Secrets of Supervision (SOS) curricula. Over many years, the ICJI has supported the IJDA and its members in hosting and participating in the National Juvenile Services Training Institute (NJSTI), held annually in Indianapolis until it was discontinued in 2008, and the National Symposium on Juvenile Services, hosted in a variety of jurisdictions across the country. Since 2002, the ICJI has also provided support for the Annual IJDA Summit, a statewide training event that has grown from one to two full days of training related to multiple topical areas of concern and interest to Indiana’s juvenile justice practitioners.

Related to ensuring a shared understanding of the term training, the American Correctional Association (ACA), in its 2006 Standards Supplement, defines training as

An organized, planned, and evaluated activity designed to achieve specific learning objectives. Training may occur on-site, at an academy or training center, at an institution of higher learning, through contract service, at professional meetings, or through closely supervised on-the-job training. Meetings of professional associations are considered training when there is clear evidence of specific learning objectives relative to the employee’s career track (p. 171).

This will be understood to be the definition of the word “training” throughout this document.

OVERVIEW OF JUVENILE DETENTION TRAINING STANDARDS

The ACA Standards for juvenile detention, which serve as the guidepost for **minimum** operational practice, established three critical periods for juvenile detention staff training. These include – pre-service orientation training, first year training, during which the majority of topics included in the list below should be covered, and annual, ongoing training to cover a variety of topics based on the specific job-related needs of staff (ACA Standards, pgs. 20-21).

The Indiana Juvenile Detention Standards (pg. 12) recommend and the American Correctional Association (ACA) Standards for Juvenile Detention Facilities (pg. 21), upon which the Indiana Standards were built, prescribe that, in addition to 40 hours of basic orientation training all full-time employees are to receive before beginning their specific work assignments “...all new juvenile detention workers [direct care juvenile detention staff] receive an added 120 hours of training during their first year of employment and an additional 40 hours of training each subsequent year of employment.” The ACA Standards go on to say that this training should cover “**at a minimum**” the following areas:

- Security procedures
- Supervision of juveniles
- Signs of suicide risks
- Suicide precautions
- Use-of-force regulations and tactics
- Report writing
- Juvenile rules and regulations
- Rights and responsibilities of juveniles
- Fire and emergency procedures
- Safety procedures
- Key control
- Interpersonal relations
- Social/cultural lifestyles of the juvenile population
- Communication skills
- First aid
- Counseling techniques

The ACA’s 2006 Standards Supplement (pg. 173) added to these areas:

- Cardiopulmonary resuscitation (CPR)
- Cultural diversity
- Sexual abuse/assault
- Code of ethics

In 2006, Marion County, Indiana became part of the Annie E. Casey Juvenile Detention Alternatives Initiative (JDAI), and in 2010 JDAI efforts were expanded to include seven additional Indiana jurisdictions. According to the JDAI Detention Facility Self-Assessment Practice Guide (2006) “Training for staff with youth care and supervision duties includes at

least 40 hours of training prior to assuming job duties, an additional 120 hours of training during the first year of employment, and 40 hours annually thereafter. Training for all other facility staff includes at least 40 hours of training prior to assuming job duties and an additional 40 hours of training annually” (pgs. 63-64). The JDAI specifically requires training on policies and practices in the following areas:

- Discipline and basic rights of incarcerated youth
- Access to mental health counseling and crisis intervention services for youth
- Conflict management, de-escalation techniques, and management of assaultive behavior, including when, how, what kind, and under what conditions physical force, mechanical restraints and isolation may be used
- Suicide prevention and emergency procedures in case of suicide attempt
- Prevention of youth victimization
- Adolescent development for girls and boys, communication skills, counseling techniques
- Needs of specific populations
- Non-discrimination policy
- Proper administration of CPR/first aid
- Universal safety precautions for HIV, hepatitis, and tuberculosis
- Facility operations, security procedures, fire and emergency procedures, safety procedures, and effective report writing

These Standards provide a clear mandate and prioritization of training needs to those who lead and fund juvenile detention facilities.

THREATS AND OPPORTUNITIES

The Indiana Juvenile Detention Standards, the American Correctional Association’s Standards for Juvenile Detention Facilities, the National Partnership for Juvenile Services, and the Juvenile Detention Alternatives Initiative (hereafter referred to as the Indiana Standards, the ACA Standards, the NPJS and the JDAI respectively) provide important guidance as to what are the fundamental training needs of all juvenile detention staff. However, the needs of youth currently entering the juvenile justice system are more complex than those of juvenile justice involved youth in years past.

According to the Office of Juvenile Justice and Delinquency Prevention’s (OJJDP) Juvenile Detention Training Needs and Assessment: Research Report (1996)

Two general themes appear in the recent detention training literature. First, child-serving agencies, especially juvenile detention, are faced with an increasing number of youth in need of service at the same time funding sources and ancillary services are decreasing. Second, the typical detainee presents more personal, social and educational problems and requires more services than in the past. In other words, the need for training increases as juvenile detention professionals are called upon to maintain (or improve) services to more youth with greater problems while resources shrink (pg. 3).

While the “recent detention training literature” referred to in this report is from the 1980s and early 1990s, little has changed. In fact, more recent developments in the field of juvenile justice, such as the implementation of the Juvenile Detention Alternatives Initiative (JDAI), have done even more to ensure that only the most troubled and dangerous youth that have committed the most serious offenses are being detained.

The numbers of youth being detained that have been traumatized by significant exposure to violence and victimization and diagnosed with serious learning disabilities, substance abuse, and mental health issues have placed an unrealistic expectation for the provision of specialized care on juvenile detention staff. Educators, child welfare workers, and practitioners in our mental health and other systems of care, with all the resources available to them individually and collectively, have not been able to adequately and/or effectively meet the needs of many of these youth. Without consistent access to quality training and professional development, juvenile detention workers, who have limited access to the resources available to the aforementioned systems, have no chance of successfully fulfilling their charge to provide “[s]ervices that address immediate and/or acute needs in the educational, mental, physical, emotional and social development of juveniles” (NPJS Definition of Juvenile Detention, 2007) in their care.

Additionally, the low status and salaries of detention workers frequently lead to high turnover that disrupts both administration and programming. When staff leaves, administration must spend more time and money advertising, interviewing, hiring, and ensuring the proper orientation and training of new employees (160 total hours of training during the first year of employment). Programming suffers from inconsistencies that are the product of new, inexperienced staff seeking to find their place in the organization, understand the nuances of facility programming, and familiarize themselves with a high need population of youth. Providing appropriate ongoing training to all staff may help to reduce staff turnover, improve job performance, and ensure positive outcomes for youth (OJJDP, 1996).

