



Center for Juvenile Justice Reform

• working across systems of care • georgetown university •

| 2015

JUVENILE JUSTICE AND CHILD WELFARE: MULTI-SYSTEM INTEGRATION CERTIFICATE PROGRAM

For more information, please visit <http://cjjr.georgetown.edu> or contact the Center for Juvenile Justice Reform at jjreform@georgetown.edu.

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I. Introduction

The Juvenile Justice and Child Welfare: Multi-System Integration Certificate Program is a weeklong program of intensive study designed for those who want to improve outcomes for youth known to multiple systems of care by improving multi-systems integration and collaboration. The program is conducted by the Center for Juvenile Justice Reform (CJJR) at Georgetown University’s McCourt School of Public Policy.

2015 Certificate Program

- Thursday, October 29 – Wednesday, November 4, 2015

The program utilizes a multi-systems and multi-disciplinary approach in focusing on programs and practices that relate to children and youth who are known across systems of care, particularly juvenile justice and child welfare; also known as “crossover youth.”

The purpose of the program is to bring together current and future leaders to increase their knowledge about multi-system reform efforts related to crossover youth, improve the operation of their organizations in serving this population, provide an opportunity for the development of collaborative leadership skills, and create a mutually supportive network of individuals across the country committed to systems reform.

The Certificate Program will be held from Thursday, October 29 through Wednesday, November 4, 2015, on the campus of Georgetown University in Washington, DC.

After completing the program, participants will be responsible for the development of a Capstone Project—a set of actions each participant will design and undertake to initiate or continue multi-systems reform efforts during the twelve-month period following the completion of their Certificate Program session. After the Capstone Project is developed and approved by Georgetown University, participants receive an Executive Certificate from the university and are offered technical assistance from instructors to aid in the implementation of their project. Additionally, alumni of the Certificate Program become part of the CJJR Fellows Network.

While CJJR held separate programs for private and public sector leaders in the past, our programs are now designed to accommodate leaders from both sectors and foster better multi-systems work across public and private domains.

Applicants can choose to apply as:

- an individual,
- a team composed solely of public or private agency representatives, or
- a team composed of both public and private agency representatives.

“The Center for Juvenile Justice Reform Multi-System Integration Certificate Program has set the stage for exciting and important changes in Sacramento County that will improve the lives of the children and families of our community. Bringing together leaders in our child-serving systems, from the court to mental health, education, probation and child welfare, to participate in this rigorous learning experience has paved the way for the development and implementation of meaningful and measureable changes that will undoubtedly improve outcomes for the youth in Sacramento.”

Judge Stacy Bouware Eurie, *Presiding Juvenile Court Judge, Superior Court of California, County of Sacramento*
Michelle Callejas, *Deputy Director, Sacramento County Child Protective Services*
Traci Lee, *Assistnat County Counsel, Sacramento County, Office of the County Counsel*
Matt Perry, *Assistant Superintendent, Sacramento County, Office of the County Counsel*
Keith Bays, *Chief Probation Officer, Sacramento County*
Michael Shores, *Assistant Chief Probation Officer, Sacramento County Probation Department*
Uma Zykofsky, *Deupty Director, Behavioral Health Services, Sacramento County Department of Health & Human Services*

Class of 2014

Please see the Selection Criteria section below for more information about the target audience.

II. Curriculum and Instructors

Participants in the Certificate Program will study and utilize the practices and policies identified through the Center’s ongoing investigation and research. The curriculum will utilize adult learning principles and combine didactic instruction with self directed learning and practical application.

The curriculum is designed to maximize the development of more effective and fiscally efficient local policies, programs and practices designed to serve crossover youth. The following modules will form the backbone of the program.

Building a Multi-Systems Approach

This module will review the research on crossover youth to give participants a comprehensive understanding of the characteristics of this population, what contributes to “crossing over,” and how crossover youth experience youth serving systems. The module will highlight the Crossover Youth Practice Model, providing instruction focused on the development of effective practices, protocols and policies for this population, including: infrastructure necessary for effective cross-system collaboration; data collection and identification of target populations; information sharing; and coordinated case planning and management.

