



Center for Juvenile Justice Reform

• working across systems of care • georgetown university •

2016

JUVENILE DIVERSION CERTIFICATE PROGRAM

2016 Application Packet

Juvenile
Law
Center

NATIONAL
LEAGUE
of CITIES 

 POLICE FOUNDATION
Advancing Policing Through Innovation and Science

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

Table of Contents

I. Introduction	3
II. Curriculum and Instructors	4
III. Capstone Project	8
IV. Fellows Network and Other Benefits of the Program.....	9
V. Date and Location of the Program	9
VI. Tuition and Subsidy	9
VII. Selection Criteria	10
VIII. About the Partners.....	12
IX. Application Guidelines	13
X. Application	15

I. Introduction

The creation of the Juvenile Diversion Guidebook, published in 2011 as part of the Models for Change initiative, generated great interest nationwide in juvenile diversion. The Guidebook serves as a tool for jurisdictions to inform the implementation and/or improvement of a juvenile diversion program or system, and was created based upon the demand for training and in-depth learning opportunities to aid jurisdictions in their juvenile diversion efforts.

Since the publication of the Guidebook, professionals and jurisdictions have increasingly expressed interest in guidance on developing programs and policies that divert youth from the juvenile justice system. In response, the Center for Juvenile Justice Reform at the Georgetown University McCourt School of Public Policy, a partner in the Models for Change initiative and co-author of the Juvenile Diversion Guidebook, has joined with Juvenile Law Center, National League of Cities and the Police Foundation to conduct an intensive program on juvenile diversion practices and programming.

The Juvenile Diversion Certificate Program, modeled after the Center for Juvenile Justice Reform's [other successful Certificate Programs](#), brings together individuals and teams of law enforcement officers, probation staff, prosecutors, school officials, judges, policy-makers, and other local leaders who are committed to strengthening their diversion efforts. The Juvenile Diversion Certificate Program will be held from **Tuesday, August 2 to Friday, August 5, 2016 at the Georgetown University Hotel and Conference Center in Washington, DC.**

Strategy

The Juvenile Diversion Certificate Program provides participants with the knowledge and tools needed to implement or improve juvenile diversion programming within their jurisdiction, whether at pre-arrest, intake or the court stages of case processing. During the program, participants will learn how to draft and implement diversion policies and practices; better understand the essential components of successful diversion programs; and learn the best ways to measure the impact of their diversion efforts. The importance of family engagement, reducing racial and ethnic disparities, collaborative leadership and effective communication strategies in the creation and implementation of diversion programs are also important themes that are highlighted throughout the week and covered in stand-alone sessions.

**Juvenile Diversion
Certificate Program**

August 2-5, 2016

The Juvenile Diversion Certificate Program offers leaders the opportunity to develop capacity, effectuate change, and sustain and build on system improvements over time. Specifically, the program focuses on non-violent, low-risk juvenile offenders to help leaders begin or accelerate systemic change and improve outcomes for youth at risk of becoming more deeply involved with the justice system. The program targets youth in the pre-adjudication stage of the process.

Upon completion of the Juvenile Diversion Certificate Program, participants will apply what they have learned to develop a Capstone Project – a set of actions to undertake within their organization or community to initiate or enrich collaborative efforts related to improving outcomes for youth. After the Capstone Project is developed and approved by Georgetown University, participants will receive an Executive Certificate from Georgetown University and will be offered technical assistance from instructors to aid in the implementation of their project. Additionally, alumni of the Certificate Program

who have undertaken their Capstone Project will be inducted into the CJJR Fellows Network, which is described later in this application.

II. Curriculum and Instructors

The Juvenile Diversion Certificate Program seeks to promote a juvenile justice system that:

- Is comprehensive and collaborative,
- Is balanced around public safety, offender accountability and competency development,
- Is trauma-informed,
- Uses the least-restrictive option that is necessary for the safety of the youth and the community,
- Reduces disproportionate racial and ethnic contact with the system,
- Is community-based,
- Is individualized and developmentally appropriate,
- Engages families and communities, and
- Is focused on achieving a measurable outcome

The curriculum includes interactive modules that will incorporate group/breakout activities:

Module 1: Purpose and Oversight

- Objectives for Developing a Diversion Program
- Referral Decision Points
- Operations
- Funding

Avoiding formal processing through the juvenile justice system, under certain conditions, offers tremendous benefit to youth, their families and the communities in which they live. Module 1 provides participants with an overview of the objectives of diversion programs, the various referral decision points within the juvenile justice system that can be targeted for diversion, and the extent or degree of intervention the program will have in the participating youth's life. This module will also feature the role of law enforcement at the key stage of arrest and referral, highlighting a promising law enforcement community engagement strategy and diversion program.