“Poor, inadequately funded training programs do little to clarify the professional identity of detention workers...[who] view training as a means of acquiring and demonstrating professional abilities to a public that has denied them this recognition” (OJJDP, 1996, pgs. 2 and 9). Investments in ongoing training and professional development demonstrate administrative support for detention workers that can result in feelings of competence and professionalism.

Juvenile detention workers, like other child and youth workers, “are most successful when [they] are creative, **well trained**, skilled at building relationships, and can make long-term commitments to programs” (NIOST, 2009). According to Dr. David Roush and Michael Jones with the NPJS, “Training is the most important issue for improving the quality of juvenile detention services” (JJDS, 1995), and Shay Bilchik, founder and Director of the Center for Juvenile Justice Reform says, “...training remains one of the highest ranked needs among [detention] line staff” (JAIBG Bulletin, 2000, pg. 20).

Finally, the liability of detention staff and the organizations they serve can be significant. “In the adult correctional system, recent lawsuits have focused on a ‘failure to train’ allegation by staff” indicating that “juvenile detention or corrections, administrators and staff would do well to take a proactive position on this issue [training].” When there is policy and procedure in place and staff has access to and participates in a quality, comprehensive training program, there is decreasing liability, and “the likelihood of harmful litigation is reduced” (OJJDP, 1996, pg. 2).

Clearly, access to training is essential to positive staff self-perception and staff retention, program quality and the potential for positive outcomes for youth, and decreasing staff and organizational liability, all of which contribute to ensuring long-term cost reductions for facilities.

KEY ISSUES AND CHALLENGES

Currently, and for some time now, federal, state, and local budgets have faced serious cuts, particularly budgets to fund programs and services for children, youth, and families, including juvenile justice programs. Budgets for many privately funded juvenile detention facilities have also been cut. Training is an area that is typically underfunded, if it is funded at all, and “Much of the responsibility for detention training falls to the detention administrator” (OJJDP, pg. 9). The Desktop Guide for Good Juvenile Detention Practice (1996) says, “Detention center administrators have a duty to hire qualified people, to train them adequately, and to supervise them to ensure that they are implementing the training” (pg. 59).

The NPJS’ Position Statement on “Recruitment, Selection, and Retention of Juvenile Justice Professionals” says

NPJS strongly advocates for increasing the professional standards of juvenile justice practitioners by providing a myriad of staff development opportunities, technical assistance, professional journals and publications, conferences/workshops, certification programs, etc. devoted to the wide range of facility personnel.

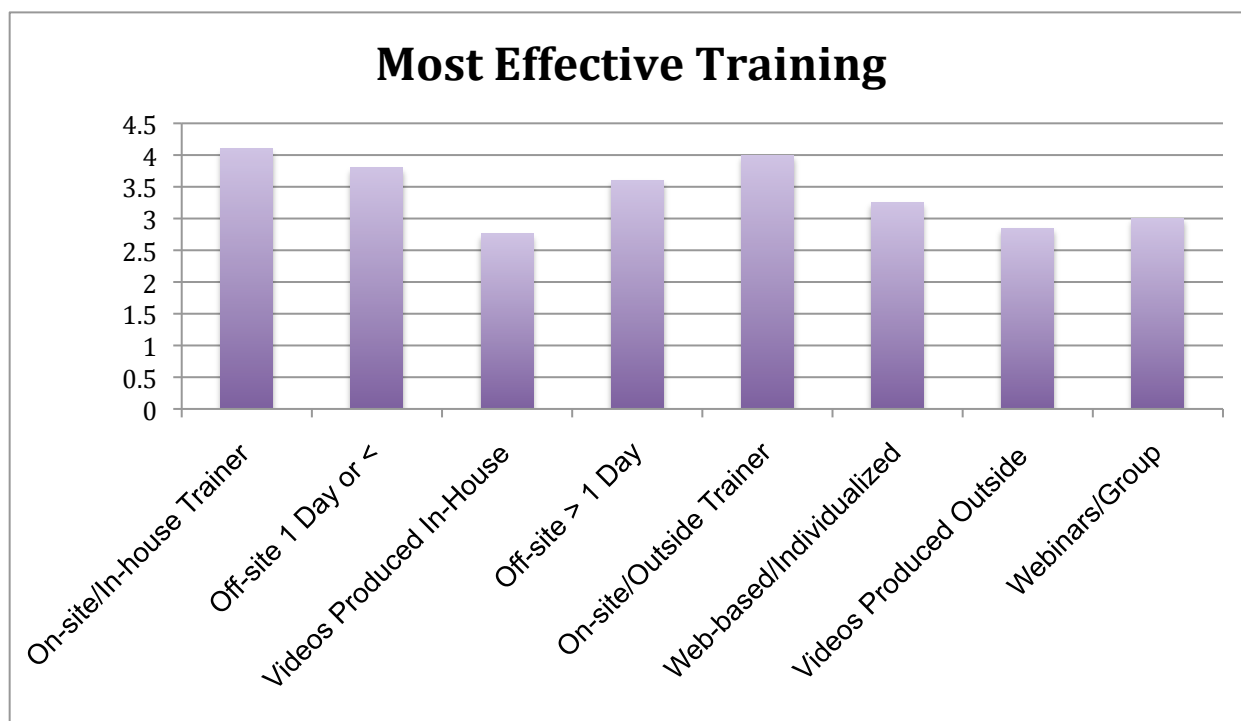
In 2011, staff with the Youth Law TEAM of Indiana (YLT) conducted a Survey of Training for Juvenile Detention Facilities in the State of Indiana. Surveys were completed for 19 of the 22 Indiana juvenile detention facilities. In response to this survey, fifteen Indiana administrators reported having an average annual budget of only \$136 per employee to support the previously referred to training prescribed by the ACA in its Standards for Juvenile Detention Facilities and the Indiana Juvenile Detention Standards. Some of Indiana’s juvenile detention facilities reported having no training budget at all. In response to a request to rank order multiple methods of training being used by detention facilities, one (1) being most frequently used and eight (8) being least used, the results were as follows:

Ranking	1	2	3	4	5	6	7	8
TRAINING METHOD								
On-site with in-house trainers	15	1	1	-	-	-	-	-
On-site with outside trainers	-	3	2	3	2	3	1	-
Off-site 1 day or less (Seminar)	1	7	4	3	-	1	-	-
Off-site more than 1 day (Conference)	-	1	6	4	2	1	1	1
Video replay of in-house trainers/training	1	2	1	3	3	2	-	1
Video replay of outside trainers/training	-	1	-	-	4	2	4	1
Live webinars with group setting	-	-	-	2	2	1	5	3
Individualized web-based training modules	-	1	2	-	2	3	-	4

Note: The boxes containing the most frequent rankings are highlighted.