Measurement and Data Analysis

This module will provide a background on measurement and will include a discussion of constructing Capstones, complications of measuring a multi-system project and how to measure Capstone outcomes. It will also touch on the importance of common goals and individual responsibilities, and how to disaggregate input and output data.

Disproportionality

The Disproportionality module will focus on identifying the factors that lead to the disproportionate representation of youth of color in the child welfare and juvenile justice systems, including the disparate treatment they receive at key decision points in those systems. In addition to a brief overview of the historical context for the variances in treatment that youth of color experience, this module will explore promising practices that systems can employ to reduce disproportionality. The session will explore in particular the disproportionate representation of youth in color in the crossover youth population, with a focus on how systems can work together to this end.

Education

The Education module will highlight the importance of including education partners in the multi-system efforts required to best address the needs of crossover youth. It will identify the education-related challenges faced by youth known to multiple systems, identify and explore effective educational practices for these youth, and discuss strategies for engaging education partners in this work.

Behavioral Health and Trauma

This module will focus on the behavioral health and trauma related challenges of youth involved in both the child welfare and juvenile justice systems. As with all other issues, this topic will be presented in a multi-systems context and address how systems can work together to ensure the behavioral health needs of crossover youth are met. A special emphasis will be placed on trauma-informed care, given the extent to which these youth have endured traumatic experiences and losses.

“It was a privilege to attend the Certificate Program in October 2013. I would highly recommend it to anyone in the child welfare-juvenile justice field seeking practical knowledge and information that is balanced with the theoretical and empirical evidence to establish a sound foundation for sustainable system change and reform. It was by far one of the most valuable learning experiences I have ever participated in. The instructors were passionate, knowledgeable, and diverse. The networking and peer to peer learning was very informative. The program appealed to both the heart and mind in order to reshape and reform the work we do. Excellent and outstanding!”

**Patricia Nellius, Chief Executive Officer,
Brevard Family Partnership**

**Valerie Holmes, Executive Director, Brevard
C.A.R.E.S.**

Class of 2013

Family and Youth Engagement

The Family and Youth Engagement module will focus on the role of organization leaders in engaging families and youth; ways to communicate to staff the importance of engaging families and youth in a more empowering manner; the assessment of system and organization culture and values in relation to family and youth engagement in case assessment, planning, and management; and ways to engage youth and families as active participants in programs, as well as in strategic planning and policy development.

Leadership

Training on leadership development will occur across modules at the Certificate Program, but a specific module will be taught focusing on transformative/collaborative leadership and how to expand thinking about various situations leaders are likely to encounter in utilizing multi-systems approaches and forming new partnerships. During this module, participants will be challenged to reflect on the collaborative leadership skills they have and the skills they may need to develop—either individually or as a community—to effectively lead cross-systems reforms.

Communication Strategies

The Communication Strategies module will focus on the use of proactive and reactive communication approaches that will enhance the building of public and political will around collaborative system reforms for the crossover youth population. The session will cover strategic message development and delivery for both external (media/community) and internal (agency) purposes, including how to develop joint messaging strategies across a variety of community partners.

Building a Multi-Systems Approach to Financing (Pre-program webinar)

Creating a multi-systems approach relies on an adequate and flexible financing strategy at the local, county and state levels. Therefore, this webinar will present innovative and flexible financing strategies that can be used to build an integrated system for youth involved in multiple child-serving systems. Topics covered include financial mapping; the blending, braiding, and pooling of funds; payment reforms; and reinvestment strategies to promote and sustain collaborative reforms.

