

TRANSFORMATIVE JUSTICE PROJECT | DOCUMENT 7

The TJP Cohort Rotation Plan

Growing in Small Steps

Vision. TJP reframes the narrative of harm, healing, and prevention.

Mission. To implement the principles and practices of Transformative Justice across all sectors of South Carolina.

Governed by: SCDC Division of Programs, Reentry, and Rehabilitative Services (oversight) | Board of Volunteers (direction) | Interdepartmental Committee (supervision)

Prepared September 2026. Print-ready. No internet required.

SUMMARY

The recommended plan in one sentence: start a cohort of 12 residents every 15 months (Cohorts A, B, C, D, then E when A graduates), keep each cohort for 60 months, and the 48 beds fill exactly at month 45 and stay full after that, with no month ever over 48.

Why this plan: 12 residents x 4 cohorts = 48 beds. A 60-month stay divided by a 15-month spacing equals exactly 4 cohorts in the house at once. The math closes with zero overflow and zero planned empty beds once the program is full.

The five-year journey for each resident: one Orientation Quarter (Personal Narrative, consent and baseline measures, TRUST charter, mentor match), then 13 student quarters (one course per quarter), then 6 Facilitator Phase quarters (co-facilitating [PEER] sessions for newer cohorts, Channel 4 teaching, and the Keystone in the third of those quarters).

Why a quarter per course: each course is 10 weeks. A 13-week quarter gives 10 course weeks plus 3 flex weeks for holidays, lockdowns, make-ups, post-measures, and the Horizon Review. The student phase runs about 39 months instead of the ideal 30 (130 weeks with no gaps). We are trading speed for a calendar that survives real life.

At peak, the unit runs 3 courses at once (one per cohort in the student phase), plus either an Orientation or a Keystone. Staff lead about 11 to 21 sessions per quarter, which is about 1 to 2 sessions a week. Peer facilitators lead only [PEER] sessions, never [STAFF].

Attrition rule: plan 12, allow up to 15. Backfill a seat only during the Orientation Quarter. After that, an empty seat goes into a **seat bank** and is released to the next cohort (up to 3 extra seats). Our model shows this keeps about 44 of 48 beds filled at a 10% yearly exit rate, compared with about 38 without the rule.

Course order: 11, 9, 1, 3, 13, 7, 10, 2, 4, 5, 6, 8, 12. Easy wins first, facilitator certification (Course 13) fifth so each cohort is certified right when the next cohort arrives, the clinical courses together in one year, and Leverage Points last because it feeds the Keystone.

The learning loop: a Horizon Review after every course and every Orientation, one change carried to the next cohort, and a written **Cohort Handoff Sheet** passed like a relay baton.

1. Why Stagger at All

Louis put it in one line: "so we can learn and adjust in small increments without making huge mistakes with large groups." That is the whole case, and it is a strong one.

If TJP opened all 48 beds on day one, every resident would hit the same first course, the same first lockdown, the same first confusing worksheet, and the same first facilitator mistake at the same time. A mistake made with 48 people is a reputation problem. A mistake made with 12 people is a lesson.

Staggering also solves a problem no one can solve by working harder: **nobody in the building has taught these courses yet.** The first cohort has to learn from staff. After that, each cohort can be taught in part by the cohort ahead of it. That only works if the cohorts are spaced out, so the senior group has finished a course before the junior group starts it.

ANALOGY

A farmer who plants the whole field on one day gets one harvest and a long hungry season. A farmer who plants in rows, a few weeks apart, eats all year. The TJP rotation plants a new row every 15 months. Once the first rows mature, there is always a group arriving, a group growing, and a group ready to harvest (teach, build, and hand off).

WHY THIS IS HERE

Leadership will be asked, "Why not fill all the beds now?" This section is the answer. Small steps are not timidity. They are how a new program avoids the one big public failure that ends it.

BOTTOM LINE

Staggering lets TJP make its mistakes small, lets each cohort teach the next, and gives leadership a steady stream of evidence instead of one big bet.

2. The Math: Four Options Tested

The one-line rule

There is a simple formula behind every option:

Beds needed at peak = cohort size x (length of stay / spacing between cohorts), rounded up.

With a 60-month stay:

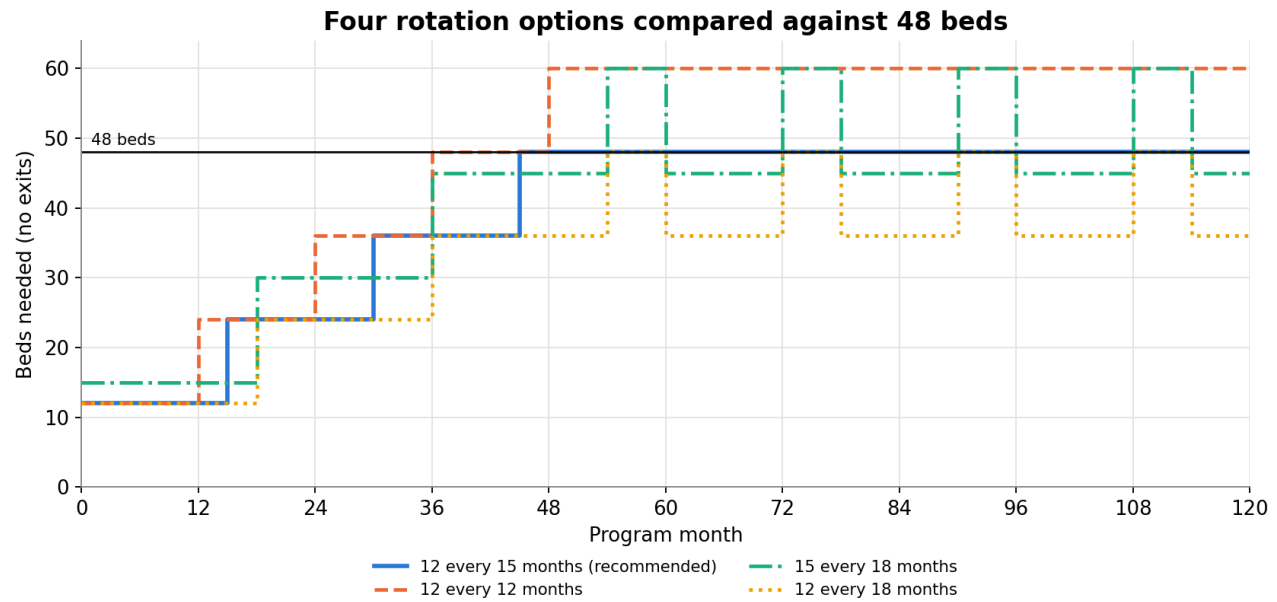
- Every 15 months: $60 / 15 = 4$ cohorts in the house at once.
- Every 12 months: $60 / 12 = 5$ cohorts at once.
- Every 18 months: $60 / 18 = 3.33$, so sometimes 3 cohorts, sometimes 4.

We modeled each option month by month in Python, for 10 years (120 months), and checked the results twice. The model first assumes no one leaves early. Section 4 adds attrition.

Comparison table

Option	Peak beds	First month over 48	Average beds used, years 6 to 10	Verdict
12 every 15 months	48	Never	48.0 (full)	Recommended. Exact fit.
12 every 12 months	60	Month 48	60.0	Does not fit. 12 residents with no bed from year 5 on.
15 every 18 months	60	Month 54	49.5	Does not fit. Swings between 45 and 60.
12 every 18 months	48	Never	39.6	Fits, but wastes about 8 beds on average.
15 every 15 months	60	Month 45	60.0	Does not fit.
16 every 20 months	48	Never	48.0	Fits exactly, but larger groups and fewer learning cycles.
14 every 18 months	56	Month 54	46.2	Does not fit in overlap years.

The "16 every 20 months" option also fits perfectly ($3 \text{ cohorts} \times 16 = 48$). We do not recommend it. It gives TJP only 3 cohorts in the first five years instead of 4, which means fewer chances to learn and adjust, and groups of 16 are bigger than the small-step goal Louis described.