Given the limited training budgets reported by these administrators, it is not surprising that the most frequently used method for training staff was reported to be “On-site with in-house trainers.”

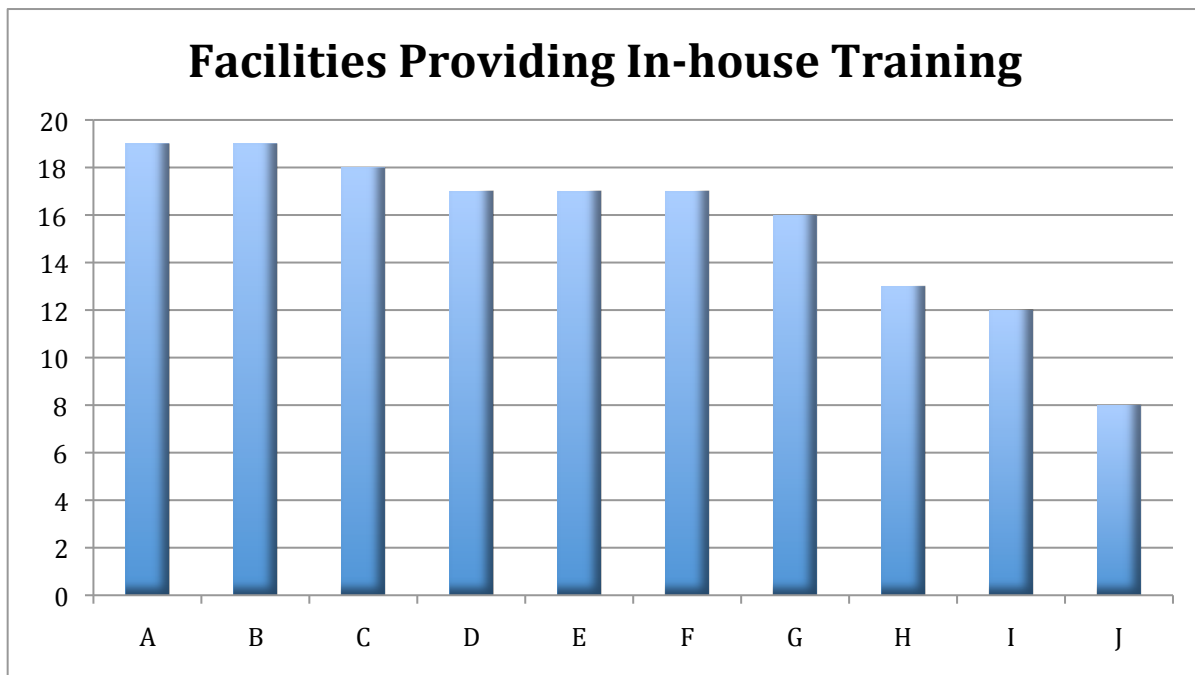
On average, based on a scale of 1-5 with five (5) indicating most effective, Indiana detention administrators reported the following types of training to be the most effective.



It is not clear what the basis was for administrators reporting “On-site/In-house Trainer” training as the most effective training. This reporting may be the result of “On-site/In-house Trainer” training being the method of training most frequently used. However, it is possible that some facilities may have attempted to evaluate the impact of this type of training on improved job performance.

Related to survey inquiries about the specific training topics listed below, the chart that follows this listing reflects the number of facilities that provide in-house training on each of these topics.

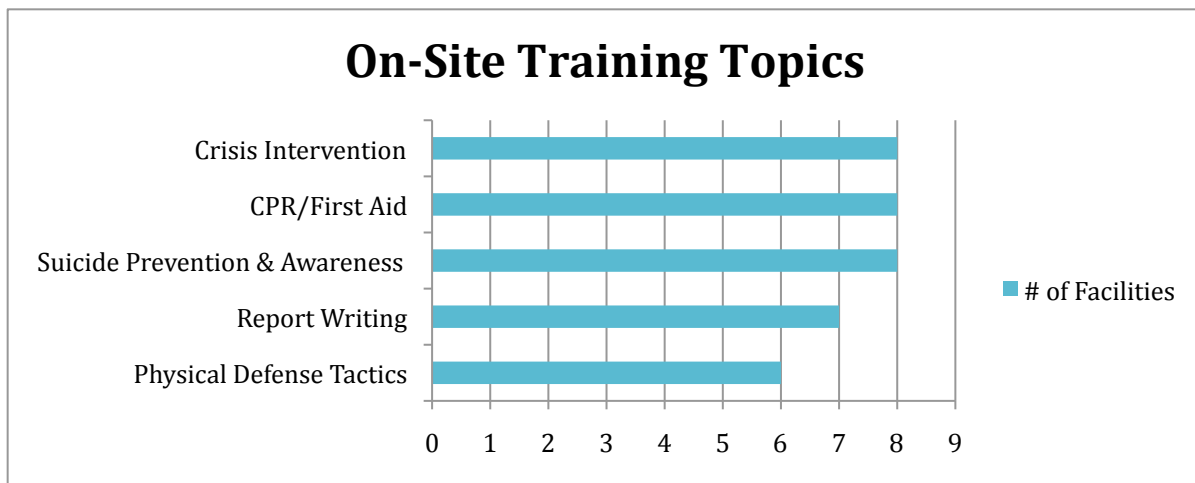
- A. Discipline and basic rights of incarcerated youth
- B. Suicide prevention and emergency procedures in case of suicide attempt
- C. Proper administration of CPR and First Aid
- D. Conflict management, de-escalation techniques, management of assaultive behaviors
- E. Non-discrimination policy
- F. Universal safety precautions for HIV, hepatitis and TB
- G. Access to mental health counseling and crisis intervention services for youth
- H. Needs of special populations
- I. Adolescent development for girls/boys, communication skills & counseling techniques
- J. Prevention of youth victimization



