THE MOSS GROUP, INC.

TRAINING MATRIX DEVELOPMENT GUIDE
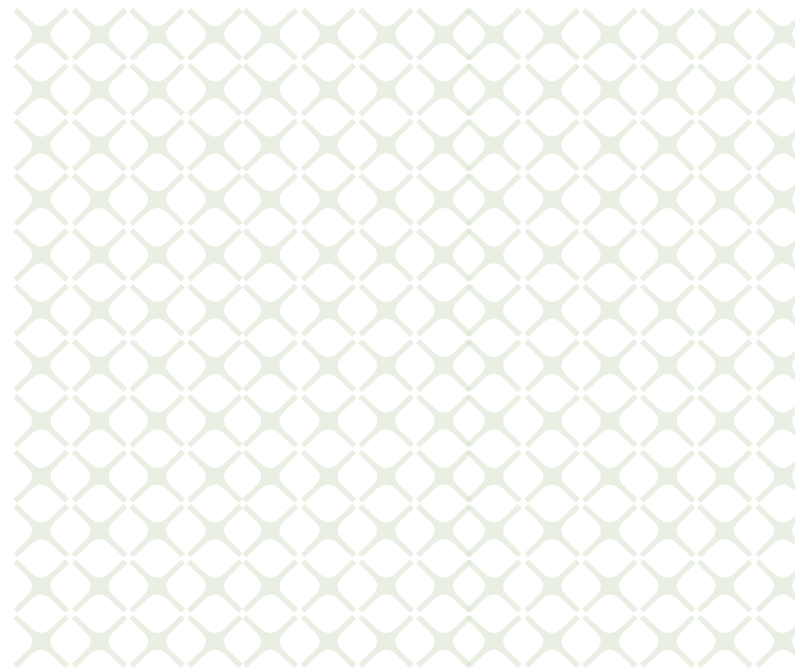
FOR CORRECTIONAL TRAINING ACADEMIES

THINKING ABOUT UPDATING OR MAKING CHANGES TO YOUR TRAINING CURRICULUM?

Has your agency changed direction, and now you need to align your training? Are there new mandates that require new training?

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TABLE OF CONTENTS

INTRODUCTION

THE MOSS GROUP, INC. (TMG)**, IN CONJUNCTION WITH THE BUREAU OF JUSTICE ASSISTANCE** (BJA)**, IS COMMITTED TO DEVELOPING THE ESSENTIAL SKILLS AND KNOWLEDGE NEEDED TO REFLECT THE UNIQUE AND DEMANDING CHALLENGES OF TRAINING TODAY'S CORRECTIONS WORKFORCE.** This guidance was developed after conducting a national scan of state correctional training programs and identifying gaps in curricula. This resource is intended to provide training academy directors, instructors, and staff a guide for building and supporting key skills and knowledge for today's corrections workforce.

The guide provides a framework for basic correctional training (BCT), along with pre-service and annual/in-service training programs. The information presented here is a compilation of findings representing training academies nationwide. It includes an overview of trending modules and courses, definitions for some courses explained in more detail, questions, a worksheet to guide an analysis of the curriculum, and an example training matrix to use as a cross-work for training offerings.

DEVELOPED AFTER CONDUCTING A NATIONAL SCAN OF STATE CORRECTIONAL TRAINING PROGRAMS AND IDENTIFYING GAPS IN CURRICULA

As a second focus, the document provides a high-level overview of core training processes and the support functions that provide a foundation for effective corrections training. These processes and support functions can assist an agency as it works to build its training matrix, develop new courses, revise existing course content, and better focus on finite resources. The document also addresses the gap between academy training and the skills needed for successful performance at a facility. Finally, the document ends with suggested recommendations to consider.

To keep the matrix simple and high-level, generic agency functions, training program modules, and recommended courses for each module have been used. The courses listed signify traditional and emerging topics and represent the most used titles across state correctional systems. The training processes discussed represent common elements in many training academies across these systems.

Agencies can take this training matrix example and, along with the notes and the guiding questions below, apply agency-specific titles and classes, identify agency needs, and create a tailored training matrix. The same curriculum mapping process should be used to identify courses for in-service training.