Beds used over time (no early exits)

Month	12 every 15 (recommended)	12 every 12	15 every 18	12 every 18
0	12	12	15	12
12	12	24	15	12
15	24	24	15	12
24	24	36	30	24
30	36	36	30	24
36	36	48	45	36
45	48	48	45	36
48	48	60	45	36
54	48	60	60	48
60	48	60	45	36
72	48	60	60	48
84	48	60	45	36
96	48	60	45	36
108	48	60	60	48

Month	12 every 15 (recommended)	12 every 12	15 every 18	12 every 18
120	48	60	45	36

Bold numbers are over the 48-bed limit.

The honest cost of the recommended plan

The recommended plan ramps up slowly. Beds are 12, then 24, then 36, and the unit is not full until month 45. Across the first five years that is 1,080 "empty bed-months" (one bed empty for one month counts as one). The 12-every-18 plan leaves more empty (1,296). The plans that fill faster (12 every 12, 15 every 15) do so only by running out of beds later.

Leadership should decide what the unused beds do during the ramp-up. They can be held for TJP, used by the institution for general housing until each cohort starts, or used for a small orientation waitlist group. This is a leadership call, not a resident call.

SIGN FOR THE DORM

12 EVERY 15.

60 MONTHS. 48 BEDS.

THE MATH CLOSES. SO DO WE.

BOTTOM LINE

Twelve every 15 months is the only simple plan that fills all 48 beds, never goes over, and gives four learning cycles in five years. Its cost is a slow ramp-up, which is exactly what a pilot should have.

3. The Rotation at a Glance

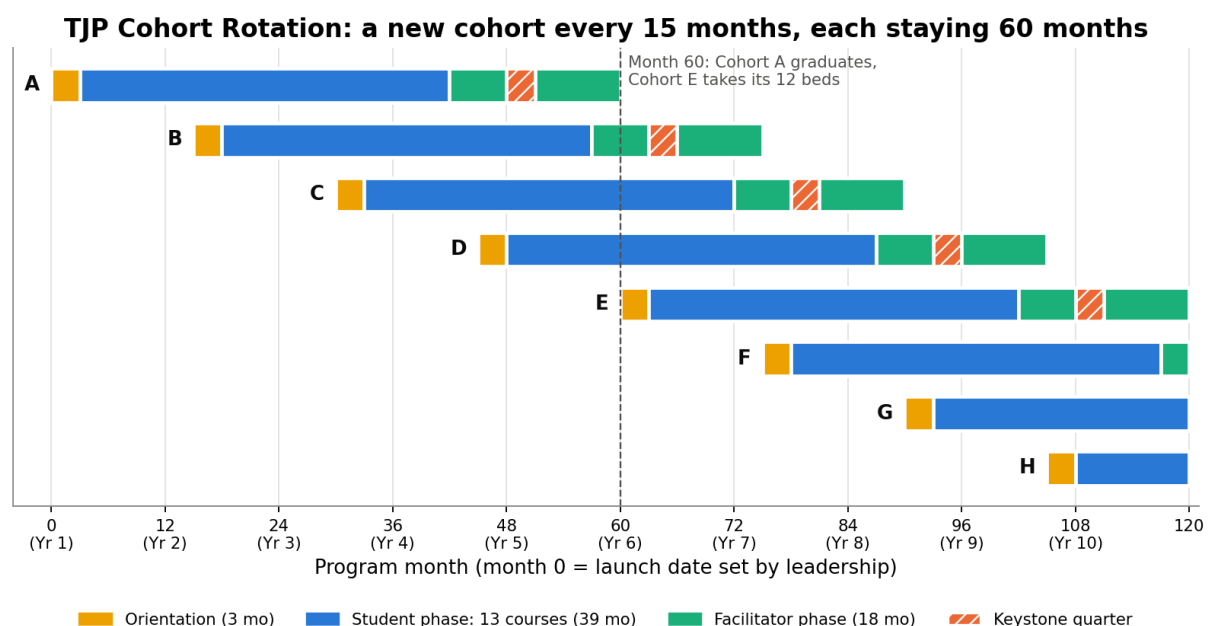
The five-year journey of one resident

Every resident follows the same 20-quarter path. A quarter is 13 weeks: 10 course weeks plus 3 flex weeks.

Journey quarter	Months into journey	Phase	What happens
1	0 to 2	Orientation	Personal Narrative, consent, baseline measures, TRUST charter, Meeting Rhythm, Playbook, mentor match
2 to 14	3 to 41	Student Phase	13 courses, one per quarter
15 to 16	42 to 47	Facilitator Phase	Co-facilitate [PEER] sessions, Channel 4 teaching, Keystone team forms (quarter 16)
17	48 to 50	Keystone	10-week Keystone, external panel in week 10
18 to 20	51 to 59	Facilitator Phase	Co-facilitate, mentor, Keystone follow-up, 6-month Adoption Register check, graduation letter

A useful side effect: the Keystone ends at about month 50, so the **6-month Adoption Register check happens around month 57, while the team is still in the unit.** The team gets to see whether anything outside the fence moved before they graduate.

Gantt chart: all cohorts, 10 years

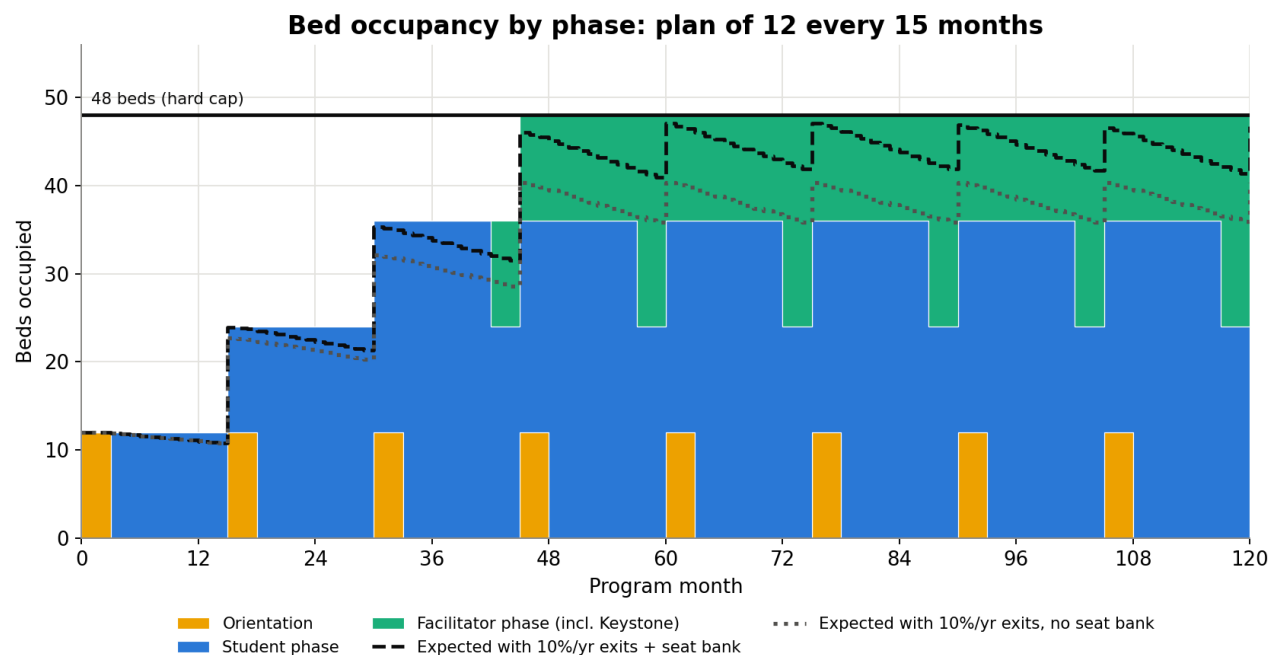


The same Gantt chart as a table

Cohort	Orientation (months)	Student Phase (months)	Facilitator Phase, with Keystone (months)	Graduates
A (pilot)	0 to 2	3 to 41	42 to 59 (Keystone 48 to 50)	Month 60
B	15 to 17	18 to 56	57 to 74 (Keystone 63 to 65)	Month 75
C	30 to 32	33 to 71	72 to 89 (Keystone 78 to 80)	Month 90
D	45 to 47	48 to 86	87 to 104 (Keystone 93 to 95)	Month 105
E	60 to 62	63 to 101	102 to 119 (Keystone 108 to 110)	Month 120
F	75 to 77	78 to 116	117 to 134 (Keystone 123 to 125)	Month 135

Notice the pattern: **each new cohort after D moves into the beds of the cohort that just graduated.** E takes A's beds at month 60. F takes B's beds at month 75. The rotation never needs a 49th bed.

