



Center for Juvenile Justice Reform

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Reducing Racial and Ethnic Disparities in Juvenile Justice Certificate Program

2017 Application Packet

CENTER FOR
Children's
Law *and* Policy

For more information, visit <http://cjjr.georgetown.edu> or email jjreform@georgetown.edu.

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I. INTRODUCTION

Children of color are overrepresented in the juvenile justice system in the United States. They are more likely to be arrested, charged, and incarcerated than their white counterparts, even for the same behaviors. Involvement in the juvenile justice system has numerous negative consequences for young people, including educational disruptions, reduced employment rates, and increased likelihood of criminal justice involvement as an adult. Disparate treatment of youth of color in the juvenile justice system can lead to disparities in other arenas, and contribute to an intergenerational cycle of justice system involvement and other poor outcomes for people of color.

The Reducing Racial and Ethnic Disparities in Juvenile Justice Certificate Program is an intensive training designed to support local jurisdictions in their efforts to reduce racial and ethnic disparities in their juvenile justice systems. The program is operated jointly by the Georgetown Center for Juvenile Justice Reform (CJJR) and the Center for Children’s Law and Policy (CCLP).

The three primary goals of the Certificate Program are to help jurisdictions reduce:

1. Overrepresentation of youth of color in the juvenile justice system;
2. Disparate treatment of youth of color as compared to white youth within the juvenile justice system; and
3. Unnecessary entry and movement deeper into the juvenile justice system for youth of color.

While the program will primarily address disparities in the juvenile justice system, it will also include a focus on the relationship between disproportionality in the juvenile justice system and disparate treatment in other child-serving systems, including child welfare and education.

After completing the program, participants will be responsible for the development of a Capstone Project – a set of actions each participant or participating team will design and undertake within their organization or community to initiate or continue collaborative efforts to reduce overrepresentation and eliminate racial and ethnic disparities in the juvenile justice system. 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.

“With unanimous agreement, our team from Gainesville, Florida was so impressed with the depth and breadth of the RED certificate program. We’ve been working on DMC/RED issues for the past couple of years but never imagined that we would learn so much from the team at Georgetown. We recognize that lives are at stake, families are at stake and our communities are at stake if we do not address this issue with great sobriety, equipped with the most comprehensive knowledge and tools to shift the paradigm, perceptions and bias that impact our youth of color disproportionately. If you and your community are truly committed to addressing this issue you would be greatly buoyed by the expertise of this training.”

Jeffrey Weisberg (Executive Director, River Phoenix Center for Peacebuilding)

Paul Pardue (School Resources Bureau 14 Sergeant, Alachua County Sheriff’s Office)

William Halvosa (DMC Coordinator, Gainesville Police Department)

Shawnta Walker (Juvenile Probation Officer, Florida Department of Juvenile Justice)

Donald Reed (ESE Supervisor, Alachua County Public School System)

Cheryl Twombly (Community Development Administrator, Circuits 3 & 8, Florida Department of Children and Families)

Alachua County, Florida Team, Class of 2015

II. CURRICULUM

The curriculum helps jurisdictions identify the most promising areas for reform at key decision points in the juvenile justice system. The program provides information about specific strategies to address racial and ethnic disparities at those decision points through a series of modules, all of which present ways to overcome potential challenges associated with the implementation of strategies. Participants will have the chance to apply the learning to a detailed hypothetical throughout the week, and will also consider these topics within the context of their local systems. Instructors provide guidance throughout the training to make connections between each participant's needs and best practices from the field.