The National Scan found varying descriptors of the populations served. The most common term was inmate. To provide common language, inmate is used throughout this guide.

MODULES AND COURSES OVERVIEW

THE FIVE MODULES that comprise pre-service and BCT are as follows. Points of reference are included within each.

ORIENTATION

- This period in the training is to provide information that describes your agency and how divisions, facilities, and units are interconnected.
  - Introduce your vision, mission, and values.
  - Include pre-trial, non-custody, community corrections, probation, and parole as it pertains to your system.
- Include agency policies and procedures that are most useful for new employees.

SECURITY AND INMATE MANAGEMENT

- This module is the largest component of BCT and suggests classes that focus on core security practices.
  - Include hard skills topics such as core security policy and practice, de-escalation techniques, accountability, and counts. Include soft skills topics such as interpersonal communication, motivational interviewing, case management, de-escalation training, and topics on special populations.
- The courses relevant for custody and non-custody staff should be facilitated to incorporate language and examples relevant for all staff.

SUPERVISION AND LEADERSHIP

- This module includes classes that introduce a new supervisor to a higher level of thinking and decision-making.
  - Include operational topics as well as communication, culture, planning, and team dynamics.
  - Professional development and succession planning should be a part of the leadership classes at all levels.
- The courses should be developed with multiple levels of leadership in mind.
  - The various levels should include front-line supervisors, mid-level managers, and executive leaders.

HUMAN RESOURCES AND LEGAL ISSUES

- BCT attendees are introduced to employee-related topics, including wellness, ethics, and civility.
  - State, agency, and facility-specific legal issues should be applied in this section.
  - Diversity, equity, and inclusion are foundational topics to address in this section, along with sexual harassment.

BEHAVIORAL HEALTH

- Classes in this module will give an overview of staff wellness, stress management, trauma-informed care, and suicide prevention.
  - Focus on inmate management as well as staff self-care.
  - Note the American Correctional Association's terms if your agency follows their guidelines, i.e., behavioral intervention versus the use of force.

CORE TRAINING

EFFECTIVE TRAINING ACADEMIES have most, if not all, of the following processes and support functions to guide the development of a training plan, its revision, and training delivery best suited to students.

NEEDS ASSESSMENT PROCESS

- A comprehensive training needs assessment process should include the following:
  - Identifying purpose and scope.
  - Identifying stakeholders who will be involved in surveys.
  - Determining data collection methods, data gathering, and analysis.
  - Reporting to management for decision-making regarding priorities, approval of resources, and significant changes in policies or strategies.
- Annual training needs assessments involve multiple stakeholders, including agency leadership, to identify initiatives needed, key agency managers for content updates, and field staff to identify perceived needs and interests of recipients.
- Discipline or position-specific training needs assessments focus on a specific role or function within the agency, surveying managers and employees to identify current gaps in training and staff performance.
- The needs assessment drives decisions regarding priorities for curriculum development and the use of limited resources devoted to instructional systems design (ISD) and computer-based training (CBT).

CURRICULUM DEVELOPMENT PROCESS

- Instructional systems designers guide the curriculum development process and involve several steps.
  - Job and task analysis and need assessments are conducted to identify learning objectives.
  - Learning objectives are developed with subject matter expert input regarding knowledge and performance gaps, changes in policy and procedure, and other requirements.
  - Instructional strategies are selected that best fit the type of content being delivered, skills needing to be acquired, and the characteristics of the learners, including learning style.
  - Evaluation methods are designed to measure pre-training levels of skill, the accomplishment of learning objectives, and whether desired improvements occurred and are lasting.
  - Courses are piloted and revised based on evaluation results.

EVALUATION PROCESS

- Effective training academies devote resources to evaluating their trainings through planning (needs assessment), course development (job and task analysis), and evaluation of each training.
  - Students are assessed for knowledge and skill gains.
  - Instructors and delivery methods are assessed to ensure program fidelity exists and expected learning outcomes are achieved.
  - Agencies having multiple academy locations evaluate program fidelity across sites.