Bed occupancy by phase



Month	Orientation	Student Phase	Facilitator Phase	Total beds
0	12 (A)	0	0	12
15	12 (B)	12 (A)	0	24
30	12 (C)	24 (A, B)	0	36

Month	Orientation	Student Phase	Facilitator Phase	Total beds
45	12 (D)	24 (B, C)	12 (A)	48
57	0	24 (C, D)	24 (A, B)	48
60	12 (E)	24 (C, D)	12 (B)	48

ANALOGY

Think of a relay race with four runners on the track at once. Nobody sprints the whole race. Each runner carries the baton for a stretch, and the handoff zone is where races are won or lost. In TJP, month 60 is the first handoff zone: Cohort A crosses the finish line the same month Cohort E starts running.

BOTTOM LINE

Every resident gets the same 20-quarter journey. The cohorts overlap like runners in a relay, and the beds pass from graduating cohort to entering cohort without a gap.

4. Attrition: Planning for People Who Leave Early

Why people leave

Not every resident who starts will finish 60 months in the unit. Four kinds of exit are realistic:

1. **Release.** A parole grant, sentence change, or other lawful release. This is often good news, and TJP should celebrate it, not count it as failure.
2. **Transfer.** Security classification, medical need, or institutional decisions.
3. **Removal.** Serious rule violations under SCDC policy or a TJP integrity breach.
4. **Voluntary exit.** A resident decides the program is not for him.

We do not know TJP's real exit rate yet. Nobody does. **Verify locally:** ask SCDC for the typical yearly rate of release and transfer among residents who match TJP intake criteria. Until then, we modeled four rates: 5%, 10%, 15%, and 20% of residents leaving per year.

What happens with no rule at all

If nobody is ever replaced, a cohort of 12 shrinks steadily. At 10% per year, about 7 of 12 would still be in the unit at graduation, and about 8 would be there at the Keystone. At 20% per year, only about 4 would graduate. Beds sit empty and the rotation looks weaker than it is.

The recommended rule: backfill early, bank the rest

Rule 1: Backfill only during the Orientation Quarter. If a resident leaves during his cohort's first quarter, the next screened person on the waitlist takes the seat and joins that same cohort. He catches up on the Personal Narrative with his mentor. Nobody joins a cohort after the first course starts, because every course builds trust in the room, and a stranger arriving in week 6 of Course 11 changes the room for everyone.

Rule 2: After Orientation, the seat goes into the seat bank. The bed stays empty until the next cohort starts. Then the next cohort is enlarged by the number of banked seats, **up to 3 extra, so no cohort is larger than 15.** This keeps groups inside Louis's 12 to 15 range.

Rule 3: Never exceed 48. The next cohort's size is always the smaller of (12 + banked seats, maximum 15) and (48 minus beds occupied on start day).

Rule 4: Keep a screened waitlist of about 6. Half a cohort. These are people who have already passed screening, so a backfill can happen in days, not months.

CAUTION

The seat bank means some beds sit empty for up to 15 months. That is a real cost. The alternative, dropping new people into the middle of a cohort, costs more: it breaks the room, and it breaks the data (a resident who missed the first 4 courses cannot be compared fairly with one who took all 13).

What the model shows

We ran each exit rate 3,000 times with random exits, in Python, over 120 months.

Yearly exit rate	Average beds filled, years 6 to 10, with seat bank	Same, no seat bank	Graduates by month 120, with bank / without	Cohort A residents still in at Keystone (average)
5%	46.3	42.8	50 / 47	9.8 of 12
10%	44.3	38.1	41 / 36	8.0 of 12
15%	41.5	34.0	32 / 28	6.5 of 12
20%	37.7	30.3	25 / 21	5.1 of 12

In every case the bank rule never pushed the unit over 48. At a 10% exit rate, cohorts after A averaged about 13 to 15 residents, which is inside the target range.

What this means for planning

- **Plan for 12, expect 13 to 15 in later cohorts.** Buy books and supplies for 15 per cohort.
- **Expect Keystone teams to be smaller than the starting cohort.** At a 10% exit rate, about 8 residents from a cohort of 12 reach the Keystone, which makes 2 teams of 4. At 20%, it may be 1 team of 5.
- **Report exits honestly** in the TJP Monthly Report, sorted into the four kinds above. A release is not a program failure, and the report should say so.
- **Intake criteria are the biggest lever on attrition.** Choosing residents whose time remaining matches the 5-year journey reduces release exits more than any backfill rule.

ANALOGY

A seat bank works like a thermostat, not a light switch. It does not slam beds full the moment someone leaves. It holds steady, then corrects at the next scheduled moment, so the room never overheats and never freezes.

BOTTOM LINE

Backfill only during Orientation. Bank every later empty seat and release up to 3 to the next cohort. This keeps the unit near full without breaking any room or any data.

5. Cohort A Is the Pilot

Cohort A carries a heavier load than any cohort after it. It has no senior cohort to learn from. Every [PEER] session in its student phase has to be run by staff, because no certified peer facilitators exist yet. It will test every worksheet, every schedule, and every rule in this document.

That is why we recommend:

1. **Start Cohort A at 12, not 15.** Small enough to learn from, big enough to form 2 or 3 Keystone teams later.
2. **Use the 15-month gap before Cohort B on purpose.** In those 15 months, Cohort A finishes Orientation and 4 courses (11, 9, 1, 3) and starts Course 13, No One Educates Alone. That is 5 Horizon Reviews of learning before Cohort B arrives.
3. **Allow one change per course and one big change per cohort** (Section 11). No redesigning the whole program after a bad week.
4. **Hold Cohort B's size at 12 even if seats are banked**, unless the Interdepartmental Committee decides otherwise. The seat bank starts with Cohort C. This keeps the second learning cycle small too. (The attrition model in Section 4 released banked seats starting with Cohort B, so holding B at 12 lowers bed use by a seat or two in years 2 to 4.)
5. **Ask the Board of Volunteers to observe at least one session per course** during Cohort A's student phase, as guardians of program integrity.

WHY THIS IS HERE

Pilots fail in one of two ways: they change nothing (and repeat every mistake), or they change everything (and learn nothing because too many things moved at once). The one change rule protects against both.

BOTTOM LINE

Cohort A is a pilot with a 15-month learning runway. Keep it at 12, study it closely, and hand what it learns to Cohort B in writing.

6. The Recommended Course Order

The curriculum is modular. Any course can stand alone. But a rotation needs one fixed order so every cohort takes the same course in the same journey quarter. That fixed order is what makes the teaching ladder (Section 8) possible.