Diversion programs are usually community-based programs dependent on community support, coordination and collaboration. This module will therefore also address the importance of determining what office or agency will have primary responsibility for implementing and operating

“CJJR’s Diversion Certificate Program was of great value to our CT team: affording opportunity to hear how other communities and jurisdictions are planning and implementing a variety of diversion efforts that may also inform our projects, experiencing a variety of excellent presenters with diverse expertise especially on screening and assessment for diversion, and finally for the support and assistance provided before and during the program. We are confident that we are moving forward with a viable Capstone Project while fostering collaboration among our state agencies and stakeholders in this youth justice reform effort.”

Kitty Tyrol (Curriculum Developer/Instructor, Tow Youth Justice Institute, University of New Haven)

Erica Bromley (Juvenile Justice Liaison, Connecticut Youth Services Association)

Steven Smith (Program Manager, Connecticut Department of Children and Families)

Yecenia Casiano (Project Coordinator, Child Health and Development Institute of Connecticut, Inc.)

Daisy Ortiz (Program Manager, Court Support Services Division, State of Connecticut Judicial Branch)

Sara Jeffries (Doctoral Student, Tow Youth Justice Institute, University of New Haven)

Connecticut Team, Class of 2015

the diversion program, and for providing community oversight—including forming an effective advisory board or panel. Along with operations, the module will explore other important considerations such as funding options, sustainability, and more.

Module 2: Intake Criteria

- Referral and Eligibility
- Screening and Assessment

Successful diversion programs have clear and specific criteria that define eligibility for entering a diversion program. Module 2 will explore options concerning the development of eligibility criteria and written guidelines for the intake process. Digging a little deeper, this module will highlight screening and assessment protocols that features unbiased and empirically validated, or data driven tools that can gauge the risk of recidivism and more.

Module 3: Reducing Racial and Ethnic Disparities

- Implicit Bias
- The Role of Pre-Adjudication Diversion in Addressing RED
- Cross-System Issues

This module will focus on disparities in arrest, referral and diversion for youth of color, and options for handling status and other low-level offenders without unnecessary involvement in the juvenile justice system. The module will include an interactive discussion about the cognitive short cuts and implicit bias at all decision-making stages of the juvenile justice system, and what has worked to acknowledge and overcome this bias.

Teams will also look at their individual Relative Rate Index and explore the role of pre-adjudication diversion in reducing disparities. Participants will learn about jurisdictions that have successfully implemented reforms at the front end of the juvenile justice system that have reduced such disparities. Finally, the module will close with a look at the correlation between child maltreatment and juvenile delinquency, the cumulative impact of disparities in each system and strategies for addressing these cross-system issues, including through the use of diversion.

Module 4: Family Engagement

- What value do families bring and what role can they play in the diversion process?
- The importance of family engagement
- How to incorporate families into programs and case practice

This module will explore why families are critical at all stages of diversion. The module will highlight the importance of engaging families during the intake process and development of the diversion

“The Santa Monica Police Department team attended the Georgetown Certificate Program with a goal to develop a sustainable and effective diversion program. The program reinforced the team’s conviction that diversion was a necessary structure to help youth stay out of the formal criminal justice system. We learned vital information from the professional sessions that helped us create the first steps for our program. One of the key takeaways was the need for an assessment to determine the treatment. We are eager to begin the first steps and develop a robust division program with the staff assistance. We are grateful to Shay and his staff for their commitment, dedication and passion for this work!”

Ana Jara (Youth and Family Services Support Coordinator)

Roy Brown (Police Detective)

Wendell Shirley (Police Captain)

Santa Monica PD Team, Class of 2015

agreement, but also focus on the key role families play in supporting a youth’s successful completion of a diversion program. This support can range broadly from encouragement to facilitation of the completion of diversion requirements and sustaining the lessons learned from the youth’s participation in the program.