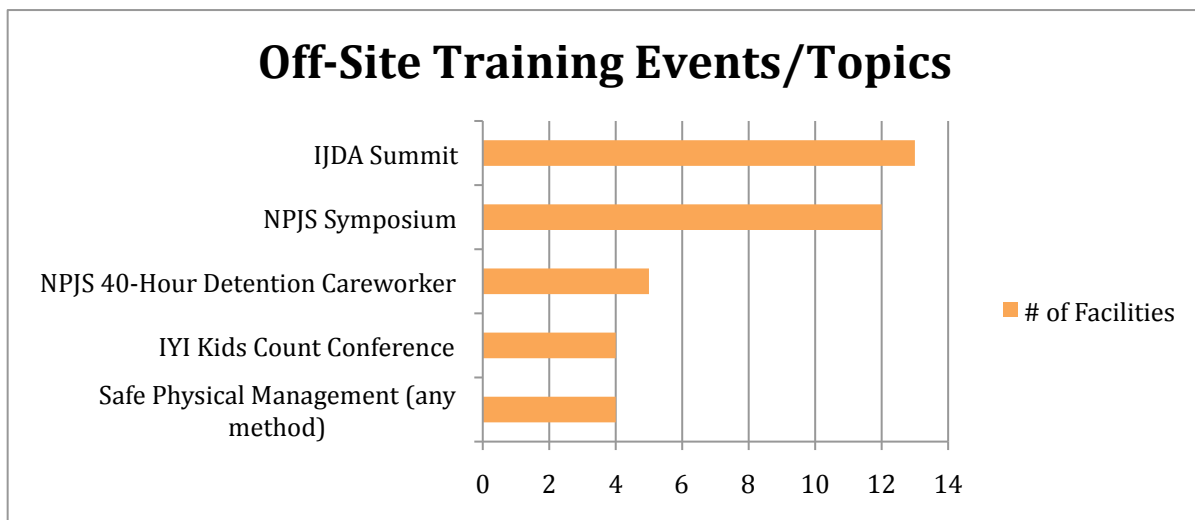
It should be noted that training, either in-house or off-site, on “Proper administration of CPR and First Aid,” “Universal safety precautions for HIV, hepatitis and TB,” and some method of “Conflict management, de-escalation techniques, management of assaultive

behavior” should be provided at all facilities for staff working directly with youth in order to effectively ensure the safety of both staff and residents. In addition, given that juvenile detention workers are “youth workers” and keeping youth safe is a primary charge of detention staff, it is of some concern that only twelve of the nineteen facilities reported providing training on “Adolescent development for girls/boys, communication skills and counseling techniques” and only eight of these facilities reported providing training on the “Prevention of youth victimization.”

The top five topics on which facilities reported offering on-site training in the past twelve months were



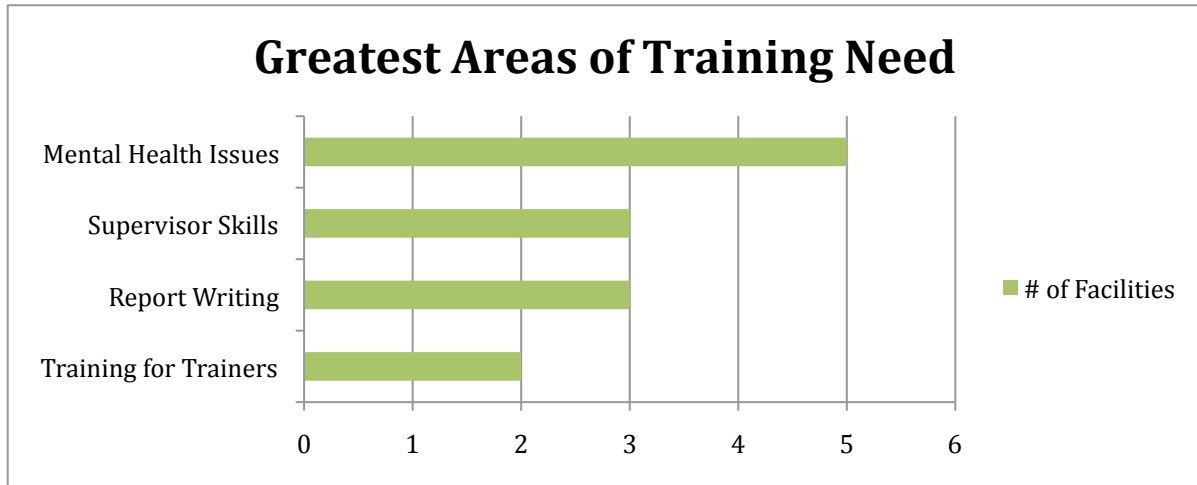
The top five training events/topics that facilities reported making available to staff off-site in the past twelve months were



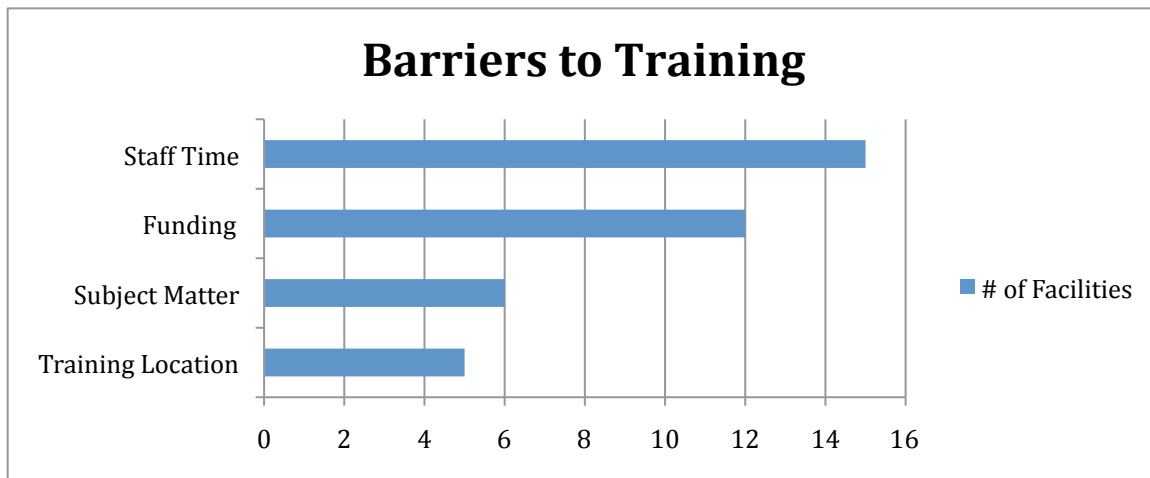
The last training topic in this list of off-site training, safe physical management, may explain the fact that only 17 facilities reported providing on-site training for staff in this area, i.e. on page 9, D. Conflict management, de-escalation techniques, management of assaultive

behaviors. However, in most cases off-site training of “safe physical management” is most likely “training for trainers” that prepares one or more staff members to facilitate this training for other staff on-site.