Journey quarter	Course	Why it sits here
2	11 Acts of Violence Are Failed Requests	Lowest clinical risk, fastest visible result. Skills usable in the dayroom the same week. Builds the language of the whole unit.
3	9 Identity Is a Vote	Least clinically sensitive course. Gives every resident a working habit system for the next 4 years.
4	1 Constructing a Changed Mind	Supplies the shared vocabulary (window of tolerance, integration) that every later course borrows.
5	3 The Science of Safety	Teaches regulation and co-regulation before any trauma content arrives. Safety before depth.
6	13 No One Educates Alone	Facilitator certification. Placed fifth so each cohort finishes it at month 17 of its journey, just as the next cohort starts its first course.
7	7 The Attention You Own	Daily practice that residents can use to steady themselves through the harder year ahead.
8	10 Redemptive Compassion	Empathy and repair, which prepare the ground for the clinical block.
9	2 The Unmaking of a Criminal	Social history and restorative framing. Heavier material, placed after regulation and compassion skills are in place.
10	4 Trauma and the Brain	Start of the clinical block. Licensed mental health professional required in weeks 1 to 6.
11	5 The Unfinished Response	Somatic practice right after trauma education, so the body work follows the understanding. Trauma-trained facilitator in weeks 5 and 6.
12	6 The Engine of Violence	Shame and violence. Licensed professional in week 6.
13	8 Ask a Different Question	Addiction. Licensed professional in weeks 5 and 6. Closes the clinical block.
14	12 Leverage Points	Systems thinking last, because it feeds directly into the Keystone (leverage justification, theory of change).

A hidden benefit: one clinical block at a time

Because cohorts start 5 quarters apart and the clinical block (Courses 4, 5, 6, 8) lasts 4 quarters, **no two cohorts are ever in the clinical block at the same time**. Cohort A's clinical block is quarters 10 to 13, Cohort B's is 15 to 18, Cohort C's is 20 to 23. Licensed staff serve one cohort at a time, never two. That is the single most important staffing protection in this plan.

The hold rule for clinical courses

If a licensed mental health professional is not confirmed **one full quarter before** Course 4 is due, do not run Course 4 without one. Instead, swap in Course 12 Leverage Points early, and push the clinical block back one quarter. The Interdepartmental Committee makes this call. A swap is a small delay. Running trauma content without clinical support is the fastest way to cause harm and lose the whole program.

CAUTION

Session counts and clinical requirements in this plan come from the current course packets in the TJP Master Curriculum. If a packet changes its [STAFF] and [PEER] tags, update the staff load table in Section 9.

ANALOGY

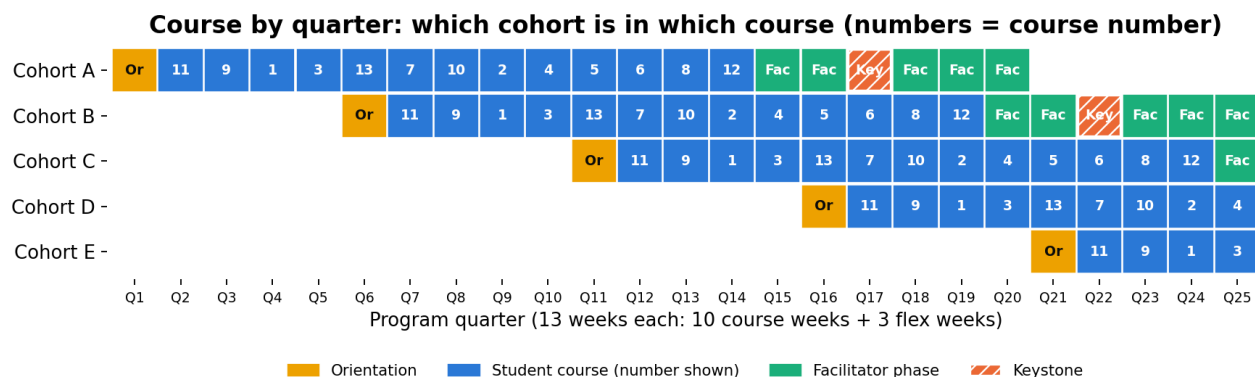
A good gym program does not put a beginner under the heaviest bar on day one. It builds form with light weight, then adds load. Courses 11, 9, 1, and 3 are the form work. The clinical block is the heavy lift, done with a spotter (licensed staff) standing right there.

BOTTOM LINE

Easy wins first, facilitator training fifth, clinical courses together with licensed staff confirmed, systems thinking last. The same order for every cohort keeps the ladder working.

7. The Course-by-Quarter Schedule

Once the order is fixed and cohorts start 5 quarters apart, the whole schedule falls out automatically.



How many courses run at once?

At most 3 courses run in the same quarter, one for each cohort in the student phase. At steady state (from quarter 16 on), the pattern repeats every 5 quarters:

- 2 quarters with 3 courses running (plus a Keystone or Orientation in one of them),
- 3 quarters with 2 courses running (plus an Orientation, or a Keystone, or neither).

Only one cohort is ever in Orientation at a time, and only one is ever in the Keystone at a time.

The schedule as a table (quarters 1 to 25)

Quarter 1 begins at month 0. Each quarter is 13 weeks.

Qtr	Months	Who is in what	Senior peers co-facilitating	Courses running
1	0 to 2	A: Orientation	None yet (staff only)	0
2	3 to 5	A: Course 11	None yet	1
3	6 to 8	A: Course 9	None yet	1
4	9 to 11	A: Course 1	None yet	1
5	12 to 14	A: Course 3	None yet	1
6	15 to 17	A: Course 13; B: Orientation	A certifies at end of quarter	1

Qtr	Months	Who is in what	Senior peers co-facilitating	Courses running
7	18 to 20	A: Course 7; B: Course 11	A for B	2
8	21 to 23	A: Course 10; B: Course 9	A for B	2
9	24 to 26	A: Course 2; B: Course 1	A for B	2
10	27 to 29	A: Course 4; B: Course 3	A for B	2
11	30 to 32	A: Course 5; B: Course 13; C: Orientation	A for B; A mentors C	2
12	33 to 35	A: Course 6; B: Course 7; C: Course 11	A for B; B for C	3
13	36 to 38	A: Course 8; B: Course 10; C: Course 9	A for B; B for C	3
14	39 to 41	A: Course 12; B: Course 2; C: Course 1	A for B; B for C	3
15	42 to 44	A: Facilitator; B: Course 4; C: Course 3	A for B; B for C	2
16	45 to 47	A: Facilitator (teams form); B: Course 5; C: Course 13; D: Orientation	A for B and C; A mentors D	2
17	48 to 50	A: Keystone; B: Course 6; C: Course 7; D: Course 11	B for C; C for D; A coaches	3
18	51 to 53	A: Facilitator; B: Course 8; C: Course 10; D: Course 9	A, B for C; C for D	3
19	54 to 56	A: Facilitator; B: Course 12; C: Course 2; D: Course 1	A, B for C; C for D	3
20	57 to 59	A and B: Facilitator; C: Course 4; D: Course 3	A, B for C; C for D	2
21	60 to 62	A graduates. B: Facilitator; C: Course 5; D: Course 13; E: Orientation	B for C and D; B mentors E	2
22	63 to 65	B: Keystone; C: Course 6; D: Course 7; E: Course 11	C for D; D for E; B coaches	3
23	66 to 68	B: Facilitator; C: Course 8; D: Course 10; E: Course 9	B, C for D; D for E	3

Qtr	Months	Who is in what	Senior peers co-facilitating	Courses running
24	69 to 71	B: Facilitator; C: Course 12; D: Course 2; E: Course 1	B, C for D; D for E	3
25	72 to 74	B and C: Facilitator; D: Course 4; E: Course 3	B, C for D; D for E	2

From quarter 21 on, the pattern repeats every 5 quarters with the letters shifted by one. Quarter 26 looks like quarter 21 with C in B's place, D in C's place, and so on.

Inside each quarter

Weeks	What happens
1 to 10	The course. One 90-minute session per week. Weeks 1 to 6 in the Think Tank, 7 to 9 in the Task Force, week 10 deliver and publish. Baseline measures in week 1, post measures in week 10.
11	Horizon Review (half day) for every cohort. 3 Ws debrief. One change chosen. Make-up measures.
12 to 13	Flex weeks. Make up sessions lost to lockdowns or holidays. Product library filing. Facilitator prep for next quarter. If nothing was lost, residents use these weeks for independent study and Channel 4 preparation.

