

The Commission on Correctional Peace Officer Standards and Training Youth Correctional Counselor Occupational Analysis – Executive Summary

OVERVIEW

The Commission on Correctional Peace Officer Standards and Training (CPOST) acquired the services of CPS HR Consulting (CPS HR) to conduct an occupational analysis of the Youth Correctional Counselor classification as used within the facilities of the Division of Juvenile Justice (DJJ).

Occupational analysis is a systematic study of a group of similar jobs for the purpose of identifying the work behaviors common across all of the jobs, which may vary somewhat in their responsibilities, and exist at multiple locations or even different organizations.

The goal of this study was to:

1. Identify the important job tasks and the relative importance of each task, on average, for Youth Correctional Counselors in all facilities and the camp of the DJJ (DJJ currently has one camp, Pine Grove Youth Conservation Camp);
2. Identify the knowledge, skills, and abilities (KSAs) that are required for successful performance of those job tasks and the relative importance of each KSA, on average, for Youth Correctional Counselors in all facilities and the camp of the DJJ;
3. Determine if each important KSA must be first possessed either
 - a. Upon entrance to the Basic Correctional Juvenile Academy (BCJA), or
 - b. On the first day on the job as a Youth Correctional Counselor working in a facility or camp.

Occupational Analysis Steps		Description of Activity
Data Collection Phase	Step One: Literature Review	The first step in an occupational analysis is to review existing literature regarding the job. The CPS HR staff reviewed the Youth Correctional Counselor classification specifications, duty statements, and descriptions of the DJJ facilities and their missions in order to gain an initial understanding of the job, and to develop a preliminary list of tasks and corresponding KSAs.
	Step Two: Conduct Site Visits	Site visits allow analysts to obtain first-hand knowledge of a job and its requirements, as well as the work context and physical environment in which the work is performed. CPS HR staff conducted site visits at all three DJJ facilities and one Youth Camp.
	Step Three: Develop Task and KSA Statements with SMEs	A key element of an occupational analysis is the involvement of Subject Matter Experts – individuals, usually performing and/or supervising the job, who are thoroughly knowledgeable about the job and requirements for successful job performance. The CPS HR Consultant worked with current incumbents and supervisors to develop, review, and revise the task and KSA statements.
	Step Four: Obtain SME Task and KSA ratings	An occupational analysis questionnaire was sent to all current incumbents and their supervisors to rate the task and KSA statements.
Results Phase	Step Five: Data Analysis	The task and KSA ratings were analyzed to identify the frequently performed and important tasks, and the KSAs that are necessary for successful job performance, when they are first needed, and if they are positively related to job performance.
	Step Six: Assess the Task/KSA Relationships	A linkage process was conducted to obtain SME judgments regarding which important tasks require each of the retained KSAs, and to identify the relationships between the KSAs identified in this study, and the KSAPCs (knowledge, skills, abilities and personal characteristics) listed in the state classification specification.
	Step Seven: Prepare a Technical Report	An occupational analysis report provides a detailed record of the methodology and results of the analysis. Additionally, proper documentation is necessary for demonstrating the content validity of selection procedures developed using the occupational analysis results. This technical report was developed for the above purposes following all applicable professional standards.

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Data collection included site visits and job observations at N.A. Chaderjian Youth Correctional Facility, O.H. Close Youth Correctional Facility, Ventura Youth Correctional Facility, and Pine Grove Youth Conservation Camp; a two-day focus group session with 11 incumbent and supervisor subject matter experts; and responses from a survey that was sent to all current Youth Correctional Counselors and their supervisors.

By establishing a common job performance domain across all positions in the Youth Correctional Counselor classification, and identifying the point in time at which the KSAs needed for successful job performance must first be possessed by Youth Correctional Counselors, the results of this study can be used for examining and updating the current Youth Correctional Counselor training standards, establishing criteria for selection into, and exit from, the BCJA, and developing hiring exams for the classification.

KEY FINDINGS

Job Tasks

The study identified 80 job tasks that are performed by the majority of Youth Correctional Counselors and considered at least “important” to the job, meaning that an inability to perform the task would adversely affect overall job performance. Twenty-five (31%) of these tasks were rated between “important” and “very important” (inability to perform the task will likely result in failure on the job and may result in negative consequences); 55 tasks (69%) were rated between “very important” and “critical” (inability to perform the task will lead to significant failure on the job and serious negative consequences).

The tasks were grouped into the following job dimensions based on the similarity of the tasks or the overall purpose of the work activity:

1. Safety and Security (18 tasks)
2. Working with Youthful Offenders (17 tasks)
3. Administrative Duties (15 tasks)
4. Responding to Emergencies (11 tasks)
5. Individual Change Plan (8 tasks)
6. Observing and Controlling Youthful Offenders (6 tasks)
7. Communication (5 tasks)

Important KSAs

The study identified 120 KSAs that are necessary for performing the job tasks, and are considered “important” to job performance, meaning that a lack of the KSA is likely to have a noticeable effect on overall job performance. Twenty-seven (23%) of these KSAs were rated between “important” and “very important” (lack of the KSA will likely result in failure on the job and may result in negative consequences); 93 KSAs (78%) were rated between “very important” and “critical” (lack of the KSA will lead to significant failure on the job and serious negative consequences).