The most frequent responses to the question “What is your greatest area of training need that is not currently being met?” were as follows:



And in response to what is arguably the most important question on the survey, “What BARRIERS to training have you encountered at your facility?” facilities reported the following:



The barrier of staff time is discussed in the OJJDP’s Juvenile Detention Training Needs and Assessment: Research Report (1996) that says “A major obstacle facing the implementation of a successful training program is the inherent difficulty involved in operating a facility that is open around the clock, 7 days a week...It is a difficult decision to choose between locking youth in their rooms or running the shift short-handed because some staff are in

training sessions” (pg.9). While some facilities have reportedly developed unique staffing schedules that support the provision of in-house training with reportedly minimal disruption to programming, i.e. Kinsey Youth Center and Johnson County Juvenile Detention Center, few if any facilities have been able to overcome the impact of underfunding. The issue of inadequate funding has been mentioned repeatedly in this paper as “...the primary obstacle to implementing comprehensive training programs” (OJJDP, 1996, pg 10).

These barriers to training are not insignificant, particularly related to funding the costs of training, whether it is the real costs, i.e. trainer fees, registration fees, travel expenses, etc., or the cost of additional staff coverage to ensure safe and effective facility programming while regularly scheduled staff attend training. However, these costs pale in comparison to the potential costs of litigation based on a failure to train.

PLANNING FOR THE FUTURE

The following section of this paper presents a range of training options currently being used by juvenile detention facilities across the country. An overview of each option is provided with program descriptions and costs of training as available, as well as possible advantages and disadvantages to be considered related to each of these options. The IJDA and/or individual facility administrators will likely choose to pursue some combination of the training options presented.

On-site Training Coordinator/In-house Training Staff

According to leadership with the Juvenile Justice Trainers Association (JJTA), a founding partner in the National Partnership for Juvenile Services (NPJS), few juvenile detention facilities have historically had the resources needed to fund a full-time staff position dedicated to the coordination of training. The coordination of training has typically been an “add-on” responsibility of an existing facility staff member. This staff member is often a supervisor, counselor or facility administrator. However, at times this responsibility has been assigned to a clerical staff person. As a result, there does not appear to be any agreed upon job description or specific job requirements and/or responsibilities for those staff who coordinate training; nor does it appear that any national or state studies or surveys have been conducted related to juvenile detention training coordinator salaries. As a result there has not been a clear salary range established for such a position (M. Davis, M. Rubaii, personal communications, May 2, 2012). Facilities that are most likely to have designated training staff whose sole responsibility is the development, delivery, and/or coordination of training are large facilities such as the Cook County Juvenile Temporary Detention Center, a 498 bed facility located in Chicago, Illinois.

In many cases, rather than employing a “training coordinator”, facilities utilize administrative and professional members of staff, i.e. counselors, nurses, executive directors, and representatives from law enforcement and other community-based agencies, e.g. schools, fire departments, mental health centers, etc., to facilitate on-site staff training. These facility and community-based professionals often make presentations and/or

facilitate training as a community service. Even when a fee for service is required, it is often nominal. Topics about which these professionals are often knowledgeable include, but are not limited to the following:

- Signs of suicide risks
- Suicide precautions and prevention
- Fire and emergency procedures
- Interpersonal relations
- Counseling techniques
- Social/cultural lifestyles of the juvenile population
- Communication skills
- Cultural diversity
- Understanding IEPs
- Sexual abuse/assault
- Reporting child abuse and neglect
- First aid
- Cardiopulmonary resuscitation (CPR)

Solicitations of training provided by these professionals typically come from administrative and other professional level staff from within the detention facility.

Advantages

- Hiring a full-time training coordinator, whose primary if not sole responsibility is the development, delivery, and/or coordination of training, ensures the prioritization and delivery of training, and lessens the potential for “failure to train” allegations.
- Adding the coordination of training to an existing staff position, assuming this responsibility is clearly identified and defined in the position job description and adequate time is allotted for fulfilling this responsibility, can be more cost effective than funding a full-time staff position dedicated to this charge.
- Local professionals providing training related to specific topics are usually at least somewhat familiar with the juvenile detention facility or they will become so as a result of providing the training; they have an understanding of the community culture; and they are often familiar with resources available in the community to meet the needs of youth and their families.
- Inviting representatives from community-based agencies and organizations into juvenile detention facilities to provide training creates opportunities to educate these individuals about what your organization does and the youth you serve.

Disadvantages

- Hiring a full-time training coordinator requires an additional budgetary investment that is often viewed as a low priority by those funding juvenile detention budgets.
- When the coordination of training is an add-on responsibility of existing staff, coordinating training may become a low priority when compared with other more

pressing responsibilities and needs of the facility, i.e. provision of direct services to youth.

- Using community-based professionals to train detention staff on specific topics will likely require that supervisory or administrative staff at the facility, attends the training to help participants understand the application of the information they are being provided within the detention setting. This requires a specific allocation of supervisory/administrative staff time that may or may not be easily accommodated.

Community-based and Other Off-site Training

Many organizations within a community and/or the State of Indiana provide staff training for practitioners working in a specific discipline or practice setting. Community mental health centers, school districts, the Department of Child Services, juvenile probation, county health departments, the local Boys and Girls Club, CASA and other institutions/organizations hold in-service training sessions to which juvenile detention staff may be able to gain access. For example, educators employed by a detention center may be able to access training sessions offered by the local school corporation; local CASA offices coordinate training sessions for CASA volunteers and community mental health centers regularly conduct staff in-service sessions on specific topical areas, both of which may be broadly applicable training opportunities for juvenile detention staff.

Arrangements for juvenile detention staff to participate in these training opportunities, often at minimal or no charge, may need to be negotiated by agency administrative staff or by the sitting judge through either informal agreements or formal Memoranda of Understanding/Agreement (MOU/A).