- Survey design, measurement of behavior, testing, sampling, statistical analysis, and report writing are components of many correctional training evaluations.
- Training evaluations help focus course revisions, changes in training delivery strategies, and decision-making in a correctional training academy.

ISD SUPPORT FUNCTION

- Developing effective correctional training that achieves measurable results is dependent on having the right team involved.
  - Instructional designers bring expertise in course development, learning methods, assessment and evaluation, adult learning theory, and training research.
  - Agency subject matter experts bring knowledge of work to be performed, current gaps in performance, new policies or standards, and agency culture.
  - Some agencies hire staff with a background in ISD to guide curriculum development; others partner with a local university to add ISD expertise.

INSTRUCTIONAL TECHNOLOGY AND DISTANCE LEARNING SUPPORT FUNCTION

- Agencies rely on classroom-based and distance learning or CBT.
- Some agencies have invested in training simulators to support scenario-based firearms training. Training simulators may also prove their value in helping students develop skills in crisis de-escalation and confrontation avoidance.
- CBT is often seen as part of pre-service training prior to a student's attendance at a training academy.
- CBT is a common training delivery strategy for as much as half of annual or in-service training.
- Agencies with the most effective distance learning and CBT devote significant resources to their curriculum development rather than simply adapting existing classroom-based training content.
- Agencies should ensure proper bandwidth and infrastructure to support virtual training.

CORRECTIONS TRAINING ACADEMIES typically focus curriculum on core skills common to their trainees and do not address skills and performance requirements unique to specific facilities or job assignments. Skill acquisition in an academy setting can lack facility-level specifics and be improved by further practice and application in the context of real-world situations in a facility. Academy training results in grounding in a common core but can leave new correctional workers unprepared as they begin a shift on a post for which they have little orientation and limited supervision. To address these issues, many agencies have developed models of on-the-job training (OJT) and the use of field training officers (FTOs.) In addition, other equipping strategies are listed below that can help bridge this gap. The most effective training academies find ways to collaborate across disciplines and institutions and leverage their curriculum development and instructional design resources as they build needed support.

OJT

OJT is facility-based and extends from academy completion for twelve months in many agencies. Features often include:

- Assignment of new staff to a mentor officer.
- Shadowing of experienced officers.
- Rotation through different posts and assignments.
- Focused attention on the practice of core skills learned at the academy.
- Sign-off sheets to document demonstration of required skills.

- Job and facility-specific skills and knowledge essential to successful performance.
- Formal evaluation and continuous feedback sessions need to be a part of the OJT process.

FTO

The FTO program uses a dedicated training officer to train and supervise new staff for several weeks to a year. The FTO program often continues to the end of the new employee's probationary period. The FTO extends the value of OJT by adding structure to reinforce training through:

- Lesson plans tailored to skill practice and learning new roles in the facility.
- Clear communication of expected learning goals.
- Standardized feedback regarding skills learned and demonstrated by the new officer.
- Documentation of learning accomplishments.

It is important for the agency to adequately prepare and support the FTOs. Agencies should establish criteria for becoming an FTO to include soft skills and a firm understanding of the skills needed to do the job. An in-depth training to prepare the FTO of expectations and clear direction on how to be effective when teaching someone a new skill. When developing or reviewing the FTO process, an effective feedback loop from the FTO to the appropriate work location is important.

OTHER EQUIPPING STRATEGIES

Simple support tools may assist employees in accomplishing new or infrequently performed tasks in a facility. These may take the form of:

- Job aids:
  - Laminated cards listing essential information.
  - Spiral-bound pocket-sized reference booklets.
  - How-to sheets or reference materials which accompany post-orders available to staff on post.
- Embedded support prompts or reference information in software or applications used by staff.

DEFINITIONS

Below are definitions for some of the matrix example courses and staffing categories.

Shadowing Providing a new employee with the opportunity to see the day-to-day operations of the area(s) in which they will be working.

Mentoring A formal assignment of a new employee with a senior staff member who will serve as a go-to for a defined period as they get acclimated to their new work.

Data Management The practice of collecting and storing information to be used in decision-making.