FACILITATOR NOTE

Line the quarters up with the institution's calendar before month 0. Try to put the flex weeks where the major holidays and known count or audit periods fall. Verify locally with the Programs Supervisor.

BOTTOM LINE

One course per cohort per quarter, never more than 3 courses at once, one Orientation or Keystone at a time. The table above is the master schedule; post it in the Task Force room.

8. The Teaching Ladder: Each One Teach One

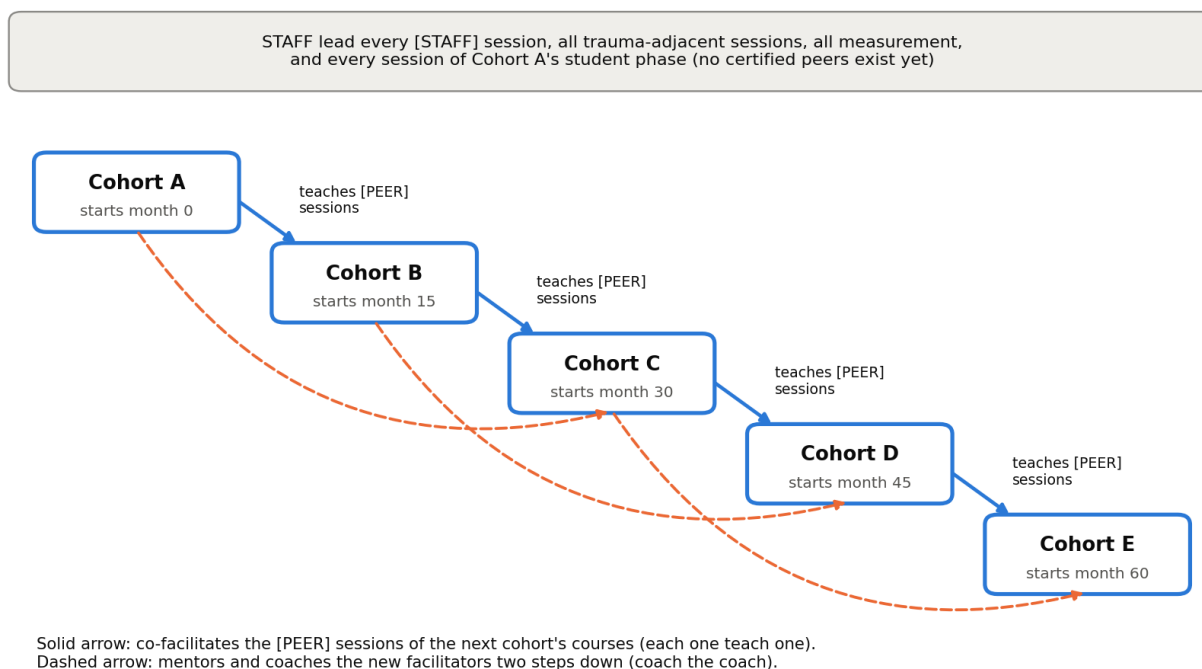
How the ladder works

Because every cohort takes the courses in the same order, and cohorts are 5 quarters apart, **the cohort just ahead has always completed the exact course the junior cohort is taking.** Cohort A finished Course 11 in quarter 2. Cohort B takes Course 11 in quarter 7. By then, A has also finished Course 13 (facilitator certification) in quarter 6.

That is the ladder:

- **Cohort A** is taught by staff only. No certified peers exist yet.
- **Cohort B** is taught by staff in [STAFF] sessions and by certified Cohort A residents in [PEER] sessions.
- **Cohort C** is taught by staff and by certified Cohort B residents, with Cohort A residents coaching the new B facilitators ("coach the coach").
- **Cohort D** gets C as co-facilitators with B coaching, and so on.

The Each One Teach One ladder: who teaches whom



The ladder as a table

Cohort	Taught in [STAFF] sessions by	Co-facilitated in [PEER] sessions by	Coached by	Later teaches
A	Staff	Staff (no peers yet)	Staff and Board of Volunteers observers	B (and coaches C)
B	Staff	Certified A residents	Staff	C (and coaches D)
C	Staff	Certified B residents, A in Facilitator Phase	A	D (and coaches E)
D	Staff	Certified C residents, B in Facilitator Phase	B	E (and coaches F)
E	Staff	Certified D residents, C in Facilitator Phase	C	F (and coaches G)

Two levels of peer facilitator

1. **Apprentice co-facilitator** (during the student phase, after Course 13 certification). Always in pairs. No more than one [PEER] session per resident per quarter, so his own studies come first.
2. **Lead peer co-facilitator** (during the Facilitator Phase). Leads [PEER] sessions with a partner, coaches apprentices, delivers Channel 4 training to other units, and helps run Orientation for new cohorts.

Rules that never bend

- **Peer facilitators lead only [PEER] sessions. Staff lead every [STAFF] session.** No exceptions for short staffing. If a staff facilitator is absent, the [STAFF] session moves into a flex week. It is never handed to a peer.
- **Peer facilitators are educators, never therapists.** When a resident discloses distress, the peer's only job is to make the referral and stay present.
- **All measurement is administered by qualified staff,** never by peers.
- **Certification** follows the Master Curriculum standard: complete Course 13, deliver both required sessions at rubric standard, and co-facilitate once under staff observation. Cohort A's observed co-facilitation happens in quarter 7, in Cohort B's Course 11.
- **Staff presence and observation** of peer-led sessions follows SCDC and institutional policy, set by the Interdepartmental Committee.

ANALOGY

In a trade apprenticeship, the first-year apprentice learns from the journeyman, and the journeyman learns from the master. Nobody skips a rung, and the master still checks the work. TJP staff are the masters, the Facilitator Phase cohort are the journeymen, and the newly certified cohort are the apprentices.

SIGN FOR THE DORM

EACH ONE TEACH ONE.

You were taught. Now you teach. Then you coach the teacher.

BOTTOM LINE

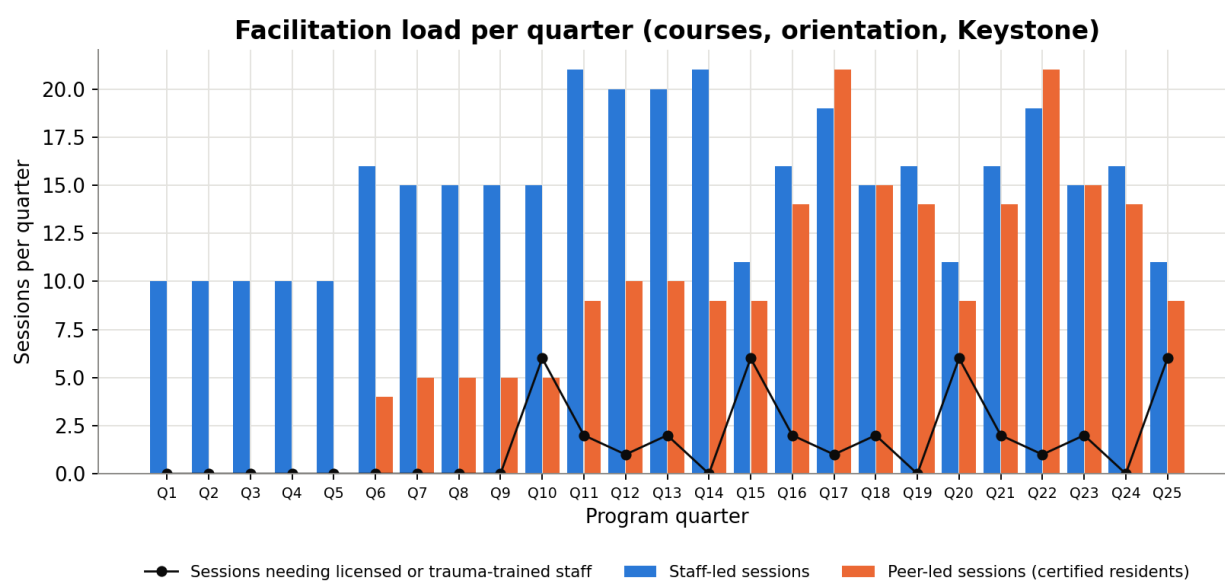
Same course order for every cohort means the senior cohort has always taken the course it helps teach.
Peers lead [PEER] sessions only. Staff lead [STAFF] sessions always.