Modules include elements that help participants apply lessons from the Certificate Program to their reform efforts:

- **Delving into Data:** These discussions help participants understand the data that are necessary to diagnose and analyze racial and ethnic disparities at different decision points, challenges with availability and interpretation of data, and ways to overcome data challenges at those decision points. Exercises build the capacity of participants to gather and use data. Where appropriate, instructors will draw upon data submitted by participants to illustrate these aspects of the work.
- **Objective Decision Making:** Curriculum topics include an emphasis on the development and implementation of objective tools and criteria that support reduction of racial and ethnic disparities at key decision points in the juvenile justice system and reduce the opportunities for implicit and explicit bias to impact decision making.
- **Talking about Race, Confronting Implicit Bias and Owning the Issue of Racial and Ethnic Disparities:** Through these discussions, participants will learn about strategies that can help them lead productive conversations about addressing racial and ethnic disparities in our juvenile justice system. These sessions will also address the impact that our implicit biases have on our work with youth, and strategies that we can use to limit the impact of those biases. Participants will be equipped with research to share with peers, as well as exercises and starting points for continued conversations about their roles in addressing racial and ethnic disparities.
- **Cultural Responsiveness and Valuing Families:** Providing culturally and linguistically responsive programming and

"John F. Kennedy said, 'Change is the law of life, and those who look only to the past or present are certain to miss the future.' The Burleigh Reducing Racial / Ethnic Disparities Team will never forget the past while continues to strive to improve our community and its future for all youth, with particular emphasis on reducing the arrests in schools. The experience at the McCourt School of Public Policy at Georgetown University confirmed for us that by reducing the arrest rates for all youth we may see less involvement in the juvenile justice system for all youth and particularly for minority youth who are currently disproportionately represented. Doing this will offer better action for creating positive outcomes for our children and families of Burleigh County."

Rhonda Block, (Deputy Director, Burleigh County Social Services)

Tami De Coteau, (Lessened Clinical Psychologist, Burleigh County)

Luke McKay, (Youthworker Supervisor, City of Bismarck Police Department)

Cory Pedersen, (Director of Juvenile Court, North Dakota Supreme Court)

Blaise Reagle, (Professional Youth Worker, Youthworks)

Tamara Uselman, (Superintendent of Schools, Bismarck Public Schools)

Burleigh County Team, Class of 2016

incorporating families' voices enhances the effectiveness of efforts to reduce racial and ethnic disparities. These values are incorporated across the modules by discussing the organizational, policy, and practice transformations that are often needed to better engage families and to ensure that programs are tailored to the youth and families they serve.

- **Collaboration and Engagement:** Throughout the program, discussions will explore collaboration between juvenile justice and other child-serving agencies, such as child welfare and education, to reduce racial and ethnic disparities at a particular decision point. Exercises reinforce the importance of engaging a variety of constituencies, as well as staff within juvenile justice agencies, when implementing reforms. Messaging strategies for both internal (agency) and external (community) audiences are incorporated in discussions and exercises.
- **Identifying and Using Resources:** The modules include discussions and exercises that increase participants' capacities to identify needed resources and most effectively use the resources they have.
- **Program Planning and Implementation:** A critical part of the Certificate Program is an emphasis on planning and implementation of program or policy reforms via the Capstone Project. The program dedicates time to helping participants develop their plans of action and address implementation challenges they foresee.

Instructors engage participants in interactive, problem-solving hypotheticals and exercises (based on real life scenarios) that highlight and reinforce the themes throughout the course. Case study exercises are designed to assist the participants in applying the learning from the program to the circumstances of their own jurisdictions.

The program will consist of the following modules:

Overview of Racial and Ethnic Disparities in the Juvenile Justice System

This introduction frames the discussion about racial and ethnic disparities in the juvenile justice system. This module ensures that participants understand key concepts and values, and foundational elements that are necessary to begin planning for reforms. The foundational elements include collection and analysis of data, family engagement, cultural competence, implicit bias and how to talk about race.