Data-informed Decision Making The use of facts to guide decisions that align with your goals and initiatives.

Situational Leadership Adopting leadership styles that fit a particular circumstance and development of team members.
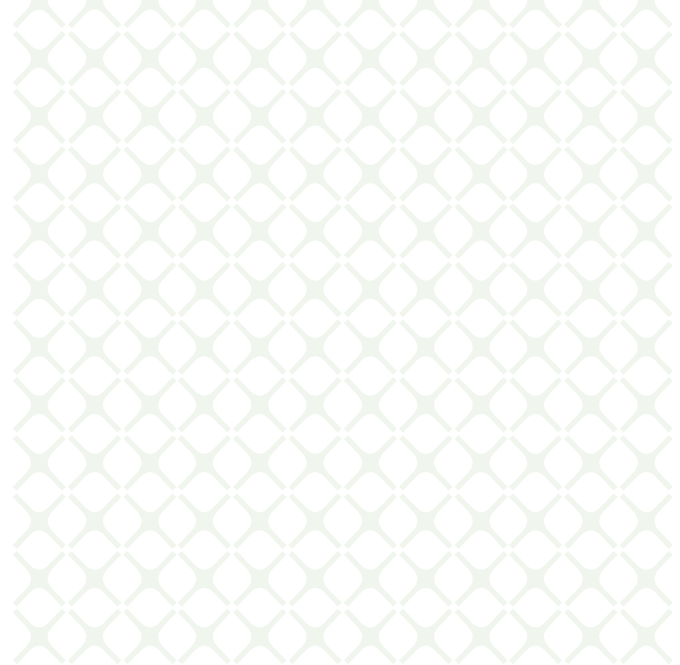
Organizational Culture Learning about values, expectations, and practices that guide team members.

Diversity, Equity, and Inclusion A framework to promote fair treatment and full participation of all people.

Project Planning Learning a methodology to complete projects with defined stages and resources.

Respectful Workplace and Civility These characteristics are present in the workplace through interactions between employees, the population served, contractors, volunteers, and the public.

Non-custody This function represents titles that include counselors, support staff, maintenance, and classification.

GUIDING QUESTIONS

These questions are meant to guide you through a planning process to create your own training matrix that fits your current agency environment and looks to inform future adaptations based on your needs.

- **What are the priorities of your agency's leadership?**

- **What is required for compliance measures?**

- **What is the greatest need in your agency?**

- **What would assist in the development of your workforce?**

- **What are the critical incident trends that have occurred in your agency?**

- **What are the most influential factors in your agency?**

- **What might be emerging through upcoming legislation, advocacy groups, stakeholders, pending litigation, legal updates, or case law?**

The team responsible for administering training should set aside time to answer the guiding questions, allowing time to seek guidance from other decision makers as needed. The worksheet provided is designed to help guide and document this analysis.

Once the information has been gathered, the team should prioritize the considerations analyzed to establish the training plan following the Core Training Process section of this guide. This should be shared with the agency's executive leadership, and an agreed-upon training plan should be developed.

NOTES

✔	QUESTION	WHO HAS THE INFORMATION?	NOTES	PRIORITY
	What are the priorities of your agency's leadership?			
	What is required for compliance measures?			
	What is the greatest need in your agency?			
	What would assist in the development of your workforce?			
	What are the critical incident trends that have occurred in your agency?			
	What are the most influential factors in your agency?			
	What might be emerging through upcoming legislation, advocacy groups, stakeholders, etc.?			

1. A review of the training matrix should be conducted annually and updated as appropriate based on the analysis. This review should include the executive leadership team and should apply data and information learned with any strategic plan updates.

2. A review team should be established to crosswalk the courses and make changes that reflect the individual agency system.

3. The team should evaluate the time needed to accomplish priority areas and expand training hours as needed.

4. Prioritized training should allow for adequate time to practice skills taught.

5. A period of two weeks for shadowing in the work location prior to beginning BCT has been shown to increase retention rates. Agencies should strongly consider adding this model to their orientation process.

6. Mentoring is recommended to begin at the onset of BCT and follow the cadet through to facility assignment.

7. Consider other specialized training tracks and add courses relevant to those tracks, i.e., tracks for probation, parole, and medical.