9. Staff Facilitation Load per Quarter

Staff leadership is not optional in TJP. Residents do the work; the three levels of leadership govern it. So the question is not "can peers replace staff?" but "how much staff time does the rotation need, and when?"

We counted every staff-led and peer-led session using the current [STAFF] and [PEER] tags in the course packets, plus these assumptions (adjust locally):

- Cohort A's student courses: all 10 sessions staff-led (no certified peers yet).
- Orientation: 10 staff-led sessions for Cohort A; for later cohorts, 6 staff-led and 4 peer-led.
- Keystone: 4 staff-led sessions (weeks 1, 2, 3, 9) and 6 team-led sessions.



Qtr	Staff-led sessions	Peer-led sessions	Sessions needing licensed or trauma-trained staff	Note
1 to 5	10 each	0	0	Cohort A only
6	16	4	0	A in Course 13, B Orientation
7 to 9	15 each	5 each	0	Two courses running
10	15	5	6	A in Course 4
11	21	9	2	Peak staff quarter
12	20	10	1	
13	20	10	2	
14	21	9	0	Peak staff quarter

Qtr	Staff-led sessions	Peer-led sessions	Sessions needing licensed or trauma-trained staff	Note
15	11	9	6	B in Course 4
16	16	14	2	D Orientation
17	19	21	1	A Keystone
18	15	15	2	
19	16	14	0	
20	11	9	6	C in Course 4
21 to 25	16, 19, 15, 16, 11	14, 21, 15, 14, 9	2, 1, 2, 0, 6	Steady pattern repeats every 5 quarters

What this means in plain numbers

- **Peak staff load is 21 sessions in a quarter**, which is about 2 staff-led 90-minute sessions per week across 10 course weeks. It happens in quarters 11 and 14, while Cohort A is still being taught entirely by staff.
- **At steady state, staff lead 11 to 19 sessions per quarter**, about 1 to 2 sessions a week, because certified peers carry the [PEER] half.
- **Licensed or trauma-trained staff are needed for 0 to 6 sessions per quarter**, and never for two cohorts at once. The heaviest quarter for clinical staff is whenever a cohort is in Course 4 (6 sessions).
- **Session time is not the only staff time.** Add preparation, observation of peer sessions, measurement, the Meeting Rhythm, and the TJP Monthly Report. Verify locally how many staff hours per week the Programs Supervisor can assign.

WHY THIS IS HERE

A program that cannot show its staff cost gets cut in the first tight budget year. This table lets the Interdepartmental Committee plan staff time a year ahead and show SCDC that the cost falls as the ladder grows.

BOTTOM LINE

The heaviest staff years are the pilot years. Once certified peers exist, staff load drops to about 1 to 2 sessions a week, and clinical staff serve one cohort at a time.

10. Orientation Design

Length

Louis suggested 4 to 6 weeks. We recommend a **6-week core orientation inside a full Orientation Quarter**:

- **Weeks 1 to 6: Core Orientation.** Structured sessions (below).
- **Weeks 7 to 10: Narrative and Mentoring Block.** Residents finish the Personal Narrative with support, shadow a senior resident, and sit in on one Tactical meeting.
- **Week 11: Orientation Horizon Review.**
- **Weeks 12 to 13: Flex.** Backfill arrivals catch up here.

This keeps Orientation lined up with the quarter grid, so the new cohort starts Course 11 in the same week every other cohort starts its next course.

The six core weeks

Week	Focus	What happens	Led by
1	Welcome and consent	Vision and mission. Program rules. Informed consent for measurement (separate from participation). Baseline instruments. Confidentiality limits explained in writing.	Staff
2	TRUST charter	The cohort writes and signs its TRUST charter: Tell it early, Rank the idea not the person, Unfinished is allowed, Say it in the room, Take the task.	Staff, with senior peer
3	The TJP Meeting Rhythm	Practice Check-In, Tactical, Strategic, and Horizon Review. Every resident runs one Check-In.	Senior peer, staff present
4	The TJP Playbook	Walk the Eight Questions. The cohort writes its first answers to Q6 (One Big Thing) and Q7 (who does what).	Senior peer, staff present
5	The Personal Narrative begins	Prompts introduced with care. Referral path stated. Writing supports for every reading level.	Staff
6	Mentor match and ADOPT preview	Each new resident is matched with a senior resident. First small ADOPT exercise (Four Cuts) on a unit problem.	Staff and senior peers

The mentor match

Each new resident is paired with one senior resident from the cohort in the Facilitator Phase (for Cohort E, that is Cohort B), with the next cohort up as backup. Pairs meet 30 minutes a week for the first two quarters. Mentors are guides and examples, not counselors. They follow the same scope rule as peer facilitators.

Reading levels

Every orientation handout is written in plain language, read aloud in session, and available in large print. Residents who read below a set level get a reading partner and extra time. **Reading level is never a reason to exclude someone.** TJP's mission depends on reaching people wherever they start.

Selection and intake criteria to consider

Leadership sets the final criteria with SCDC. The Interdepartmental Committee drafts; the SCDC Division of Programs, Reentry, and Rehabilitative Services approves; the Board of Volunteers reviews for fairness and integrity. The criteria below are a starting list, not a decision.

Area	Suggested starting point	Why it matters
Time remaining	At least 60 months to projected release at cohort start, so the resident can finish the full journey. Leadership may consider shorter time for strong candidates, with a written plan.	Reduces release exits, the biggest source of attrition
Disciplinary history window	No major infractions in a set window before application (for example 12 to 24 months), per SCDC policy	Protects the room and the program's standing
Commitment	Written application, interview, signed commitment to the 5-year journey and TRUST	People who choose it tend to stay
Mental health readiness	Clearance from mental health staff, especially for clinical courses	Safety for the resident and the group
Housing and custody	Eligible for the TJP housing under SCDC classification rules	Only SCDC can decide this
Fairness	Clear written criteria, same process for everyone, reasons recorded for every decision	Trust from residents, staff, and the public
Mix	Leadership may aim for a mix of ages, backgrounds, and sentence lengths	Richer rooms, stronger products

CAUTION

Do not exclude by reading level, education, or the kind of harm a person caused unless SCDC policy requires it. TJP's claim is that people who understand harm from the inside can help prevent it. Screening out the hardest stories weakens that claim.

ANALOGY

Orientation is the huddle before the first snap. Nobody runs a play until everyone knows the call, the count, and who is blocking for whom. Six weeks of huddle saves four years of broken plays.

BOTTOM LINE

Six core weeks inside one Orientation Quarter: consent and baseline, TRUST charter, Meeting Rhythm, Playbook, Personal Narrative, and a senior mentor. Leadership sets intake criteria with SCDC.

11. Keystone Timing

When teams form

- **Journey quarter 15 (month 42):** the cohort enters the Facilitator Phase. Residents start noticing harms and partners that could become Keystone topics.
- **Journey quarter 16 (month 45): teams form,** 3 to 5 residents each. Each team picks a candidate harm using ADOPT step A (Four Cuts and Five Whys) and writes a draft PROOF line. The Interdepartmental Committee approves topics.
- **Journey quarter 17 (month 48):** the 10-week Keystone runs.
- **Journey quarters 18 to 20:** revisions, adoption outreach, and the 6-month Adoption Register check before graduation.

How many teams at once

Only **one cohort is ever in the Keystone at a time**, every 15 months. With attrition, a cohort usually reaches the Keystone with 6 to 10 residents, which means **2 or 3 teams**. If fewer than 6 remain, form one team of up to 5, or invite the Interdepartmental Committee to approve a mixed team with residents from the next cohort who have finished Course 13, No One Educates Alone.