Module Instructors

Shay Bilchik, *Director, Center for Juvenile Justice Reform*

Wendy Blome, *Associate Professor, National Catholic School of Social Service*

Kathy Bonk, *Executive Director, Communications Consortium Media Center*

Tim Decker, *Director, Missouri Department of Social Services' Children's Division*

Denise Herz, *Professor, California State University – Los Angeles*

Clinton Lacey, *Director, District of Columbia Department of Youth Rehabilitation Services*

Peter Leone, *Professor, University of Maryland*

Monique Marrow, *Juvenile Justice Consultant/Trainer, Center for Juvenile Justice Reform, University of Connecticut, University of Kentucky, Center on Trauma and Children*

“The Certificate Program is the first exceptionally challenging learning experience I have had since completing studies in social work research at the University of Chicago. That this program provided a similar level of excitement in learning speaks to the quality of the instructors and the curriculum. It was wonderful to be part of a practical course of study from which I walked away with new tools to use in all aspects of my profession.”

**Therese Wolf, Foster Care Program Manager,
Department of Social Services**

Class of 2009

Robert Pynoos, *Co-Director, National Center for Child Traumatic Stress; Professor, UCLA School of Medicine, Department of Psychiatry and Biobehavioral Sciences; Director, UCLA Trauma Psychiatry Program*

Ryan Shanahan, *Research Director, Center on Youth Justice, Vera Institute of Justice*

Jennifer Woolard, *Associate Professor, Georgetown University Department of Psychology; Co-Director, Georgetown University Graduate Program in Developmental Science*

III. Capstone Project

Participants in the Certificate Program will develop and implement a Capstone Project during the twelve-month period following the completion of their Certificate Program session. The Capstone Project is a set of actions each individual participant or team will design and undertake within their agency and/or community to initiate or continue multi-systems reform efforts. The Capstone Project is required of every Certificate Program participant and must be approved by the Center for Juvenile Justice Reform for successful completion of the Certificate Program.

“CJR created a learning community in which a wealth of information, experiences and ideas were shared. We returned to our community energized and ready to make the system changes necessary to make a positive impact on the youth and families we serve. We would highly recommend this program to anyone interested in improving collaborations across systems in order to deliver effective quality services to youth and families in the least restrictive environment thus reducing the number of youth crossing over between systems. It’s worth the investment.”

Sallie Smith-Brown, Assistant Division Director, WC-DCFS
Shari Lemonious, Program Manager, Michigan Department of Human Services
Crystal Palmer, Director of Children’s Initiatives, Detroit Wayne Mental Health Authority
Kenyatta Stephens, Chief Operating Officer, Black Family Development, Inc.
Sarah Bannon, Chief Operating Officer, The Guidance Center
Janis Wilson, Chief Operating Officer, CCMO Center for Youth and Families
Michelle Rowser, Director of Operations, StarrVista
Sarah Parker, Program Manager, Growth Works, Inc.
Tamika Matlock, Services Coordination Director, Juvenile Assessment Center

Class of 2014

The Capstone Project provides an opportunity to apply and develop learning from the Certificate Program. The Capstone Project must be an effort that involves more than one system that serves or interacts with crossover youth and their families. Examples of capstones from prior years have included, but are not limited to:

- Developing a memorandum of understanding (MOU) and consent form to facilitate information sharing that will allow service providers to identify crossover youth;
- Designing and implementing a universal assessment tool to identify crossover youth in need of trauma-informed care;
- Creating a system map that charts the services available to crossover youth at various decision points in order to identify gaps or areas of overlap, which need to be addressed.

A one to two-page summary of the Capstone Project will be due approximately one month after the end of the Certificate Program. The final Capstone Project proposal (approximately 10-15 pages) will be due approximately two months after the end of the Certificate Program. CJJR will provide time for Capstone development during the week in Washington, DC and will offer technical assistance from instructors to aid in the implementation of the project. Each participant who completes the Certificate Program will receive up to five hours of technical assistance (including

preparation time for instructors) on their Capstone Project from Certificate Program instructors who have expertise in the area selected by the participant for their project. This is in addition to support from CJJR staff.