The Indiana Youth Institute (IYI), a leader in the provision of affordable, quality training for Indiana youth workers is another potential option for training. IYI offers regional training sessions on various topics relevant to youth workers across practice settings, i.e. "Healthy Boundaries: Working Closely with Youth and Families", "Protecting Children through Mandated Reporting", "The Culturally Aware Youth Worker", etc. IYI training sessions have historically been conducted face-to-face and held at centralized locations within IYI's five geographic regions (Northeast, Northwest, Southeast, Southwest, and Central Indiana). These training sessions are typically priced at around \$45 for a 2-4 hour training session. In addition to face-to-face training sessions, IYI has begun offering Webinar training and has compiled an extensive library of past webinars and audio conferences, access to which is typically free of charge to Indiana youth workers. Audio recordings of these presentations with the accompanying PowerPoint slides may be accessed at <http://www.iyi.org/trainings/webinars.aspx#past>. Participation in live webinars is free to Indiana youth workers. The cost to attend to the Kids Count Conference is from \$125-\$175 per person. IYI awards a number of professional development grants of up to \$750 to youth workers each year that may be used to help underwrite the cost of attending training, including the Kids Count Conference. Information related to accessing IYI Professional Development Grants is available at <http://www.iyi.org/fundraising-grants/development-grants.aspx>.

The IJDA Summit is offered annually in the spring and provides two days of practice setting specific training for juvenile detention staff. This event is supported by a combination of funds from registrations and exhibitor fees, grant funds from the Indiana Criminal Justice Institute (ICJI), and funds provided by the IJDA. Registration is affordable at \$75 per person, and the event is held at a hotel that offers a reasonable room rate. Experts in the field of juvenile justice that are both national and Indiana-based facilitate the Summit training sessions. Information about the Annual IJDA Summit may be found at <http://www.youthlawteam.org/IJDA.html>.

The National Partnership for Juvenile Services annually hosts the National Symposium on Juvenile Services that provides a forum for bringing together leadership and direct care juvenile justice and other youth service practitioners for training and networking. The goals of the Symposium are to

- Convene a diverse representation of juvenile service practitioners, trainers, and educators
- Provide an open forum for an exchange of ideas and a discussion of critical and emerging issues
- Build partnerships for enhanced service delivery
- Be innovative in planning for the profession's future
- Educate all participants on the critical issues in juvenile justice
- Share best practices
- Celebrate our successes

Representatives from the jurisdiction hosting the Symposium typically participate in developing the agenda and identifying the workshops sessions that will be offered at the event. NPJS leadership meetings, focus groups and policy discussions are led by nationally recognized individuals at the federal, state, local, organizational and private sector level(s), and all Symposium participants are encouraged to participate. Registration fees range from \$175-\$245 depending on whether participants live in the host state, are members of NPJS, and the date of registration, e.g. Early Bird versus on-site registration. Information about the National Symposium for Juvenile Services may be found at <http://www.npjs.org/symposium.php>.

Advantages

- Attending training sessions provided for practitioners working in other disciplines and/or practice settings provides detention staff with opportunities for engagement and networking that may be valuable in helping them to understand what other programs and services are available to the youth and families they serve. Juvenile detention staff may also benefit from developing relationships with staff that work in other types of youth-serving environments and who have a different perspective on youth and youth work.

- There are a number of community-based and statewide training opportunities that may be free and/or are low cost.
- State and national training conferences such as the IJDA Summit and the NPJS Symposium provide opportunities for networking with juvenile justice practitioners from outside the local community, access to national experts, information about innovative program service approaches, and information about opportunities for membership and involvement, including potential leadership opportunities in their state and national professional associations.

Disadvantages

- Having detention staff attend community-based training for practitioners working in other disciplines and/or practice settings will likely require that a supervisor or administrator from the detention facility attends the training and/or meets with the staff in follow-up to help them understand the application of the information they were provided at the training within the detention setting.
- While there are many benefits to participation in statewide and national training events, this attendance can be costly requiring not only registration fees but also travel and per diem reimbursements and overtime costs.

Individualized Web-based Training

The National Partnership for Juvenile Services (NPJS), in response to requests from the field for more cost-effective and flexible training options, is investing in the development of an e-Learning Academy. E-Learning courses equip staff with critical knowledge and skills and may be completed at the learner's pace and in his/her own space eliminating the need for costly travel and extended time away from the workplace. The NPJS e-Learning courses require supervisor and/or training coordinator engagement in the learning process, and provide testing and tools to track staff training hours.

Five courses, with more in development, are currently available in the following areas:

- Adolescent Development
- Behavior Management
- Ethics and Professionalism
- Health Care Concerns
- Juvenile Rights

A sixth course entitled Foundation Skills for Trainers is forthcoming.

Introductory pricing for access to existing courses is as follows:

- \$29 per person for a one-course subscription
- \$140 per person for a one-year subscription to all available courses (currently 5)
- Group rates at:

- 1-50 licenses @ \$140/license
- 51-150 licenses @ \$130/license
- 151-500 licenses @ \$120/license
- 501+ licenses @ \$110/license
- 1,000+ licenses @ \$100/license or by negotiation

These E-learning courses are currently in use at the Southwest Idaho Juvenile Detention and Cook County Juvenile Temporary Detention facilities.

In addition, NPJS consultants can develop courses by request and/or create e-Learning courses from existing classroom materials.

Based on information provided by Carol Cramer Brooks, the CEO of the NPJS, creating a half day training module, that includes a lesson plan, handouts, and PowerPoint slides, from existing material such as policies and procedures takes approximately three (3) days. If there is no existing material on which the training module will be based, the consultants developing the course will need to conduct research on the topic. Developing a research-based training module will take from five (5) to six (6) days. Consultant costs vary based on experience and expertise and range from \$450-\$1,000 per day (C. Brooks, personal communication, May 29, 2012). Based on this information, the cost of developing a half day training module using existing material would range from \$1,350-\$3,000. The cost of developing a half day training module based on researching a topic would range from \$2,250-\$6,000, depending on the qualifications of the consultant and the number of days required to complete the training module.

In addition to the costs involved in developing the actual training modules, there would be costs involved in having the training content converted to a high-tech online format. According to Chuck Parsons with Net Media Training, converting an existing course into a web-based format that can be accessed online would cost approximately \$2,500 per module (personal communications, May 29-30, 2012). This cost estimate does not account for the necessary “hosting” of the web content, which requires the use of learning management software or a learning management system (LMS).

LMSs are used to centralize the administration and allow for self-guided use of e-learning modules from multiple sites, assemble and deliver the e-learning content, and document, track, and report on e-learning results. Purchasing a LMS outright is costly at about \$25,000, and the system requires staff support. A less costly option would be to purchase access to an existing LMS service. There are many LMS service providers available and the costs for these services vary widely based on the numbers of user accounts and the required content storage space. Some LMS service providers will format the existing training material for web-based use. Other providers use systems that allow the customer to input and format the training content. Net Media Training, referred to previously, currently provides LMS services to the NPJS, the Juvenile Detention Centers Association of Pennsylvania (JDCAP), and the American Correctional Association (ACA). These services include the provision of detailed information including the progress each staff member is making in completing e-Learning courses, a Certificate of Completion for the trainee, and

documentation of training for facility personnel files. Information on Net Media Training Solutions is available at <http://www.netmediatraining.com/aboutus.html>.