Reducing Disparities at the Arrest, Referral, and Diversion Decision Points

This module will focus on the mechanisms that contribute to disparities in arrest, how school discipline, law enforcement and child welfare practices can feed minority youth involvement in the juvenile justice system, and options for handling low-level offenders without unnecessary involvement in the juvenile justice system. Instructors will also share information on how to use data to identify disparities at arrest, referral, and diversion, how to partner with families and communities in culturally responsive ways, and the specific impact of disparities and disproportionality on special populations such as LGBTQ/SOGIE youth and crossover youth. Finally, participants will learn about jurisdictions that have successfully implemented reforms at the front end of the juvenile justice system.

Reducing Disparities at the Detention Decision Point

This module discusses considerations related to the unnecessary and inappropriate use of secure detention for youth of color. Learning will focus on factors that contribute to disparities at the detention decision point, and how to structure detention decisions through the lens of equity. Participants will also learn how to employ objective and risk-based detention criteria, utilize

screening instruments effectively, and develop or enhance community-based alternatives to secure detention. Discussion will include examples of effective interventions to reduce overrepresentation and eliminate disparities as well as strategies for cultural responsiveness and linguistic responsiveness.

Reducing Disparities at the Disposition and Post-Disposition Decision Points

This module examines decision-making at the disposition and post-disposition decision points with an emphasis on its impact on youth of color. Participants will learn about best practices in creating effective disposition orders, including the use of structured decision-making tools, and how to avoid and handle violations of probation and other court orders. Discussions will include key policy and practice reforms such as graduated incentives and sanctions for youth supervised in community settings. This module will also present case management strategies at disposition, with a particular focus on implications for crossover youth and a holistic approach to reducing RED. The session will close with a discussion of facility-based services, solitary confinement and transition/reentry planning.

Experienced Practitioner Panel

This panel features experienced practitioners who have made progress in addressing racial and ethnic disparities in their communities. These exceptional leaders will discuss their experiences undertaking reform efforts, and will respond to questions and concerns that participants have about their ability to overcome challenges in their own jurisdictions.

Instructors for the Certificate Program include:

- **Kevin Bethel**, *Senior Policy Advisor and Stoneleigh Foundation Fellow, Juvenile Justice Research Reform Lab, Department of Psychology, Drexel University*
- **Shay Bilchik**, *Director and Research Professor, Center for Juvenile Justice Reform*
- **Tiana Davis**, *Policy Director for Equity and Justice, Center for Children's Law and Policy*
- **Kristin Henning**, *Professor of Law, Georgetown Law*
- **Jenny Lutz**, *Staff Attorney and Campaign Manager, Stop Solitary for Kids, Center for Children's Law and Policy*
- **Roxana Matiela**, *Director of Alternatives to Incarceration, Center for Children's Law and Policy*
- **Mark Soler**, *Executive Director, Center for Children's Law and Policy*
- **Jason Szanyi**, *Director of Institutional Reform, Center for Children's Law and Policy*
- **Gina Vincent**, *President, National Screening and Assessment Partners, Associate Professor, University of Massachusetts Medical School*
- **Mark White**, *Deputy Commissioner, Office of Juvenile Justice, New York State Division of Criminal Justice Services*

Prior to attending the program, participants will complete prework readings and assignments designed to establish a foundational understanding of the issues. Participants will collect data related to racial and ethnic disparities as part of the prework process. Participants will be required to submit the data at least six weeks prior to the program and to participate in a pre-program conference call with the instructors. Availability of these data will help each participant or team tailor its focus to the most promising areas for reform. Where possible, instructors will incorporate the data into the data discussions in individual modules of the curriculum and exercises. Instructors will meet with each participant or team during the program to review the data, discuss local systems operations and capacities, and help refine plans for their Capstone Projects.

III. CAPSTONE PROJECT

Participants in the program 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 participant or team will design and undertake within his or her organization or community to initiate or continue efforts to reduce racial and ethnic disparities by applying their learning from the Certificate Program. CJJR must approve the project for successful completion of the Certificate Program and acceptance into the Fellows Network. The Capstone Project can be designed as a large, systemic change initiative, or as a discrete effort to eliminate overrepresentation and reduce disparities at a particular decision point.