CJJR requests formal progress updates six months and one year after submission of the Capstone Project to track progress and offer assistance. Based on these updates, CJJR recognizes the individual or team who has made the most significant progress in improving outcomes for crossover youth in their community with the Capstone of the Year Award. The recipient of this award can be any CJJR Fellow from any year. The winner of the award receives a personalized plaque and is awarded free travel for one individual to a CJJR event of their choosing. CJJR typically holds one to two national symposia per year on topics related to multi-systems integration, such as education, disproportionality, and family engagement. The award recipient will also be featured on the CJJR website and in the CJJR Fellows Network Newsletter.

Once accepted and prior to attending the Certificate Program, participants will be given more information regarding the Capstone Project.

“Attending the Multi-Systems Integration Certificate Program provided our cross systems community stakeholders the unique opportunity to remove ourselves from home turf and to jointly and equally share in learning a common language and better understand our common moral imperative to improve outcomes for our most vulnerable youth. Each of our perspectives were broadened as were our respect for each other and the systems we serve in. Through data and information sharing we were able to get to the tough questions and tough answers regarding current barriers to serving children in out of home placement and then collaboratively working on solutions to those barriers. The positive impact for each us has yet to be truly quantified as our work now begins.”

Clayton Bishop, Team Supervisor, LCMFT, COMCARE of Sedgwick County
Vickie Burgess McArthur, Clinical Director, St. Francis Community Services, Sedgwick County
Lanora Franck, Juvenile Justice Education Liaison, Sedgwick County
Karen Palmer, Staff Attorney, St. Francis Community Services, Sedgwick County
Kristin Peterman, Foster Care Contract Administrator, Kansas Department for Children and Families, Sedgwick County
Steven Stonehouse, Deputy Director for Corrections Programs, Department of Corrections, Sedgwick County

Class of 2014

IV. Fellows Network and Other Benefits of the Program

Once a participant has completed the Certificate Program and successfully developed their Capstone Project, they are invited to join the Fellows Network.

The Fellows Network is comprised of the alumni of our Certificate Programs. Since 2008, CJJR has held over 20 Certificate Programs, resulting in over 540 individuals being welcomed into the CJJR Fellows Network. The Fellows Network is designed to support the development of current and future leaders working to improve outcomes for crossover youth in the fields of juvenile justice, child welfare, education, mental health and related systems of care. This is done through assistance provided by national experts, members of the Fellows Network and CJJR staff.

Fellows will remain engaged with CJJR and with each other through a variety of tools. For example, fellows will have access to Fellows Network Calls that feature experts on a given topic and provide an opportunity for discussion. Past calls have focused on how to apply learning on education and disproportionality to make concrete reforms in a jurisdiction. Past Fellows Network calls have also provided the opportunity to give updates on Capstone Projects and seek support when needed.

Benefits of participating in the program and being in the CJJR Fellows Network include:

- Instruction from national experts on cutting edge ideas, policies, and practices from across the country focused on collaborative leadership techniques, proactive communication strategies, multi-systems efforts that create cost efficiencies and greater levels of effectiveness, and more;
- Guidance on how to use the learning to develop an action plan (Capstone Project) to lead efforts around multi-systems integration in your organization, community and profession;
- One-on-one technical assistance from national experts on the Capstone Project;
- Executive Certificate from Georgetown University;
- Priority to attend future programs, symposia and forums sponsored by the Center for Juvenile Justice Reform; and
- Ongoing support from staff of the Center and other CJJR Fellows.

" I attended the MSI Certificate Program at Georgetown University November 2014. I cannot begin to tell you how rewarding it was to attend the program. While I have worked with members of my team in the past, the nine days spent together as a team solidified and strengthened our relationships with one another and our commitment to improving the lives of the children and families in Wayne County. If you are considering attending the certificate program, be prepared to learn a lot and gain an understanding of what is needed to create, implement and evaluate a cross system program that truly is cross system collaboration."