Keystone quarter	Program months	Cohort	Expected teams
Q17	48 to 50	A	2 to 3
Q22	63 to 65	B	2 to 3
Q27	78 to 80	C	2 to 3
Q32	93 to 95	D	2 to 3
Q37	108 to 110	E	2 to 3

Making sure the review panels happen

The Keystone is scored by an **external panel** on Specificity, Evidentiary Rigor, Deployability, Honesty, and Adoption Potential. Panels are the easiest thing to lose to a scheduling mistake, so:

1. **Book the panel 9 months ahead**, when the cohort enters the Facilitator Phase. The Board of Volunteers leads panel recruitment.
2. **Set a primary date in week 10 and a backup date in week 12** (a flex week).
3. **Confirm panelists at the Strategic meeting 3 months out** and again in week 6.
4. **Record panel scores** in the TJP Evidence Workbook, and open the team's line in the Adoption Register the same day.
5. **Because Keystones come every 15 months, one panel roster can serve every Keystone.** Invite panelists for a standing commitment.

ANALOGY

A keystone is the wedge at the top of an arch. It goes in last, and it holds the whole arch up. That is why the Keystone comes after all 13 courses and a year of teaching: it needs every stone below it.

BOTTOM LINE

Teams form at month 45 of the journey, the Keystone runs at month 48, one cohort at a time, 2 to 3 teams. Book the external panel 9 months ahead with a backup date.

12. The Learn and Adjust Loop

After every course: a Horizon Review

Each course ends with week 11 of the quarter, which is also when the TJP Meeting Rhythm calls for its quarterly Horizon Review. That is not a coincidence; it is the design. The half-day Horizon Review:

1. Revisits Playbook Questions 1 to 4 (why we are here, how we treat each other, what we do, who we do it for).
2. Runs a **3 Ws** debrief on the course: What Worked, What Wobbled, What's Next.
3. Checks the PROOF lines and measurement results.
4. Chooses **one change** for the next time that course runs.
5. Files the change on the Cohort Handoff Sheet.

After every Orientation: an Orientation Review

Same format, focused on intake: Who did we choose, and why? Who left in the first quarter, and why? Was the Personal Narrative supported well enough? Did the mentor matches work?

The one change rule, applied to the rotation

- **Each course gets one change per run.** Not five.
- **Each new cohort gets one big change** to the rotation itself (for example, lengthening the Narrative block, or changing the mentor meeting schedule). The Interdepartmental Committee approves it.
- **A change is kept, adjusted, or dropped** after one run, using the ADOPT verdict: ADOPT, ADJUST, or ABANDON.

What Cohort A teaches Cohort B: the handoff

In the quarter Cohort B arrives (quarter 6), Cohort A and staff complete the **Cohort Handoff Sheet** (Worksheet 4). It is presented at Cohort B's Orientation week 6 and filed in the Playbook. Use the **RELAY** handoff:

- **Record** what happened: dates, attendance, exits, measures, products.
- **Explain** what wobbled: the honest list, blaming the process, not the person.
- **List** the one change you recommend, with a PROOF line.
- **Assign** an owner: who carries the change, by when.
- **Yield** the baton: a senior resident hands the sheet to a junior resident in person, in front of both cohorts.

ANALOGY

A thermostat does not redesign the furnace every time the room gets cold. It reads the temperature, makes one small correction, and reads again. The Horizon Review is TJP's thermostat, and the one change rule keeps it from overcorrecting.

SIGN FOR THE DORM
ONE COURSE. ONE REVIEW. ONE CHANGE.
Pass it on.

BOTTOM LINE

A Horizon Review after every course and every Orientation, one change at a time, and a written RELAY handoff from each cohort to the next.

13. Graduation and What Happens After Year 5

Graduation

At month 60 of its journey, a cohort graduates. Graduation includes:

- A public ceremony with all three levels of leadership invited: the SCDC Division, the Board of Volunteers, and the Interdepartmental Committee.
- Final measures and a 60-month summary in the TJP Evidence Workbook.
- Each resident's product portfolio (13 course products, facilitation record, Keystone package).
- **The Next Cohort Letter.** The graduating cohort writes one letter to the cohort that will take its beds that same month (A writes to E, B writes to F). It is read aloud in the new cohort's Orientation week 1. It says what the graduates wish they had known.

Bed turnover

The graduating cohort's beds pass directly to the entering cohort. To make the handoff smooth, plan moves in the flex weeks of the last quarter, and have the entering cohort's intake finished one quarter early.

Alumni roles

Graduates are TJP's most valuable asset. Suggested roles, each subject to SCDC approval:

Situation	Alumni role	What it looks like
Still in SCDC custody, moved to another unit	TJP Ambassador	Delivers Channel 4 training in the new unit. Carries TJP products. Reports back quarterly.
Still in custody, near the TJP unit	Alumni Fellow	Joins Keystone review practice, guest-teaches one [PEER] session per year if approved, helps with Orientation.
Released	Alumni Network member	Joins partner reentry programs, speaks at the annual summit, helps with Adoption Register follow-ups, mentors if partners allow.
Any	Adoption Register follow-up	Answers the 12, 24, and 36-month adoption check-ins for his Keystone package.

Leadership should decide early whether a small number of Alumni Fellows can stay housed near the unit. Any bed used for a Fellow is a bed taken from a new cohort, so the default in this plan is **no TJP beds for alumni**.

WHY THIS IS HERE

A program that forgets its graduates wastes its best teachers and loses its best evidence. Alumni roles keep the work traveling beyond the fence.

BOTTOM LINE

Graduation hands the beds to the next cohort, leaves behind a letter, and turns graduates into ambassadors, fellows, and network members.

14. Governance of the Rotation

TJP is not a resident-led initiative. Residents run the rotation day to day, and it is governed by three levels of leadership.

Decision	Proposed by	Decided or approved by	Reported in
Intake criteria	Interdepartmental Committee	SCDC Division of Programs, Reentry, and Rehabilitative Services	TJP Monthly Report
Cohort start dates and size	Programs Supervisor	Interdepartmental Committee	TJP Monthly Report
Seat bank release	Programs Supervisor	Interdepartmental Committee	TJP Monthly Report
Course order changes, clinical hold rule	Horizon Review	Interdepartmental Committee	TJP Monthly Report
One big change per cohort	Cohort Handoff Sheet	Interdepartmental Committee, with Board of Volunteers review	Playbook, Monthly Report
Keystone topics	Keystone teams	Interdepartmental Committee	Playbook
Keystone panel recruitment	Board of Volunteers	Board of Volunteers	Monthly Report
Program integrity concerns	Anyone	Board of Volunteers, then SCDC Division	Monthly Report

Every TJP Monthly Report should include one rotation box: beds filled, exits by type, seat bank balance, waitlist size, which courses ran, staff and peer session counts, and the next cohort start date.

BOTTOM LINE

Residents run the rotation; leadership governs it. Every rotation number goes into the Monthly Report so all three levels see the same picture.

15. What Could Go Wrong

Risk	Warning sign	Response
Long lockdown	More than 3 course weeks lost in a quarter	Use flex weeks first. If more is lost, slide the whole ladder one quarter together . Never skip a course to catch up.
No licensed staff for the clinical block	Not confirmed one quarter before Course 4	Hold rule: run Course 12 early, move the clinical block back one quarter.
High attrition	More than 3 exits in one cohort in a year	Review intake criteria at the next Orientation Review. Use the seat bank. Report honestly.
Peer drift into [STAFF] sessions	A peer "covering" a staff session	Stop it the same day. Move the session to a flex week. Report to the Interdepartmental Committee.
Staff turnover	A key staff facilitator leaves	Keep every course packet complete enough that a new facilitator can run it. Cross-train two staff per course.
Cohort too small for Keystone	Fewer than 6 residents left	One team, or a mixed team with approval.
Unfair selection	Complaints or patterns in who gets in	Written criteria, recorded reasons, Board of Volunteers review.
Transfers breaking cohorts	Residents moved mid-program	Ask SCDC leadership whether program participation can be considered in transfer decisions. Verify locally.
Overload on apprentice facilitators	Student work slipping	Cap apprentices at one [PEER] session per quarter.