8. Connect facility indicators to courses in the training plan to ensure knowledge transfer, impact to change, and return on investment.

9. Priority should be given to developing a robust leadership program focusing on professional growth. A formal mentoring program for new supervisors and leaders is recommended.

RECOMMENDATIONS
★ ★ ★
EXCELLENCE
★ ★ ★
Effective Training Academies

ATTACHMENT I: Training Matrix

		Agency Leadership	Facility Leadership	Custody Supervisors	Custody Staff	Non-custody Supervisors	Non-custody Staff	Medical	Contractors	Volunteers
Orientation	Mission, Vision, and Values	●	●	●	●	●	●	●	●	●
	Policies and Procedures	●	●	●	●	●	●	●	●	●
	Benefits	●	●	●	●	●	●	●	●	●
	Shadowing				●					
	Mentoring*	●	●					●	●	●
Security and Inmate Management	Core Security Policy and Practice		●	●	●	●	●	●	●	●
	De-escalation Techniques/Skills Practice	●	●	●	●	●	●	●	●	●
	Interpersonal Communication*	●	●	●	●	●	●	●	●	●
	Accountability and Counts			●	●	●	●	●		
	Escape Prevention			●	●	●	●	●	●	●
	Critical Incident Management*	●	●	●	●			●	●	●
	Conflict Management/Resolution*	●	●	●	●	●	●	●	●	●
	Motivational Interviewing	●	●	●	●	●	●	●		
	Sexual Safety and PREA*	●	●	●	●	●	●	●	●	●
	Restrictive Housing*	●		●	●	●	●	●		
	Case Management	●				●	●	●		
	Inmate Escort, Transport, & Handcuffing			●	●					
	Transition Planning					●	●			
	Inmate Rules		●	●	●	●	●	●		
	Receiving/Discharge Procedures		●	●	●	●	●	●		
	Sentence Computation		●	●	●	●	●			
	Key and Tool Control		●	●	●	●	●	●	●	●
	Inmate Grievances		●	●	●	●	●	●		
	Nonverbal Communication	●	●	●	●	●	●	●	●	●
	Contraband and Searches		●	●	●	●	●			
	Program and Work Supervision			●	●	●	●	●	●	●
	Incident Report Writing			●	●	●	●	●	●	●
	Gender Responsivity	●	●	●	●	●	●	●	●	●
	Intellectual & Developmental Disabilities	●	●	●	●	●	●	●	●	●
	LGBTQI*	●	●	●	●	●	●	●	●	●
	Defensive Tactics		●	●	●	●	●	●	●	●

	Agency Leadership	Facility Leadership	Custody Supervisors	Custody Staff	Non-custody Supervisors	Non-custody Staff	Medical	Contractors	Volunteers
CPR, First Aid, and AED	✓	✓	✓	✓	✓	✓	✓	✓	✓
Crisis Intervention Team and Critical Stress Debrief		✓	✓	✓	✓		✓		
Firearms			✓	✓					
Hostage Situations	✓	✓	✓	✓	✓	✓	✓	✓	✓
Disturbance Control	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behavioral Intervention	✓	✓	✓	✓	✓	✓	✓	✓	✓
Data-based Decision Making*	✓	✓	✓	✓	✓	✓	✓	✓	
Situational Leadership	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strategic Planning and Execution*	✓	✓							
Positive Atmosphere: How Organizational Learning Drives Positive Change*	✓	✓	✓		✓				
Crisis Communication*	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Boundaries	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Motivation*	✓	✓	✓	✓	✓	✓		✓	
Team Building*	✓	✓	✓	✓	✓	✓	✓		
Leading Change*	✓	✓	✓	✓	✓	✓			
Dealing with Difficult People*	✓		✓	✓	✓	✓			
Building Career Development Programs and Succession Planning*	✓	✓	✓	✓	✓				
Diversity, Equity, and Inclusion*	✓	✓	✓	✓	✓	✓	✓	✓	✓
Basic Supervisory Training*			✓	✓	✓	✓	✓	✓	✓
Project Planning*	✓	✓	✓		✓				
Data Management	✓	✓	✓	✓	✓	✓	✓		
Human Relations Policies & Procedures	✓	✓	✓	✓	✓	✓	✓	✓	✓
Labor Relations	✓	✓	✓	✓	✓				
Performance Management*	✓	✓	✓	✓	✓	✓	✓	✓	✓
Legal Issues	✓	✓	✓	✓	✓	✓	✓	✓	✓
Civil Justice	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Retention*	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Wellness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Payroll and Timekeeping	✓	✓	✓	✓	✓	✓	✓	✓	✓
Respectful Workplace and Civility	✓	✓	✓	✓	✓	✓	✓	✓	✓