Michelle Rowser, *Director of Operations, StarrVista*

Class of 2014

V. Date and Location of the Program

The Certificate Program will be held at the Georgetown University Hotel and Conference Center in Washington, DC. All participants must plan to attend the full program, which will begin at 11AM on October 29 and conclude in the early afternoon on November 4. There will also be a mandatory opening dinner the evening of October 29 following the first day of program instruction. The program will run through the weekend, with sessions on Saturday and Sunday to minimize the number of days participants are away from their office. While we regret this personal imposition, prior participants have indicated that it has made their attendance possible from a work perspective.

VI. Tuition and Subsidy

The tuition is \$4,500 per applicant. The tuition does not include travel, hotel, or incidental expenses, which are the responsibility of the participant.

CJJR tuition subsidies are available for participants with demonstrated financial need. There will also be subsidies available from the Office of Juvenile Justice and Delinquency Prevention's Center for Coordinated Assistance to States for teams who show a heightened readiness to utilize the curriculum to undertake changes in their local community. To apply for a subsidy, please submit the Statement of Financial Need (see below) with your application to the program and indicate the amount of aid you are requesting.

As many agencies and organizations are facing budget restraints, we strongly urge participants to seek other forms of financial assistance. For example, local, state, and regional level foundations are often supportive of this type of training activity and may be able to provide grants to cover the portion of the tuition for which the participant is responsible, as well as travel costs.

For education professionals, staff development activities are an allowable expense of Title I dollars, including Title I, Part D funds. CJJR has reviewed Title I, Part D and it is our belief that the Certificate Program qualifies as an eligible program since it addresses the staff development needs of educators and coordinators in leadership roles working with neglect, delinquent, or at risk programs. Therefore, CJJR urges education professionals to contact their Neglected and Delinquent Technical Assistance Center (NDTAC) State Coordinator or Title I Director to request approval for the use of Title I funds to support their participation in this program.

Title IV-E of the Child Abuse and Prevention Treatment Act may also support this type of training activity for eligible candidates, as will funds available to states and localities through the Juvenile Justice and Delinquency Prevention Act. Again, applicants are encouraged to seek this type of support through their state's administering agency.

The full tuition balance must be paid in full prior to the start of program. Applicants accepted for participation will receive additional information regarding how to make payment.

Dinner will be provided at the opening reception the first night of the program, and breakfast and lunch will be provided throughout the program. To make booking hotel rooms as easy as possible, the Center for Juvenile Justice Reform has reserved block of rooms at a reduced rate at the Georgetown University Hotel and Conference Center where the program will be held. Participants will, however, be responsible for hotel expenses and making their individual reservations. More information will be provided upon acceptance to the program.

VII. Selection Criteria

The Certificate Program is designed for those who want to improve outcomes for crossover youth by improving multi-systems integration and collaboration among public agencies, private agencies, and other partners. This program is geared towards directors, managers, and other senior level professionals in the juvenile justice, child welfare, mental health, education, and other related systems of care. For example, family court judges; directors and senior staff from juvenile probation and corrections, child welfare, education, substance abuse and mental health agencies; prosecutors or public defenders; political leaders or senior staff from county commissions, city councils, state legislatures, and tribes; as well as leaders from service providers would benefit from this program and are encouraged to apply. Advocates, academicians, foundation staff, and others will also benefit from attending this program.

Applicants should have a demonstrated interest in improving outcomes for children, youth and their families involved in the juvenile justice, child welfare and other related systems of care through increased cooperation and collaboration between public agencies and between public and private sectors. Successful candidates will be able to identify in their applications their efforts to date to implement cross systems policies and practices. They should identify the barriers they experienced in undertaking this work; and whether or not they were successful in those efforts. We are looking for participants who are seeking to build on their successes or overcome the barriers that limited those successes, thereby being in a position to most benefit from the instruction and technical assistance they will receive during the Certificate Program and as a Fellow.

