



OREGON YOUTH AUTHORITY

Policy Statement

Part I – Administrative Services



Subject:

Agency Training Program

Section – Policy Number:

D: Personnel Management – 3.8

Supersedes:

I-D-3.8 (06/21)

I-D-3.8 (07/14)

I-D-3.8 (09/09)

I-D-3.8 (09/02)

I-D-2.11 (06/99)

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Date of Last

Review/Revision:

None

Related Standards and References:

- American Correctional Association, *Standards for Juvenile Correctional Facilities*; 4-JCF-6E-01 (Staff Development); 4-JCF-6E-02 (Training Plan); 4-JCF-6E-03 (Training Advisory Committee)
- [DAS CHRO policy 10.040.01](#) (Statewide Workforce Learning and Development)
- OYA policy: [I-D-3.9](#) (Staff Training and Development)

Related Procedures:

- [TA I-D-3.8 Curriculum Development Workgroups](#)

Policy Owner:

Training Academy Director

Approved:

Jana McLellan, Interim Director

I. PURPOSE:

This policy describes OYA's training program and the roles of the Training Advisory Committee, Curriculum Development Workgroup, and the Training Academy.

II. POLICY DEFINITIONS:

Curriculum development workgroup: A group of staff representing a cross-section of the agency convened to detail course descriptions, learning outcomes, and evaluation methods for specific training topics or needs. Membership varies according to topic and need and must include decision-makers, content experts, and representatives of marginalized communities.

Training Advisory Committee (TAC): An agency committee that assesses agency training needs and aligns training strategies to most effectively support and implement agency (and juvenile justice) business initiatives. Membership must include the Training Academy director and representative decision-makers from all OYA departments, professional trainers, and OYA training end users.

III. POLICY:

OYA has identified diversity, equity and inclusion as an agency priority and initiative, with a goal to build a respectful, diverse, equitable and inclusive environment for youth and staff that is free from harassment, discrimination and bias. Data shows youth of color and LGBTQ+ youth are disproportionately represented in the juvenile justice system. While OYA is only one part of that system, it plays a critical role in addressing the historical and systemic inequities it perpetuates. It is critical that our agency training program educates staff on the historically racist foundation of the juvenile justice system, its impact on marginalized groups, and the connection to current issues within juvenile justice. It is also imperative that staff professional development opportunities are equitable, do not perpetuate disparate impacts to marginalize groups, and balance being responsible stewards of state resources. It is also imperative that staff be educated on bias, develop a self-awareness of their own biases and how to prevent bias from impacting decision points within their spheres of influence.

OYA values a productive, motivated, culturally responsive, and culturally diverse workforce. OYA has a coordinated, comprehensive system of staff development and training designed for the following purposes:

- To help meet internal and external mandates by providing the training necessary to execute agency policies and procedures in a consistent and timely manner;
- To provide effective services to youth by ensuring that staff have the basic competencies to carry out their job responsibilities;
- To enhance staff knowledge, skills, abilities, and competencies to perform jobs more efficiently and effectively; and
- To provide staff with opportunities for continued personal and professional development.

The Training Academy coordinates and facilitates the agency's training program to ensure the training needs of OYA's offices and facilities are met in a consistent manner that reflects the agency's mission and values. The Training Academy ensures all OYA staff training curriculum and lesson plans meet recognized professional standards.

The Training Academy also develops partnerships with other state agencies, county juvenile departments, correctional and juvenile justice organizations, and colleges in an effort to have a consistent and competent continuum of services throughout Oregon.

IV. GENERAL STANDARDS:

A. Training program

OYA's training program is designed to assess current and forecast future workforce development skills and competencies; and develop, implement, and monitor training within the agency. This program:

1. Identifies and plans for OYA training essential to all staff;
2. Addresses specialized needs and skills;

3. Supports workforce development relative to implementation of new agency initiatives;
4. Assures that training is current, timely, and proactively managed over time; and
5. Maintains the agency's curriculum catalog of training events and learning initiatives.

B. Agency responsibilities

The training program includes agency staff and stakeholder participation to ensure the curriculum and implementation plans reflect the OYA mission, values, and training goals.

1. Training Advisory Committee (TAC)
 - a) Reviews agency initiatives and training needs;
 - b) Ensures business initiatives that require training have clearly defined outcomes (with measures of effectiveness);
 - c) Reviews and recommends training plans to executive team;
 - d) Approves timelines for agency training plan;
 - e) Reviews and approves methodologies for training;
 - f) Reviews and approves criteria for prioritizing training initiatives and exceptions to training initiatives;
 - g) Reviews training requests for consistency with approved financial program plans and policies;
 - h) Provides capacity for and aid in the overall planning and evaluation of training programs;
 - i) Proposes new or revised training policies and procedures;
 - j) Supports and markets new and innovative training methodologies that increase effectiveness, efficiency and success of agency initiatives; and
 - k) Keeps agency managers informed of significant training trends and issues.
2. Curriculum development workgroups
 - a) Work collaboratively with the Training Academy when designing training;

- b) Develop continuous quality improvement and communication plans to ensure successful implementation of approved recommendations; and
- c) Consider key areas when designing training:
 - (1) A description of the training;
 - (2) Learning outcomes;
 - (3) A lesson plan documenting content delivered to participants;
 - (4) Potential impact to marginalized groups; and
 - (5) Identified ways to measure effectiveness.

3. Training Academy

- a) Consults with agency managers to develop the biennial agency training plan and presents the plan to the TAC;
- b) Reviews curriculum development workgroups' work products and prepares recommendations for presentation to the TAC;
- c) Works collaboratively with curriculum development workgroups, subject matter experts, and training owners to define curriculum goals, content, and training delivery concepts;
- d) Develops procedures to facilitate the operation of the Training Academy and delivery of training by non-Academy personnel;
- e) Develops, coordinates, and provides training to accomplish the agency workforce development and training plan;
- f) Creates and publishes the OYA training calendar; and
- g) Coordinates staff training documentation. (See related policy I-D-3.9 Staff Training.)

C. Agency training plan

- 1. The Training Academy director must ensure the agency's training plan is developed biennially and includes annual goals.
- 2. The plan must be developed using data from needs assessments, current training mandates, desired workforce competencies, and Curriculum development workgroup involvement.

3. The training plan must be approved by the TAC and reviewed annually.

V. LOCAL OPERATING PROTOCOL REQUIRED: NO

VI. GENERAL PROCEDURE REQUIRED: YES

An agencywide procedure must delineate how curriculum development workgroups -

- A. Are convened to ensure membership is diverse and inclusive;
- B. Have a clear purpose; and
- C. Have a clear work product goal.