Advantages

- E-Learning training eliminates the travel, lodging, per diem and other costs associated with sending staff off-site for training.
- Employees are able to access the training material on-site and learn at their own pace. Supervisor engagement with the employee is built into the NPJS e-Learning modules and may be built into any web-based training modules.
- Purchasing access to existing e-Learning training modules eliminates the cost for consultants and other contract staff to develop and regularly revise training content (on average every 2-3 years), convert training content to a web-based format, and/or purchase access to or maintain a LMS host for accessing and tracking e-Learning.
- With great enough demand from the field, the NPJS may be able to identify the resources needed to develop all of the existing training curricula, i.e. 40-Hour Detention Care Worker, Training Curriculum for Educators of Youth in Confinement, Training for Trainers, etc., and various other training modules into an e-learning format.

Disadvantages

- While e-learning options may eliminate a number of costs associated with attending off-site training, it also eliminates opportunities for contact and networking with other juvenile detention staff, including opportunities to learn and interact with national experts in the field.

Webinars (Group)

There are a number of organizations that provide training and information via group-based webinars on issues related to juvenile detention. Some examples of these organizations are as follows:

The National Center for Youth in Custody (NC4YC), supported by the Office of Juvenile Justice and Delinquency Prevention, is directed, operated and supported by the Council of Juvenile Correctional Administrators, the National Partnership for Juvenile Services, and the National Institute of Corrections. The goal of the NC4YC is to develop and serve as a resource to leaders and practitioners serving youth in custody. One mechanism used to achieve this goal is the offering of interactive webinars focused on specific topical areas such as *Building a Continuum of Services Youth in Custody* (3/7/12), and *Leadership Development: Keys to Leading Juvenile Justice Reform* (5/9/12). Webinars are available free of charge and are archived on the NC4YC website for those unable to attend on the day of the presentation. Information about upcoming and archived NC4YC webinars is available at <http://nc4yc.org/training/webinars.html>.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), through its National Training and Technical Assistance Center (NTTAC), offers periodic webinars

on a variety of optics of interest to juvenile justice practitioners. These webinars are available at no charge and are archived on the NTTAC website. Topics addressed in 2012 include *The Road to Juvenile Justice: The Intersection of Restorative Justice and Disproportionate Minority Contact* (3/14/12), and *Understanding and Overcoming the Challenges Faced by Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex Youth in Schools and Communities* available on June 6, 2012. Information about upcoming and archived NTTAC/OJJDP webinars is available at <https://www.nttac.org/index.cfm?event=workshopConferences.homepage>.

The Indiana Youth Institute (IYI), as mentioned previously, offers webinar training and has compiled an extensive library of past webinars and audio conferences, access to which is typically free of charge. Audio recordings of these presentations with the accompanying PowerPoint slides may be accessed at <http://www.iyi.org/trainings/webinars.aspx#past>.

Advantages

- Webinars are available at minimal or no cost to participants.
- Webinars may be viewed via computer from any location where Internet access is available.
- Webinars are often at least somewhat interactive and allow participants to ask questions either verbally or electronically.

Disadvantages

- The level of direct engagement with learners is extremely limited in a webinar.
- Participants may be easily distracted during webinar presentations, depending on when and where they are accessing the webinar and what distractions may be present.

Training Libraries

The Youth Law TEAM of Indiana (YLT), on behalf of the IJDA, hosts a Training Library that is both a traditional and non-traditional library. The non-traditional portion of the IJDA Training Library is comprised of a list of qualified trainers in the State of Indiana, their qualifications for facilitating training, and the type and length of the training sessions they facilitate. Example topics include but are not limited to:

- CPR/First Aid
- Report writing
- Physical restraint
- Verbal De-escalation
- Modules from the NPJS 40-Hour Detention Care Worker Curriculum

The traditional portion of the IJDA Training Library consists of video recordings of previous training sessions. Indiana detention facility directors must complete a Training Request Form that is submitted to the YLT office for approval. These training offerings may be made available only to staff at the requesting facility or to additional attendees as space

allows. An honorarium and mileage reimbursement may be provided to the training facilitator, funded by the ICJI training grant, or training may be facilitated through a “mutual aid” agreement. Mutual aid agreements involve an exchange of the facilitation of training between two or more facilities and based upon each facility’s specific training needs. Additional information about the IJDA Training Library may be found at <http://www.youthlawteam.org/IJDA.html>.

In addition to the previously referenced IJDA Training Library, the Indiana Youth Institute (IYI) maintains the Virginia Beall Ball Library (hereafter the Library), housed at the Indiana Youth Institute’s Indianapolis headquarters at 603 E. Washington Street. The Library is open to the public during library hours that are 8 a.m. to 5 p.m., Monday through Friday. Individuals who are residents of Indiana or who work for an Indiana-based organization may borrow library materials directly from IYI. The IYI website has an online library catalog that is diverse and easy to use. A library account is required in order to request materials through the online catalog. In addition to traditional library resources such books, special reports, and journals, the Library has videos, DVDs, audiotapes, CDs, and training and curriculum resources. These materials cover topics in youth development, program planning and activities, assessment, volunteer recruitment and retention, leadership, juvenile justice, substance abuse, character building, parenting, etc. The library also has a growing collection of how-to activity DVDs. Information about the Virginia Beall Ball Library is available at <http://www.iyi.org/library/my-library.aspx>.

The NPJS has an online store where training resources, including videos and curricula, are available for purchase and are reasonably priced. Included in these resources are the Juvenile Detention Care Worker Curriculum and Training Curriculum for Educators of Youth in Confinement. A comprehensive listing of NPJS training resources and other items available for purchase may be found at <http://www.npjs.org/store/>.

Advantages

- The IJDA Training Library is cost effective in that the only expenses are for the training facilitator rather than incurring the costs of sending staff off-site and incurring travel, hotel, and per diem expenses for multiple employees. The mutual aid concept is even more cost effective as each facility bears the costs associated with sending the training facilitator to the training site.
- Access to IYI’s library materials is free of charge.
- Information about library resources is available online.
- Borrowing from the IYI library is easy. IYI will mail the materials by priority mail and include a postage-paid envelope for use in returning the material. Borrowing materials through the IYI library is also available through interlibrary loan at many local libraries.
- Training videos and curricula may be used repeatedly for training large numbers of staff over a long period of time making them highly cost effective.