"Pennsylvania's 'team' of juvenile justice, system of care, and child welfare professionals would like to sincerely thank you and your staff for an extraordinary experience. You thoughtfully developed an agenda with state-of-the-art subject matter that was delivered by some of the best minds in the country. The added benefit of getting to know colleagues from across the nation in a casual, yet professional, atmosphere iced the cake. Thanks for the opportunity."

Richard Gold, Former Deputy Secretary, Office of Children, Youth and Families
Karen Mallah, Director, Pennsylvania System of Care Partnership, University of Pittsburgh Medical Center
Keith Snyder, Deputy Director, Pennsylvania Juvenile Court Judges' Commission

Class of 2010

As the Certificate Program is meant to benefit current and future leaders, the Center will choose only those applicants with the requisite professional role, experience and expertise. While there are no minimum education or experience requirements, a preference will be given to those with the ability and in a position to move reform efforts forward upon completion of the Certificate Program.

Individuals from the same jurisdiction are encouraged to apply as a team of two to six individuals. While each application will be reviewed on an individual basis, the value of this team approach will be considered in our review of applicants. CJJR particularly encourages teams comprised of both public and private agency leaders.

This program is NOT accepting applications from students who do not also hold a professional role in a child-serving organization.

“I benefited greatly from the Certificate Program. To say that the instructors and staff are knowledgeable does not seem to be enough. It is thinkers/leaders like this that move our systems forward; not just looking at programs and services but addressing how our systems must change to meet the complexities of today’s world and the issues we face. The program is dynamic; shifting, examining, and using the science to push us forward. Our team was challenged in our thinking, causing us to change our perspective just a few degrees to create a whole new landscape and opportunities.”

Patsy Carter, Director, Children's Clinical Services, Missouri Department of Mental Health

Class of 2012

VIII. About the Center for Juvenile Justice Reform

The Center for Juvenile Justice Reform supports leadership development and advances a balanced, multi-systems approach to reducing juvenile delinquency that promotes positive child and youth development, while also holding youth accountable. Housed in one of the most prestigious universities in the country at the Georgetown Public Policy Institute, the Center is in a unique position to provide strong and sustained national leadership in identifying and highlighting the research on policies and practices that work best to reduce delinquency and achieve better outcomes for this nation’s children. A particular focus of the Center’s work is on youth known to both the child welfare and juvenile justice systems, also known as “crossover youth.” Shay Bilchik, one of the country’s most influential voices in the juvenile justice arena, works closely with Georgetown’s other policy centers and departments in leading the Center’s efforts.

The Center sponsors Certificate Programs annually and in 2008 and 2009 engaged in a year- long Breakthrough Series Collaborative to test small-scale reforms in seven jurisdictions. The guiding principles and best practices identified and developed through our staff, expert instructors and surveying of the juvenile justice and child welfare fields, serve as “drivers” in creating the curriculum for the Certificate Programs. CJJR has also used this knowledge to develop a practice model that describes the specific practices that need to be in place within a jurisdiction in order to reduce the number of youth who crossover between the child welfare and juvenile justice systems, the number of youth entering and reentering care, and the length of stay in out of home care. CJJR is currently implementing this Practice Model in dozens of jurisdictions around the country.

"I attended the Multi-System Integration Certificate program last fall as an individual. I was reluctant at first to enroll because I knew that teams are encouraged, and the work of helping systems to work together is work that needs the support of a diverse team across systems to be effective. I was soon adopted by a delightful team from New York, and learned a lot that I could apply here in Hawaii. The program was thorough, well-organized and inspiring. Upon return to Hawaii I have shared my experience in the certificate program and I am excited about opportunities to utilize the skills, knowledge and resources from the program. It was truly time and resources well spent."