Module 5: Legal Protections and Information

Sharing

- Information Sharing and Use
- Role of Legal Counsel

The diversion process includes many points of communication among youth, caretakers, diversion personnel and partners about sensitive information. Policies and protocols about permitted and prohibited information sharing and use at all stages of diversion, from initial screening and assessment to program completion and exit, must be implemented and made clear to all stakeholders. This is particularly important with respect to any incriminating statements that youth may make at any point in the process. Module 5 will highlight strategies for sharing personally identifiable information in a way that optimizes each youth’s chance for success in diversion while protecting the youth’s privacy interests and due process rights. The module will also explore the role of legal counsel in the diversion process.

Module 6: Operation Policies

- Extent of Intervention
- Participation Requirements
- Services
- Incentives
- Consequences of Failure to Comply
- Program Completion and Exit Criteria

This module hones in on two considerations: the specific program requirements and ensuring the youth and caretaker understand and consent to them. Module 6 will provide an overview of requirements being used by diversion programs as well as fair or measured options for dealing with non-compliance. In addition, participants will take inventory of what services the diversion population in their community likely need and what related services the community already offers. Administering services directly or making referrals with partnering service providers raises multiple considerations to be discussed. Discussions will also cover incentives for youth to complete programming and criteria for program completion.

“Our work with the Diversion Certificate Program at Georgetown University exceeded our expectations in supporting ABC in implementing an evidence based diversion program in our community. What we appreciated were the actual tools that we could take home and put to use immediately. We commend the staff on their knowledge and willingness to share their expertise. The speakers were professional and considerate of the attendees and the different levels of experience in the room. Our experience at the program was exceptional, and we look forward to continuing to build our project.”

Kara Graveman (Executive Director, Action for Betterment of the Community)
Dadra Avery (Professional School Counselor, Meade 46-1 School District)
Ben Mumm (Patrolman, Sturgis Police Department)

**Sturgis, South Dakota Team,
Class of 2015**

Module 7: Quality

- Program Integrity
- Training
- Performance Measures
- Evaluation
- Quality Assurance

At this stage of program planning it is important to examine the program in relation to objectives and attend to improvements in development as well as maintenance. Considerations for quality and growth, training for new and existing staff and partners on written policies and procedures, and monitoring of program outcomes will be the focus of this module. This will include options in program development, program design, stakeholder support, policies and procedures, training curriculum, and data collection. The module also explores quality assurance processes for internal and external monitoring and evaluation.

Module 8: Leadership and Messaging

- Collaborative Leadership
- Overcoming Barriers
- Messaging

Diversion programs often face implementation barriers and must work closely with partners and community members to ensure success. During this module, participants will analyze their own leadership styles and have the opportunity to explore ways to more effectively lead and message around collaborative efforts.

Participants will also engage with a panel of experts in juvenile diversion that have successfully reformed or supported the way the juvenile justice system utilizes juvenile diversion in their jurisdictions. The panel will share their experiences and also provide valuable insights and guidance on practical considerations for Capstone Project ideas or theories.

Module Instructors:

- Kevin Bethel, *Former Deputy Commissioner, Philadelphia Police Department*
- Shay Bilchik, *Director, Center for Juvenile Justice Reform*
- Susan Broderick, *Director, National Juvenile Justice Prosecution Center*
- Morris Copeland, *Director, Miami-Dade County Juvenile Services Department*
- Catherine Foley Geib, *Clinical and Educational Services Manager, Court Support Services Division*
- James McCarron, Jr., *Deputy Director, Probation Services, Fairfax County Juvenile & Domestic Relations District Court Services*
- Gina M. Vincent, *Associate Professor, Department of Psychiatry, University of Massachusetts Medical School*
- Jennifer Woolard, *Associate Professor, Georgetown University Department of Psychology*
- Laura Furr, *Program Manager, Institute for Youth, Education and Families, National League of Cities*

III. Capstone Project

Participants develop and implement a Capstone Project during the twelve-month period following the completion of their Certificate Program session. The Capstone Project provides an opportunity to apply what has been learned through the Certificate Program experience. The Capstone Project is a set of actions participants (either individually or as a team) design and undertake within their organization or community to initiate or continue collaborative efforts related to juvenile diversion. Participants receive technical assistance from instructors and staff to aid in the design and implementation of their project.