Disadvantages

- The ability of IJDA to fund the costs of sending someone from the Training Library to an Indiana facility to provide staff training is dependent upon a continuation of current ICJI funding support for juvenile detention training.
- IYI library resources are likely not specific to working with youth in juvenile detention.
- Training videos have a limited “shelf life” before they become outdated and therefore uninteresting to viewers. Training curricula eventually require edits, revisions, and ultimately rewrites based on changes in policy and practice.

Training Centers

Some jurisdictions, through partnerships with law enforcement, juvenile and/or adult corrections, and/or residential treatment programs have developed collaborative training centers that meet the training needs of juvenile detention staff.

As an example, according to Marcy Chadwell, Idaho’s Juvenile Academies Coordinator, Idaho developed and promulgated Idaho Administrative Procedures Act (IDAPA) Rules to support a recognized training and certification process for juvenile probation and detention employees in that state. These promulgated Rules were attached to the Rules used for employing, training, and certifying Idaho’s law enforcement officers, and as a result, the Idaho Department of Juvenile Corrections (IDJC), legislatively mandated through the Idaho Juvenile Corrections Act to provide training for county probation and detention staff, entered into a Memorandum of Agreement (MOA) with the Idaho State Police Division of Peace Officers Standards and Training (POST) Academy to make juvenile probation and detention training available at the POST training facility. While the curriculum for juvenile probation and detention staff differs from the curriculum for law enforcement officers, the application and certification processes are the same. The POST charges the IDJC for the use of the training campus. Each of the forty-four (44) counties that send juvenile probation and/or detention staff to the IDJC training academy contributes annually to the budget that supports the academy at an average rate of \$2,200 per facility. The source of these funds is a \$20 filing fee assessed by the county courts/magistrates on all adjudicated petitions. The balance of the budget that funds the training academy comes from federal grants and interest income. Given that the court ordered filing fees are often difficult to collect and federal grant monies are becoming less available, more sustainable sources of funding are currently being investigated by the IDJC.

Similarities in training needs across juvenile detention, juvenile corrections, and juvenile probation exist in Indiana. A collaboratively developed, funded and co-operated training program that includes the use of shared space and equipment, and qualified training staff, could provide a cost effective training option for all of these juvenile justice entities.

Advantages

- Sharing the cost for training across systems should result in more affordable training for all of the participating partners.

- Because many training topics are relevant for all juvenile justice staff, having a collaborative training program would serve to reduce the duplication of training efforts and investments.

Disadvantages

- Identifying a formula for sharing the costs of the training program may be needed to ensure equity across juvenile justice systems.
- Securing the financial and other commitments of all the partner organizations/entities through Memoranda of Understanding or Agreement (MOUs/As) may be challenging.

Practitioner Certification

The certification/credentialing of youth workers is gaining momentum on a national level and may serve as a strategy for ensuring a well-trained and qualified workforce in the field of juvenile justice. Approximately thirteen states, including Indiana, have a basic youth worker certificate/credential. A professional level youth worker certificate, the CYC-P, has been available on a national level since 2007. In 2009, the National Partnership for Juvenile Services began offering a practitioner certification, the CJSP (Certified Juvenile Services Practitioner), that recognizes juvenile justice practitioners who have achieved the levels of education, training, and experience necessary to indicate they have a basic understanding and knowledge of the field of juvenile justice and the work required in a juvenile confinement setting. Certified/credentialed practitioners, regardless of the certifying body, typically must be re-certified/credentialed on a regular basis, usually every two (2) to three (3) years. The requirements of re-certification/credentialing include providing evidence of ongoing professional development and may serve to more personally invest juvenile detention staff in training and professional development. Ultimately, certification/credentialing may also serve to improve job performance, and increase workers feelings of both competence and professionalism.

IYD

The Indiana YouthPRO Association (IYP), a statewide membership association that supports youth workers who provide services to youth ages 5 to 18 in a variety of settings, awards the Indiana Youth Development Credential (IYD). A person who earns the IYD Credential has demonstrated that they have the skills and knowledge to meet the Core Competencies of the Credential and are able to apply the skills and knowledge in which the Core Competencies are grounded in specific program settings. Indiana Youth Development (IYD) credentialing is part of a statewide effort to improve the quality of youth work professional skills and abilities. Ivy Tech Community College in Indiana offers the Indiana Youth Development Professional (IYDP) certificate program that leads to the Indiana Youth Development (IYD) credential. The IYD is a basic level youth worker credential. Information related to options for obtaining the IYD credential, including the IYDP certificate program at Ivy Tech, is available at <http://indianayouthpro.org>.

CJSP

The Certified Juvenile Services Practitioner certificate is a process by which the NPJS recognizes practitioners in the field who have achieved the levels of education, training, and experience necessary to indicate they have a basic understanding and knowledge of the field of juvenile justice and the work required in a juvenile confinement setting. The NPJS practitioner certification process establishes a system for voluntary certification, the goals of which are to identify practitioners who have the education, training and experience to deliver effective and quality services to detained youth. The CJSP is a basic level certification. Information related to the CJSP is available at <http://www.npjs.org/cjsp.php>.

CYC-P

The Child and Youth Care Certification Board (CYCCB) awards professional certification (CYC-P) for individuals who demonstrate advanced education, training, and skills in the field of child and youth care. The CYC-P offers certification for individuals from a variety of practice settings including but not limited to child welfare, youth shelters, foster care, juvenile justice/probation, and residential and treatment centers. The process for obtaining the CYC-P includes passing a scenario-based exam and submission of evidence of education and training and an electronic portfolio. The CYC-P is an advanced, professional level certification. Information related to the CYC-P is available at <http://www.cyccb.org/>.

Advantages

- Practitioner certification/credentialing is a voluntary process, the costs for which are born by the applicant. However, in an effort to promote the certification/credentialing of staff, organizations may want to consider offering scholarships, bonuses, increases in pay, or whatever other incentives may be available for staff that invests in becoming certified/credentialed.
- In a field that lacks professional recognition, certification/credentialing may assist practitioners in gaining increased public respect as well as individual feelings of self-respect.
- Certified/credentialed staff are more likely to financially and otherwise invest in their own training and professional development when it is a requirement for retaining their certification/credential.

Disadvantages

- There are currently few incentives other than personal pride for staff to obtain practitioner certification/credentialing. Employer solicitations of certified/credentialed staff (solicitations in hiring advertisements, inquiries on job applications, etc.) and differentials in pay for staff members who are certified/credentialed could provide serve as a great incentive.

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