Laurie Tochiki, *President/CEO, EPIC `Ohana*

Class of 2014

Through a grant from the Public Welfare Foundation, the Center is also working to convene progressive juvenile justice leaders actively engaged in reform efforts in a Juvenile Justice Leadership Network to strengthen peer support and solidify lessons learned in the field. Additionally, the Center hosts a Public Information Officer Learning Collaborative for communication directors in the juvenile justice and child welfare fields to enhance messaging around reform efforts underway in their jurisdictions. Another key aspect of the Center's work is its efforts designed to help states improve outcomes for juvenile offenders by better translating knowledge on "what works" into everyday practice and policy. For more on the Center's work, visit <http://cjjr.georgetown.edu>.

"The Certificate Program provided our team with a unique opportunity to improve our child-serving systems by expanding our knowledge of current research, best practices, and strategies to lead system-level change. The opportunity to come to the program as a team, to learn together and strategize about how to apply this information to our local systems, was invaluable. The structure of the learning experience, ongoing technical assistance, and capstone project helped us to develop and implement a cross-system plan to fundamentally change the way that juvenile justice and child welfare services work together. We highly recommend the Certificate Program to public sector staff who want to enhance their ability individually and collectively to lead change efforts in their community."

Lisa Alford, *Commissioner of Aging and Youth, Onondaga County*

James Czarniak, *Director of Juvenile Justice, Onondaga County*

Robert Long, *Commissioner of Mental Health, Onondaga County*

Linda Lopez, *OnCare Project Director, Onondaga County System of Care/CCSI*

Cynthia Morrow, *Commissioner of Health, Onondaga County*

Ann Rooney, *Deputy County Executive for Human Services, Onondaga County*

David Sutkowy, *Commissioner, Onondaga County Department of Social Services*

Class of 2012

IX. Application Guidelines

Submit applications by 11:59 p.m. (in the applicant's local time zone) by Friday, August 21, 2015. Applications must be completed online at:

<http://cjjr.georgetown.edu/certificate-programs/application-form/>

Those applying as individuals should complete the entire application, including Parts I and II. Those applying as part of a team should each complete Part I. The team should designate one member to complete Part II on the team's behalf.

Financial Assistance:

The tuition for the Certificate Program is \$4,500 per person. This does not include any additional costs related to airfare, hotel accommodations and incidental expenses. Dinner will be provided the first night of the program and breakfast and lunch will be provided the second through last day of the program.

There are a limited number of CJJR subsidies of up to \$1,000 to support the participation of individuals and teams with demonstrated need. There will also be subsidies available from the Office of Juvenile Justice and Delinquency Prevention's Center for Coordinated Assistance to States for teams that show a heightened readiness to utilize the curriculum to undertake changes in their local community. Heightened readiness will be assessed based on the following factors:

- **Understanding of the issues:** A thoughtful understanding of issues, such as specific policies and practices that remain to be addressed in the juvenile justice system in your jurisdiction.
- **Leadership:** A description of contributions team members have made or are able to make to reform efforts, and to advocating for this issue to become a priority.
- **Capacity to use data in order to support and measure the impact of reform efforts:** Specific references to data describing the issues identified in your jurisdiction.
- **Family engagement:** The history of, and/or strategy to pursue, efforts to effectively engage families in order to better serve the youth in your jurisdiction.
- **Efficacy:** A detailed description of challenges or barriers encountered in previous reform efforts, and an understanding of successful and unsuccessful strategies to eliminate barriers.
- **Capacity and willingness to collaborate (within your team and with others):** An analysis of each team member's role, influence and resources, and a description of any history of successful collaboration and reform efforts.
- **Available resources:** An analysis of the available resources within your jurisdiction, as well as capacity and strategy to obtain resources to implement the reform effort.