“We had the pleasure of participating in the Reducing Racial and Ethnic Disparities Certificate Program at Georgetown University in August 2015. There were so many informative sessions throughout the week and the presenters were very knowledgeable and engaging. The materials provided and the information shared are essential to the outcome that we are striving towards here in Jefferson County. We are very excited about laying the foundation in an effort to effect substantial positive improvement regarding the disparate treatment that has plagued our society for years. Overall, we thought the program served as a well drawn-out road map with intricate details that will help us avoid pitfalls, landmines and other distractions along the way.”

Devella Malone (Juvenile Probation Officer/Education Liaison, Jefferson County Family Court)

Vanessa Jones (Director of Intake and Programs, Jefferson County Family Court)

Angela Harris (Supervisor of Student Services, Jefferson County Board of Education)

Jefferson County, Alabama Team, Class of 2015

Example Capstone Projects include:

- Implementation of an objective decision-making tool, such as a detention risk assessment instrument;
- Development or enhancement of alternatives to detention, with a focus on reducing racial and ethnic disproportionality and disparity;
- Conducting an analysis of the intersection of family involvement and racial and ethnic disparities, and implementing a strategy to increase family involvement at a particular decision point in the juvenile justice process;
- Focusing on reduction of one target population of youth of color at a particular decision point, such as detention of youth charged with technical violations of probation; and
- Reviewing agency policy and practices to identify and change those that may cause adverse consequences for populations of color.

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 10-12 pages) will be due approximately two months after the end of the Certificate Program. CJJR will provide time for Capstone development during the session in Washington, DC. Upon completion of the Certificate Program, each individual team member is allocated five hours of technical assistance from the Center for Children’s Law and Policy or other specific instructors who have expertise in the area relevant to the project. This technical assistance is done through emails, conference calls, and webinars, and is in addition to support from the CJJR staff.

CJJR requests formal progress updates twice per year after submission of the Capstone Project in order to track progress and offer assistance. Based on these updates, CJJR recognizes the individual or team with

the most significant progress in improving outcomes for youth in their jurisdiction with the Capstone of the Year Award. The recipient of this award can be any CJJR Fellow from any Certificate Program in any year. The winner of the award receives a personalized plaque and free tuition and travel for one individual to attend a CJJR Certificate Program of his or her choosing. The award recipient will also be featured on the CJJR website and in the CJJR Fellows Network Newsletter. First distributed in March 2012, this award provides an opportunity for CJJR to honor and recognize the success, innovation, and tremendous work of CJJR Fellows via their Capstone Projects. Visit the [CJJR website](#) for more information.

IV. FELLOWS NETWORK AND OTHER BENEFITS OF THE PROGRAM

After participants complete the Certificate Program and successfully develop a Capstone Project, they are inducted into the Fellows Network.

The Fellows Network is made up of the alumni of CJJR's Certificate Programs. Since 2008, CJJR has held 32 Certificate Programs and welcomed more than 800 individuals into the Network. The Fellows Network supports the development of current and future leaders working to improve treatment of youth in the juvenile justice system and other systems of care such as child welfare, education, mental health, law enforcement, and more. National experts, members of the Fellows Network, and CJJR staff provide assistance to Network members.



Fellows Network participants stay connected through online tools so they can share knowledge and expertise, discuss reform agendas, and identify resources. The Fellows also participate in exclusive webinars that address topics most relevant to their work, and have access to a Fellows Network Website that provides information on past and present Capstone Projects as well as other resources to help jurisdictions move the reform efforts forward.

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;

- Involvement in an interactive and dynamic learning environment with individuals from across the country who share a common interest in enhancing their reforms in this area;
- Guidance on how to use the learning to develop an action plan (Capstone Project) to lead efforts around reform 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.