Row groups (left labels): **Supervision and Leadership**, **Human Resources / Legal Issues**

		Agency Leadership	Facility Leadership	Custody Supervisors	Custody Staff	Non-custody Supervisors	Non-custody Staff	Medical	Contractors	Volunteers
	Respectful Workplace and Civility	X	X	X	X	X	X	X	X	X
	Ethics*	X	X	X	X	X	X	X	X	X
Behavioral Health	Suicide Prevention and Intervention *		X	X	X	X	X	X	X	X
	Trauma-informed Care	X	X	X	X	X	X	X	X	X
	Managing Inmates with Mental Illness			X	X	X	X	X	X	X
	Managing Inmates with Substance Use Disorder and Relapse Prevention			X	X	X	X	X	X	X
	Stress Management	X	X	X	X	X	X	X	X	X

*Training available through the National Institute of Corrections.
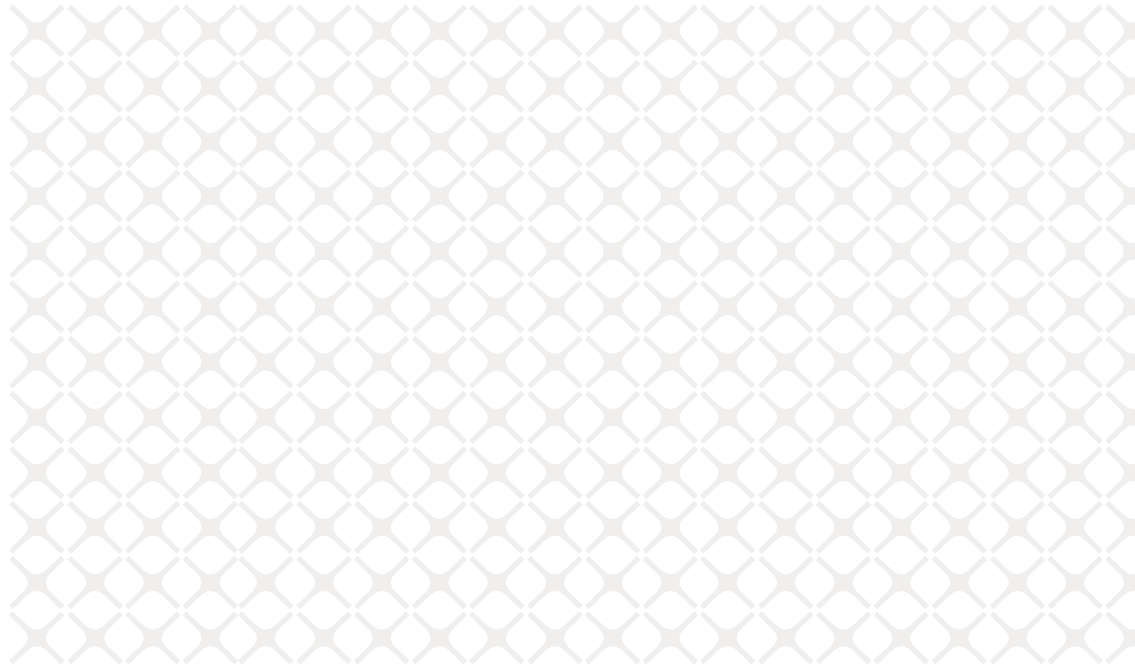
ATTACHMENT II: Resources

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