BOTTOM LINE

Most failures in a rotation come from the calendar, the staff, or the rules bending under pressure. Decide the responses now, while things are calm.

16. Why TJP Must Exist

WHY TJP MUST EXIST

TJP reframes the narrative of harm, healing, and prevention. Its mission is to implement the principles and practices of Transformative Justice across all sectors of South Carolina. A mission that large can only be earned, never announced.

A staggered rotation is how a program earns trust in small, safe steps. Twelve residents first. One course at a time. One honest review after each course. One change at a time. Every 15 months, a new group that is taught partly by the group before it, and a written record of what was learned. By the time all 48 beds are full, TJP will have five Horizon Reviews behind it, a certified group of peer facilitators, and evidence gathered the careful way.

That is the argument for TJP in one picture: people who once caused harm, building a system that teaches the next person, under the watch of three levels of leadership, with the numbers written down before anyone builds. South Carolina does not need another program that starts big and fades. It needs one that starts small, learns in public, and keeps its promises. This rotation is designed to be that program.

17. Dorm Signage Ideas

Print on letter paper, laminate, and post with the label maker's titles.

SIGN FOR THE DORM

THE ROWS RULES

Right size: 12 per cohort, never over 15.

Offset: a new cohort every 15 months.

Waitlist and seat bank: backfill in Orientation only, bank the rest.

Staff before peer: [STAFF] sessions stay with staff. Always.

SIGN FOR THE DORM

WE PLANT IN ROWS.

One row arriving. Two rows growing. One row teaching.

SIGN FOR THE DORM

RELAY: RECORD. EXPLAIN. LIST. ASSIGN. YIELD.

Every cohort hands the next one the baton.

SIGN FOR THE DORM

SLIDE THE LADDER. DON'T SKIP A RUNG.

Lost weeks move everyone together.

SIGN FOR THE DORM

TEACHERS TEACH. THERAPISTS TREAT.

Peer facilitators are educators, never therapists. Make the referral and stay present.

A large-format copy of the Course-by-Quarter table (Section 7) should hang in the Task Force room, with a magnet or clip showing "We are here."

Worksheet 1: Cohort Roster and Phase Tracker

Cohort letter: _____ Start month: _____ Planned graduation month: _____

Starting size: _____ Seats added from seat bank: _____ Backfills during Orientation: _____

#	Resident name	Mentor (senior resident)	Current phase and course	Certified peer? (date)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Phase checklist for the cohort (initial and date):

Milestone	Target journey quarter	Done (date)	Checked by	Notes
Orientation complete, baseline measures in	1			
Personal Narratives complete	1			
Course 13 finished, certifications recorded	6			
First observed co-facilitation	7			
Clinical staff confirmed for Course 4	by 9			
Student Phase complete (13 courses)	14			
Keystone teams formed	16			
Keystone panel held	17			
6-month Adoption Register check	19			
Next Cohort Letter written	20			

Worksheet 2: Quarterly Schedule Grid

Program quarter: Q__ Program months: _____ to _____ Calendar dates: _____

Holidays and known closures this quarter: _____

Cohort	Phase or course	Staff facilitator(s)	Peer co-facilitators (pairs)	Clinical staff needed? Which weeks?
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Weekly session plan (write course number and [STAFF] or [PEER]):

Week	Session 1	Session 2	Session 3	Room (Think Tank or Task Force)
1				
2				
3				
4				
5				
6				
7				
8				
9				

Week	Session 1	Session 2	Session 3	Room (Think Tank or Task Force)
10				
11	Horizon Review			
12	Flex:			
13	Flex:			

Total staff-led sessions: _____ Total peer-led sessions: _____ Sessions lost and made up: _____

Worksheet 3: Attrition and Backfill Log

Seat bank balance at start of this page: _____ Waitlist size (screened and ready): _____

Date	Resident and cohort	Exit type (Release, Transfer, Removal, Voluntary)	Journey quarter at exit	Action (Backfill, Bank, None)
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Backfill details (Orientation Quarter only):

Date	Seat filled by	From waitlist position	Catch-up plan and mentor	Approved by
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Seat bank release at next cohort start:

Next cohort start month: _____ Beds occupied on start day: _____ Seats available (48 minus occupied): _____

Next cohort size = 12 + banked seats (max 15), but no more than seats available = _____

Approved by the Interdepartmental Committee on: _____

Worksheet 4: Cohort Handoff Sheet (RELAY)

From Cohort: _____ To Cohort: _____ Date: _____

R: Record what happened

Item	Number or fact
Residents started / still here	
Exits by type	
Courses completed	
Products filed in the library	
Residents certified as peer facilitators	

E: Explain what wobbled (blame the process, not the person)

1. _____
2. _____
3. _____

What worked that you must keep:

1. _____
2. _____

L: List the ONE change you recommend

Change: _____

PROOF line	Fill in
Problem Number (baseline)	
Result Number (win)	
Observer (outside the team)	
On this date	

PROOF line	Fill in
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Fail Line

A: Assign an owner Name: _____ By when: _____

Y: Yield the baton

Handed from (senior resident): _____ To (junior resident): _____

Witnessed by (staff): _____ Filed in Playbook on: _____

Interdepartmental Committee decision: ADOPT / ADJUST / ABANDON (circle one)

Further Study

- **Donella Meadows, *Thinking in Systems: A Primer*.** The 48 beds are a "stock," and entries and exits are "flows." Meadows explains why a stock changes slowly and why delays fool people into overcorrecting. This is the core idea behind the seat bank and the one change rule, and it ties to Course 12, Leverage Points.
 - **Patrick Lencioni, *Death by Meeting*.** Source of the four-meeting model behind the TJP Meeting Rhythm, including the quarterly off-site review that TJP calls the Horizon Review.
 - **Patrick Lencioni, *The Advantage*.** Source of the playbook questions that TJP expanded into the Eight Questions.
 - **W. Edwards Deming, *Out of the Crisis*.** The case for improving a process in small, measured steps and blaming the system rather than the worker. The roots of the PROOF line and the one change rule.
 - **Atul Gawande, *The Checklist Manifesto*.** Why simple written checklists (like the worksheets here) prevent errors by skilled people under pressure.
 - **Paulo Freire, *Pedagogy of the Oppressed*.** The foundation of Course 13 and of the Each One Teach One ladder: people teaching one another, not deposits from an expert.
 - **TJP Master Curriculum (project document).** Session-by-session [STAFF] and [PEER] tags, clinical requirements, and the peer facilitator certification standard used in this plan.
 - **ADOPT Model Task Force Process (project document).** The ADOPT steps, TRUST, PROOF, LESS, and 3 Ws used throughout.
-

Sources

- TJP Master Curriculum (project document): course session tags ([STAFF] and [PEER]), clinical presence requirements for Courses 4, 5, 6, and 8, peer facilitator certification standard, and the recommended minimum viable launch (Courses 11 and 9 first).
- ADOPT Model Task Force Process (project document): ADOPT, TRUST, PROOF, LESS, 3 Ws, one change rule.
- Louis Reville, request dated 09-22-2026: cohorts of 12 to 15, 48 beds, 5-year program, start every 12 to 18 months, full 13-course student phase followed by co-facilitation and the Keystone.
- Bed occupancy, attrition, and staff load figures: calculated for this plan in Python (month-by-month model over 120 months; attrition modeled with 3,000 random runs per exit rate). The exit rates of 5%, 10%, 15%, and 20% per year are **planning assumptions, not measured SCDC data. Verify locally** with SCDC release and transfer data for residents who meet TJP intake criteria.
- Books listed in Further Study are cited for their general ideas only; no statistics are drawn from them.