The Capstone Project can be a large, systemic change initiative, or it can be a targeted proposal. Capstone Project ideas include but are not limited to:

- Develop a new diversion program
- Expand evidence based or promising services within an existing diversion program
- Statutory reform and/or court rule efforts
- Develop a data tracking and outcome system for existing programs
- Develop and implement written policies and Memoranda of Understanding
- Develop a sustainability plan
- Develop a toolkit, guide, or manual for replication for other stakeholders or jurisdictions

A summary (1-2 pages) of the Capstone Project is due one month after the Certificate Program and a final Capstone Project proposal (10-12 pages) is due two months after. CJJR will provide time for capstone development during the session in Washington, DC. Each individual is allocated five hours of technical assistance from instructors to work through issues specific to their Capstone Project. This technical assistance, conducted through emails, webinars and conference calls, will be 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 that has made the most significant progress in improving outcomes for youth in their community with the Capstone of the Year Award. The recipient of this award can be any CJJR Fellow from any Certificate Program from any year. The winner of the award receives a personalized plaque, is featured on the CJJR website and in other disseminations, and is awarded free travel and tuition or registration for one

“Our Nebraska team of diverse professionals was honored to participate in the 2014 Juvenile Diversion Certificate Program. Each of us was able to benefit from the diversity of presenters in attendance. The atmosphere was warm and welcoming, and the caliber of professionals assembled by Georgetown was tremendous. The program gave us a stronger background to better work toward our goal of providing useful diversion resources to counties throughout the State for diversion improvement and implementation during the coming years.”

Bob Denton (Chief Probation Officer, District Six Probation)

Dr. Anne Hobbs (Director of Juvenile Diversion Programs, Nebraska Crime Commission)

Amy Hoffman (Director, Community Aid Program, Nebraska Crime Commission)

Cynthia Kennedy (Director, Crime Commission)

Denise Kracl (Attorney, Colfax County)

Shakil Malik (Deputy County Attorney, Douglas County)

Elaine Menzel (Legal Counsel, Nebraska Association of County Officials)

Monica Miles-Steffens (Director of Placement – Court Services, Nebraska Probation Administration)

Vicky Thompson (Program Manager, Cedars Northbridge Juvenile Diversion)

Nebraska Team, Class of 2014

individual to a CJJR event of their choosing. After acceptance, participants will be given more information regarding the Capstone Project prior to attending the Certificate Program.

IV. Fellows Network and Other Benefits of the Program

Since 2008, CJJR has conducted Certificate Programs resulting in a growing network of over 650 leaders nationwide being welcomed into the CJJR Fellows Network. Upon completion of the Certificate Program and successful development of a Capstone Project, participants are invited to become members of the Fellows Network. The Fellows Network is comprised of Certificate Program alumni. The Fellows Network supports the development of alumni in their efforts to improve outcomes for youth known to multiple systems of care -- juvenile justice, child welfare, education, mental health and others.

Fellows Network participants stay connected through online tools, which allow them to share knowledge and expertise, discuss reform agendas, and identify resources. The Fellows also have access to an exclusive Fellows Network Website that provides information on past and present Capstone Projects as well as other resources to help jurisdictions move their reform efforts forward.

- Instruction from national experts on cutting edge ideas, policies and practices;
- Involvement in an interactive and dynamic learning environment with individuals from across the country;
- Guidance on how to further develop an action plan (Capstone Project) to lead efforts around reform;
- One-on-one technical assistance from national experts on the Capstone Project;
- Executive Certificate from Georgetown University;
- Priority access to 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.

V. Date and Location of the Program

The Juvenile Diversion Certificate Program will take place from Tuesday, August 2 to Friday, August 5, 2016 at the Georgetown University Hotel and Conference Center in Washington, DC. All participants are required to travel to Washington, DC, arriving no later than the morning of Tuesday, August 2, 2016. All participants are required to attend the Certificate Program through its last session on August 5. The last session will end in the early afternoon.

VI. Tuition and Subsidy

The tuition for this program is \$2,500 per person. 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 that 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, delinquency, 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.