V. DATE AND LOCATION OF THE PROGRAM

The Certificate Program will be held Tuesday, November 14 through Friday, November 17, 2017. The program takes place at the Georgetown University Hotel and Conference Center in Washington, DC. Participants must commit to attend the full program.

“The participation in the Certificate Program was instrumental in creating sustainable system change in Onondaga County (Syracuse, NY). When examining our local data, our team was able to clearly recognize deficiencies, but did not have specific strategies to address the identified problems. The model employed is so effective because it provides a venue for education, relationship building (both with local partners as well as with others whom are going through similar processes), and technical assistance from well renowned professionals who have seen what strategies have been effective/ineffective in other locations. Not only did the rich experience allow for personal/team development, but our county team was able to walk away with a concrete action plan that could be implemented upon our return. The highest compliment that a Certificate Program can receive is when a group/team/county that has participated in the past valued the experience to such a high degree that other programs are attended at a later time. This was not Onondaga County’s first time participating in a Certificate Program, and it is also not likely to be the last.”

***Damian Pratt** (Director of Juvenile Justice & Detention Services, Onondaga County Department of Children & Family Services; Juvenile Detention Alternatives Initiative (JDAI) Coordinator)*

Onondaga County, New York Team, Class of 2016

VI. SELECTION CRITERIA

This program is designed for leaders working in juvenile justice who are positioned to affect meaningful change to reduce racial and ethnic disparities. While individuals will be considered, applications from teams will receive greater consideration and first priority in the selection process. Interested applicants are strongly encouraged to apply as a team to increase their ability to implement reforms upon completion of the Certificate Program.

When building a team, members should include leaders working in the juvenile justice field, as well as representatives from related child-serving agencies.

Recommended team members include:

- The senior juvenile justice administrator in the jurisdiction (this could be the chief juvenile probation officer, the regional director of juvenile justice, or other individuals with responsibility to oversee the provision of juvenile justice services and supervision);
- A juvenile court judge or master;
- A law enforcement leaders, such as a chief of police or deputy chief in charge of juvenile matters; and
- The individual who will be responsible for coordinating local efforts to reduce racial and ethnic disparities in the juvenile justice system.

Potential team members may include other leaders and decision-makers in the juvenile justice system (e.g., district attorneys, public defenders, law enforcement, court personnel, and state advisory group members), mental health system representatives, community members, family members of youth in the system, and advocates. Jurisdictions should also consider including a data analyst in their teams. CJJR encourages teams to include a senior child welfare leader, as well as a senior school administrator when possible. Local teams should be comprised primarily of local (county or parish) representatives. However, local teams may also include state-level representatives to support the spread of local reforms to other jurisdictions in the state. Teams of individuals from state juvenile justice agencies are also welcome to apply.

The strongest applicants will have a demonstrated commitment to reducing disparities, teams comprised of key system practitioners and policymakers, a capacity to collect and analyze data, and an interest in community and family involvement in reform efforts. Those selected for participation in the program should also demonstrate their understanding of the challenges that have hindered their efforts to date, and a commitment to overcoming those challenges. The best applicants will have a holistic view of how to address racial and ethnic disparities. During the program, participants will be encouraged to narrow their Capstone Projects to focus on areas in which they can have the most impact.

Because the Certificate Program is designed to benefit current and future leaders, CJJR will choose only those applicants from appropriate professional roles, possessing the needed experience and expertise. A preference will be given to those with the ability and position to move reform efforts forward upon completion of the Certificate Program. There are no minimum education or experience requirements.

Note that individuals who have participated in CJJR's other Certificate Programs would benefit from attending this program to explore racial and ethnic issues in juvenile justice more deeply and develop reform efforts specific to this area. This program is NOT accepting applications from students who do not also hold a professional role in a child serving organization.

VII. APPLICATION GUIDELINES

Submit applications by 11:59 p.m. (in the applicant's local time zone) by Friday, August 4, 2017. Applications must be completed online 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 complete Part II of the application.