The KSAs were grouped into the following competencies based on their similarity to other KSAs, similarity of the tasks requiring the KSAs, and similarities in the work context in which the KSAs are applied on the job:

1. Job Knowledge (42 KSAs)
2. Working Effectively with Others (Interpersonal) (13 KSAs)
3. Written Communication (12 KSAs)
4. Caseload and Counseling (10 KSAs)
5. Physical (10 KSAs)
6. Judgement and Decision Making (6 KSAs)
7. Oral Communication (6 KSAs)
8. Professional Demeanor (4 KSAs)
9. Equipment Use (3 KSAs)

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10. Observation and Memory (3 KSAs)
11. Other Personal Characteristics (3 KSAs)
12. Safety and Security (3 KSAs)
13. Stress Tolerance (3 KSAs)
14. Numerical (2 KSAs)

Pre-Academy KSAs

An important aspect of this study was to determine when each of the KSAs needed for successful job performance must first be possessed by Youth Correctional Counselors. Survey respondents were asked to indicate if each KSA must first be possessed prior to attending the BCJA, or on the first day on the job at a Counselor's assigned facility or camp.

One KSA in each of the following three competencies was determined to be first needed prior to attending the academy:

- Working Effectively with Others (Interpersonal) (1 KSA)
- Numerical (1 KSA)
- Written Communication (1 KSA)

Post Academy KSAs

One hundred eleven KSAs in the following competencies were determined to be first needed on the first day on the job in a facility or camp:

- Job Knowledge (42 KSAs)
- Working Effectively with Others (Interpersonal) (11 KSAs)
- Caseload and Counseling (10 KSAs)
- Written Communication (10 KSAs)
- Physical (8 KSAs)
- Judgement and Decision Making (6 KSAs)
- Oral Communication (4 KSAs)
- Professional Demeanor (4 KSAs)
- Equipment Use (3 KSAs)
- Observation and Memory (3 KSAs)
- Other Personal Characteristics (3 KSAs)
- Safety and Security (3 KSAs)
- Stress Tolerance (3 KSAs)
- Numerical (1 KSA)

RECOMMENDATIONS ON UTILIZING REPORT RESULTS

Selection for the Youth Correctional Counselor classification currently occurs prior to the BCJA; therefore, it is recommended that the Pre-Academy KSAs be used as the basis for reviewing and developing selection processes or tools for the classification, including establishing, validating, or revising the minimum qualifications, and developing and validating selection tests.

This study identified a large body of knowledge, skills, and abilities that are important for performing the job of a Youth Correctional Counselor but are not needed until beginning work in a facility or camp. These KSAs are not likely to be learned in a short period of time on the job at a level needed for adequate job performance, and therefore must be initially acquired through BCJA training. These KSAs should serve as the basis for BCJA training standards, and be used to develop, review, and revise BCJA curriculum, and to develop tests to assess BCJA progress and successful completion. Additionally, because these KSAs are required for Youth Correctional Counselors' ongoing successful job performance, they should serve as the basis for continued

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professional training standards, and help guide the review, development, and revisions (as needed) of ongoing training programs and professional development activities for Youth Correctional Counselors.

YOUTH CORRECTIONAL COUNSELOR – OCCUPATIONAL ANALYSIS QUESTIONNAIRE (OAQ) RESPONDENT DEMOGRAPHICS

Total Respondents per Respondent Group

Respondent Group	Number of Respondents
Youth Correctional Counselor	132
Supervisor – Senior Youth Correctional Counselor	27
Supervisor – Sergeant, YA	2
Not Specified	3
Total	164

Gender, Ethnicity, and Time in Rank by Respondent Group

Gender	YCC	% of Group*	Supv	% of Group
Male	84	63.64%	21	72.41%
Female	42	31.82%	8	27.59%
Selected "Prefer Not to Answer"	3	2.27%	0	n/a
Did Not Answer	3	2.27%	0	n/a
Ethnicity	YCC	% of Group	Supv	% of Group
African American	25	18.94%	5	17.24%
Asian/Pacific Islander	16	12.12%	4	13.79%
Caucasian	22	16.67%	9	31.03%
Hispanic	49	37.12%	9	31.03%
Native American	0	n/a	1	3.45%
Other	12	9.09%	0	n/a
Selected "Prefer Not to Answer"	7	5.30%	1	3.45%
Did Not Answer	1	0.76%	0	n/a
Time in Rank	YCC	% of Group	Supv	% of Group
Less than 6 months	0	n/a	4	13.79%
6 months to 1 year	21	15.91%	3	10.34%
1 to 3 years	26	19.70%	11	37.93%
3 to 5 years	24	18.18%	5	17.24%
5 to 7 years	1	0.76%	1	3.45%
7 to 9 years	4	3.03%	0	n/a
9 to 11 years	7	5.30%	2	6.90%
11 to 13 years	14	10.61%	0	n/a
13 to 15 years	7	5.30%	0	n/a

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More than 15 years	18	13.64%	2	6.90%
Not specified	0	0.00%	1	3.45%

**Percentage of the group of respondents that specified their classification.*

Number of Respondents by Facility and Respondent Group

Institution	YCC	% of Group*	Supv	% of Group
N.A. Chaderjian Youth Correctional Facility	43	32.58%	7	24.14%
O.H. Close Youth Correctional Facility	41	31.06%	9	31.03%
Pine Grove Youth Conservation Camp	3	2.27%	3	10.34%
Ventura Youth Correctional Facility	45	34.09%	10	34.48%
Northern California Youth Correctional Facility	0	n/a	0	n/a

Watch/Assignment Representation (Total Respondent Group)

Watch/Assignment	Number of Respondents	% of Total Group
Education/School/Vocational	1	0.62%
Clinic/Treatment Center	1	0.62%
Unit/Dormitory Control	35	21.74%
Housing Unit/Dormitory	52	32.30%
Search & Escort	2	1.24%
Escort - Behavior Treatment Program	5	3.11%
Vacation Relief	8	4.97%
Sick Relief	2	1.24%
Other Relief	1	0.62%
Other	21	13.04%
Not Specified	4	2.48%