Lunch and dinner will be provided on the first day of the program, and breakfast and lunch will be provided throughout the remainder of the program. To make booking hotel rooms as easy as possible, the Center for Juvenile Justice Reform has reserved a 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 Juvenile Diversion Certificate Program is designed for public and private sector leaders working in the juvenile justice, child welfare, mental health, substance abuse, education, law and policy and other related systems of care that serve juvenile justice involved youth. Those who attend the program will be

“The team from Idaho selected to attend the Diversion Certificate Program began with a goal to develop a more consistent diversion process throughout the state. The Certificate Program solidified the team’s belief that collaboration with key stakeholders was paramount to the project. We learned key information from the well-organized sessions that provided us with a more developed plan. The ongoing support and technical assistance will help us attain our goal.”

Sharon Harrigfield (Director, Idaho Department of Juvenile Corrections)
Debbie Stallcup (Chief Juvenile Probation Officer, Bonner County)
Debra Hansen (Deputy Processing Attorney, Canyon County)
Jason Stone (District Liaison Supervisor, Idaho Department of Juvenile Corrections)
Honorable Mark Ingram (Statewide Juvenile Justice Judge)

Idaho Team, Class of 2014

the current and future leaders of these agencies and communities – responsible for, and capable of, leading change. Participants can be from the local (city or county), state or tribal level, and may also include individuals working on best practices for this population at the national level.

Applicants are strongly encouraged to apply as a team to increase their ability to implement reforms upon completion of the Certificate Program. Teams should be made up of between two and seven individuals. Ideally, teams will include decision makers and the most senior juvenile justice professional in the jurisdiction, juvenile justice administrators/managers, and representatives from core partners such as the mental health, education and child welfare agencies, the judiciary, law enforcement, prosecutors and defense attorneys.

Suggested team members to consider:

- Juvenile justice agency director, juvenile justice leader in the jurisdiction, juvenile justice management staff
- Law enforcement and school resource officers
- Leaders from partner agencies, such as child welfare, mental health, substance abuse and education
- A judge or others from the court system
- Probation/Parole Officer
- Prosecutors and defenders
- Policymakers: state legislator, county commissioner, city councilmember, mayor
- Community organizations and service providers
- Facility management staff
- Other criminal justice system professionals

The composition of the team depends on the goals of the team and selection decisions will focus on participants' demonstrated readiness for implementing reforms, especially efforts that engage leaders in other systems, and their agency's relationship with other child-serving agencies. Applicants should identify the barriers they experienced in undertaking this work, and what efforts they have taken to overcome those barriers. We are looking for participants who are seeking to build on their successes or overcome challenges, thereby being in a position to most benefit from the instruction and technical assistance they will receive during the Certificate Program and as Fellows. The strength of team composition will be considered within the context of the goals of the team.

While there are no minimum education or experience requirements, a preference will be given to those in a position to move reform efforts forward upon completion of the Certificate Program. Individuals who have participated in CJJR's other Certificate Programs would benefit from attending this program to explore diversion issues more deeply and develop reform efforts specific to this area. **Note:** This program is NOT accepting applications from students who do not also hold a professional role in a child-serving organization.

VIII. About the Partners

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 at the Georgetown University McCourt School of Public Policy, 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 Crossover Youth Practice Model (CYPM) 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 the CYPM in dozens of jurisdictions around the country.

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>.

Juvenile Law Center

Juvenile Law Center is the oldest non-profit, public interest law firm for children in the United States. Founded in 1975, Juvenile Law Center has become a national advocate for children's rights, working across the country to enforce and promote the rights and well being of children who come into contact with the justice, child welfare and other public systems.

Juvenile Law Center plays a leadership role nationally and in Pennsylvania in shaping and using the law on behalf of children in the child welfare and justice systems to promote fairness, prevent harm, secure access to appropriate services, and ensure a smooth transition from adolescence to adulthood. Youth benefiting from the Center's efforts are between 10 and 21 years of age and are among society's most vulnerable—most likely to be mislabeled, ignored, harmed, or scarred for life by systems that are supposed to help them.

The Center works to protect and advance children's rights in courts, legislatures, and executive agencies. Their strategies include litigation, appellate advocacy and submission of amicus (friend-of-the-court)

briefs, policy reform, public education, training, and strategic communications. They strive to ensure that laws, policies, and practices affecting youth are rooted in research, consistent with children's unique developmental characteristics, and reflective of international human rights values. For more on the Center's work, visit <http://www.jlc.org/>.