<p>Key Dates</p> <p>Friday, August 4, 2017 at 11:59pm (in applicant's time zone) Application deadline</p> <p>September 2017 Notification of acceptance</p> <p>Tuesday, November 13, 2017 Certificate Program Begins</p>
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Please direct any questions to jjreform@georgetown.edu.

VIII. TUITION AND SUBSIDY

The tuition for this program is \$3,000 per individual participant. Tuition does not include travel, hotel, and incidental expenses, which are the responsibility of the participant. Breakfast and lunch are provided throughout the program, and dinner is provided the first night of the program.

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.

Tuition Subsidies:

The online application includes an opportunity to submit a statement of financial need. Tuition subsidies are available through CJJR's Janet Reno Scholarships 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. Heightened readiness factors include:

- **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, indicating 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 any 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.

Other Financial Assistance:

As many organizations are facing budget constraints, we strongly urge participants to seek other forms of financial assistance beyond that provided through Georgetown University or the applicant's own agency. 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. CJJR urges education professionals to contact their Neglected and Delinquent State Coordinators or Title I Directors 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. Applicants are encouraged to seek this type of support through their state's administering agency or State Advisory Group (SAG).

IX. 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) Describe the racial and ethnic disparities in your juvenile justice system. Include disproportionate representation, disparate treatment, and the underlying factors that contribute to these problems.
- 2) Provide baseline data, using *readily available* data sources, to describe current racial and ethnic disparities in your jurisdiction. At a minimum, please share your required OJJDP Relative Rate Index (RRI) data. Feel free to include links to any reports that may be available online.
- 3) Describe efforts in your jurisdiction to address racial and ethnic disparities. Be sure to include past efforts, challenges to reform, efforts to address these challenges, and which efforts have been most and least successful.
- 4) What are your goals for participating in this program? How do you expect to use the learning from the program in your jurisdiction? (For teams, please comment on your team's goals.)
- 5) Describe the role of families and community partners in your jurisdiction in racial and ethnic disparity efforts, including leadership, representation on committees, and the key relationships involved in these efforts.

- 6) For teams only: How does the composition of your team relate to your jurisdiction's goals for participating in the program? In this response, please include a description of your team's previous history of working with system partners to address these issues.
- 7) For individual applicants only: What factors influenced your decision to apply to this program as an individual? How do you anticipate that you will be able to leverage your individual learning from this program into the successful development and implementation of a collaborative Capstone Project?

X. ABOUT THE PARTNERS

Center for Juvenile Justice Reform (CJJR)

For nearly a decade, the Center for Juvenile Justice Reform (CJJR) at Georgetown University's McCourt School of Public Policy has served as a national leader in identifying and highlighting the research on policies and practices that work best to reduce delinquency and achieve better outcomes for children. A central component of CJJR's work is the provision of dynamic training and TA programs designed to support system officials, partners and stakeholders at the state, county and local levels to advance balanced, multi-system approaches to service delivery and system improvement.

Since 2008, CJJR has conducted 32 Certificate Programs aimed at building a field of strong leaders dedicated to juvenile justice reform. Hosted at Georgetown University, the intensive trainings focus on key areas such as Reducing Racial and Ethnic Disparities, Youth in Custody, Diversion, Multi-System Integration, and School-Justice Partnerships. CJJR staff and other field experts deliver the trainings, and participants then apply the knowledge gained to develop and implement Capstone Projects—multi-system reform efforts geared towards positively impacting the lives of youth. To date, over 800 program alumni across 48 states, D.C., Puerto Rico and several countries, comprise the CJJR Fellows Network.