To apply for a subsidy, submit a statement of financial need with your individual online application (Part I). The statement of financial need should be one paragraph that details your circumstances and needs, indicating the specific amount you are requesting. If you are applying as a team, each team member seeking financial support for the program will need to submit a statement of financial need in Part I. Please indicate if your agency/organization is unable or unwilling to provide funds for your attendance at this program and any attempts you have made to identify local foundations that could support your participation. CJJR will not conduct any separate review of your financial need, so

Key Dates

August 21, 2015 at 11:59pm

(in applicant's time zone)

Final application deadline for 2015 MSI program

Late August 2015

Notification of acceptance for 2015 MSI program

October 29, 2015

Tuition Payment Due

MSI Certificate Program Begins



Center for Juvenile Justice Reform

we encourage you to exercise restraint in applying for these limited dollars, helping to ensure that they are allocated to those with the greatest need.

Please direct any questions to Jill Adams at jjreform@georgetown.edu.

INSTRUCTIONS FOR INDIVIDUAL APPLICANTS

If you are applying as an individual and not as part of a larger team, you must answer all questions in Parts I and II.

INSTRUCTIONS FOR THOSE APPLYING AS PART OF A TEAM

Each individual team member must submit their own application, completing Part I of the form. The team should designate one member to also answer the essay questions in Part II of this form, which they will submit on the team's behalf. The other team members will NOT complete Part II.

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X. Application Part I

Professional Biography 300-500 words (Required of ALL applicants)

Please provide a narrative biography that summarizes your resume, including education, work experience, and skills. This biography should be written in third person, e.g., "Dr. Jones has fifteen years of experience in the field." Should you be accepted to the program, this biography will be shared with the faculty and fellow participants.

Personal Statement 300-500 words (Required of ALL applicants)

Describe your personal goals and what you hope to achieve by participating in this certificate program, as well as your previous experience in reform efforts. Explain your current leadership responsibilities and capacity to influence reform in this area.

XI. Application Part II: Essay Questions

(Required of those who are applying as an individual, AND required of those who are applying as part of a team and have been designated by their team members to be the one who responds to the Part II Essay Questions on behalf of the group)

Responses to the essay questions (Part II) may be submitted via the upload option on the online application (following Part I), or emailed as a word document to: jjreform@georgetown.edu

While the length of your responses to each question may vary, your essay questions as a whole should be equivalent to roughly 3-4 single-spaced pages. Teams should prepare one joint submission of the essay questions, and designate one team member to upload/submit the completed document.

1. What do you hope to achieve by participating in this Certificate Program? How do you expect to use the learning from the program in your jurisdiction?

Please be as specific as possible. For teams, please comment on your team's goals.

2. Please explain why you consider the issue of crossover youth and the use of a multi-systems approach to reform to be important for your work. Identify the types of data your agency/organization collects that indicate that the prevalence of youth involved in multiple systems, particularly crossover youth known to both juvenile justice and child welfare, is a significant issue for your work.

3. Please describe the ways in which you and your agency/organization have successfully engaged other organizations and agencies as multi-systems partners working on crossover issues. Please comment specifically on efforts to engage juvenile justice, child welfare, education, behavioral health, and other key partners across the public and private sectors. In each example, please explain your role in the effort.

Examples may be drawn from your previous positions, but there should be at least one example from the past two years.

4. What barriers or challenges have you and/or your agency encountered when working with crossover youth and undertaking multi-systems reforms? In the past two years, what specific actions have you or your organization taken to address the barriers/challenges? Which specific actions were most effective in combating them? What has been least successful and why?

5. Please describe the ways in which you and/or your agency engages youth and families in your work.

6. Please describe strategies that you and/or your agency have employed to address the overrepresentation of children and youth of color in the juvenile justice, child welfare, or related systems of care.

7. Please take this opportunity to provide us any other helpful information regarding your current role in terms of your leadership responsibilities and your ability to lead or influence cross-systems change. *

If you are applying as a team, please comment on your team's capacity to lead or influence cross-systems change.

8. If you are applying as a team, please explain how you decided upon the composition of your team and why this composition will enable you to make the changes you believe are necessary to improve multi-systems policy and practice and the outcomes experienced by crossover youth.