National League of Cities

The National League of Cities (NLC) is dedicated to helping city leaders build better communities. Working in partnership with the 49 state municipal leagues, NLC serves as a resource to and an advocate for the more than 19,000 cities, villages and towns it represents.

The Institute for Youth, Education, and Families (YEF Institute), a special entity within NLC, helps municipal leaders take action on behalf of the children, youth, and families in their communities.

Through the Municipal Leadership for Juvenile Justice Reform (MLJJR) project, NLC's YEF Institute serves as a new strategic partner for the MacArthur Foundation's highly successful Models for Change initiative and engages municipal officials as new allies in advancing juvenile justice reform.

In addition, NLC University offers a variety of learning opportunities to help municipal leaders build the skills they need to better govern, serve, and advocate for their communities. For more information on NLC, visit <http://www.nlc.org/>.

The Police Foundation

The Police Foundation's mission is to advance policing through innovation and science. It is the oldest nationally-known, non-profit, non-partisan, and non-membership-driven organization dedicated to improving America's most noble profession – policing. The Police Foundation has been on the cutting edge of police innovation for 45 years since it was established by the Ford Foundation as a result of the President's Commission on the Challenge of Crime in a Free Society.

The Foundation relies on scientific evidence to address some of the most rudimentary and complex issues in the criminal justice system and on innovation to develop effective solutions rooted in its research or that of others. The Police Foundation's work over the years has enlightened scholars and practitioners alike, serving both as a model for systematic examination of real-world challenges and a stimulus for dialogue among the police, policy makers, scholars, the community, and the media. In large part, that ongoing dialogue has been responsible for the generation of new ideas for research and practice.

The Police Foundation has worked with police departments of all sizes, in every region of the United States and throughout the world. Our work is grounded in the practical world of policing; in advancing the science of policing and new ideas, strategies, and technologies to improve the quality of police services; and in maximizing public trust, accountability, and police legitimacy. More about the Police Foundation can be found at www.policefoundation.org

IX. Application Guidelines

Submit applications by 11:59 p.m. (in the applicant's local time zone) no later than Friday, **April 29, 2016**. Applications must be completed at: <http://cjjr.georgetown.edu/certificate-programs/application-form/>.

Every applicant must complete Part I (Contact Information, Biography and Personal Statement) and Part III (Demographic Information). Those submitting essay responses on behalf of their team or applying as an individual should also complete Part II of the application.

Financial Assistance:

The tuition for the Certificate Program is \$2,500 per person. This does not include any additional costs for airfare, hotel accommodations, and incidental expenses. Lunch and dinner will be provided the first day 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 through CJJR provided by 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. The statement of financial need should be one paragraph that details your circumstances and needs, and should indicate the specific amount you are requesting. 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 a separate review of your financial need, so 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 jjreform@georgetown.edu.

Key Dates

Friday, April 29, 2016
at 11:59 p.m.
(in applicant's time zone)
Application deadline

May 2016
Notification of acceptance

August 2-5, 2016
Certificate Program

X. Application

PART I: Contact Information, Professional Biography and Personal Statement

*Required of ALL applicants. Responses must be submitted online at:
<http://cjjr.georgetown.edu/certificate-programs/application-form/>*

PART II: Essay Questions

Required of those who are applying as an individual AND those who are applying as part of a team and have been designated to complete the Essay portion of the application on behalf of the group.

Responses to the essay questions (Part II) must be submitted via the upload option on the online application (following Part I). 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? Please describe your goals.**
- 2. Describe any past reform efforts taken toward developing a juvenile diversion system or program.**
- 3. Describe any previous juvenile diversion efforts that you have initiated or participated in that required partnerships with other systems (including law enforcement), community groups or constituents.**
- 4. Describe barriers or challenges encountered when undertaking juvenile diversion reform efforts in the past two years. Include in this section what specific actions you or your team has taken to address the barriers/challenges; what specific actions were most effective; and what has been least successful and why.**
- 5. Please take this opportunity to provide any further information you deem necessary regarding your or your team's availability to lead or influence juvenile diversion efforts.**

PART III: Demographic Information

Required of ALL applicants.