CJJR has advanced the field through the development of publications that, coupled with comprehensive on-site training and TA, guide reforms at the case practice level. The Crossover Youth Practice Model (CYPM) is a research-based model that describes specific policies and practices designed to reduce the number of youth who cross over between the child welfare and juvenile justice systems, and improve outcomes for crossover youth. Since 2010, CJJR has worked with over 95 counties in 22 states to implement the CYPM. Using the successful CYPM as a guide, CJJR, in partnership with the Council of Juvenile Correctional Administrators, recently launched the Youth in Custody Practice Model (YICPM) Initiative, a project designed to provide state and county juvenile correctional agencies with guidance on essential practices in case planning, facility-based services, transition/reentry and community-based services. CJJR is working with four jurisdictions around the U.S. to implement the YICPM and in September 2017 will embark on the second round of the initiative with additional sites.

CJJR has partnered with OJJDP and other organizations on various training and TA initiatives. CJJR is a partner on OJJDP's Center for Coordinated Assistance to States, which delivers training and TA to states, communities, territories and tribal units looking to maximize the effectiveness of their juvenile justice system and better serve youth. As part of this work, CJJR leads the Multi-System Collaboration Training and Technical Assistance Program, a distance-learning program that has assisted nearly 20 jurisdictions to enhance cross-system communication and collaboration.

CJJR has also partnered with OJJDP and Vanderbilt University to administer the Juvenile Justice Reform and Reinvestment Initiative (JJRRI), a program that aids states to improve their system operations using the Standardized Program Evaluation Protocol. This program was inspired by CJJR's Juvenile Justice System Improvement Project (JJSIP), which utilizes Dr. Mark Lipsey's research on effective juvenile

justice programs and OJJDP's Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders as developed by Dr. James C. Howell and John Wilson to offer a framework for improving practice. CJJR has served seven states through JJRRI and JJSIP, helping states improve outcomes for system-involved youth by better translate knowledge on "what works" into everyday practice and policy.

For more on the Center's work, visit <http://cjr.georgetown.edu/>.

Center for Children's Law and Policy (CCLP)

CCLP is a public interest law and policy organization focused on reform of juvenile justice and other systems that affect troubled and at-risk children, and protection of the rights of children in those systems. CCLP staff work to eliminate racial and ethnic disparities in the juvenile justice system, reduce unnecessary incarceration of youth without jeopardizing public safety, and improve conditions of confinement for youth in state and local facilities. CCLP's projects encompass a range of activities including technical assistance, training, research, development and implementation of standards, writing, public education, media advocacy, and administrative and legislative advocacy.

Since its founding, CCLP has helped localities and states across the country create more equitable and effective juvenile justice systems. CCLP is one of the most experienced organizations in the country in reducing racial disparities in the juvenile justice system. From 2006 to 2011, CCLP staff coordinated efforts to reduce racial and ethnic disparities in 17 jurisdictions in eight states as part of the John D. and Catherine T. MacArthur Foundation's Models for Change Initiative and Disproportionate Minority Contact Action Network. In this role, CCLP staff offered guidance on promoting systems change, learning opportunities for juvenile justice officials, and practical solutions to the overrepresentation and disparate treatment of youth of color. Jurisdictions relied heavily on data to identify problems, develop solutions, and monitor the effectiveness of interventions. As a result of these reform efforts, many jurisdictions experienced significant, measurable reductions in racial and ethnic disparities in their juvenile justice systems. CCLP has also led successful reform efforts in Connecticut, Colorado, Massachusetts, Virginia, and Florida, in addition to providing targeted training and technical assistance to many other jurisdictions.

In addition to partnering to deliver the Reducing Racial and Ethnic Disparities in Juvenile Justice Certificate Program since its inception five years ago, CCLP staff also train judges, probation departments, service providers, law enforcement leaders, and other groups on effective approaches to reducing racial and ethnic disparities. CCLP has also written the most comprehensive guide for practitioners aimed at providing concrete information on reducing racial and ethnic disparities at each major decision point in the juvenile justice system, the Racial and Ethnic Disparities Reduction Practice Manual (<http://www.cclp.org/redpracticemanual/>). For more on CCLP's work, visit www.cclp.org.