YOUTH IN CUSTODY CERTIFICATE PROGRAM

2018 Application Packet

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

We have learned a tremendous amount in the last decade about how to best serve youth in the juvenile justice system. Through advances in research, we now understand more about how and where to treat system-involved youth. For example, research shows that low- and moderate-risk youth are best served in the community in non-residential placements that offer better outcomes and lower costs. For higher-risk youth who require residential placements, facilities should be safe and operate according to best practices—practices stemming from research-based guiding principles that apply to the system-involved youth population as a whole. These practices include engaging families in a strength-based manner, using a trauma-informed, treatment-oriented, and developmentally appropriate approach, engaging and coordinating with other child-serving agencies, and more. Further, to ensure youth are served in a manner that promotes positive outcomes, jurisdictions must develop a strong assessment system and a robust continuum of effective services and reentry processes. This is particularly necessary for the highest-risk population of youth.

Most efforts to date have focused on ensuring that low and moderate-risk youth are not committed to juvenile justice facilities, but less attention has been paid to best practices for serving the high-risk youth who are in the custody of the juvenile justice system. Also, while research has shown the juvenile justice field “what works” for this population, it is often difficult for juvenile justice agency and facility staff to reform their practices to align with best practices.

The Youth in Custody Certificate Program serves as a venue for leaders to develop capacity, effectuate change, and sustain and build on system improvements over time. Specifically, this program shines a light on the serious, high-risk youth population, and helps leaders begin or accelerate systemic change to improve outcomes for youth in custody. While the need for a continuum of services and placements throughout the juvenile justice system provides the context for this work, the program focuses on youth in post-adjudication custody.

The Youth in Custody Certificate Program will begin on Monday, June 11, 2018 with an opening lunch at Georgetown University’s Riggs Library and a tour of the New Beginnings Youth Development Center, the highly acclaimed residential facility operated by the District of Columbia’s Department of Youth

"The Utah Team is grateful for the excellent training opportunity that the 2017 Youth in Custody Certificate Program provided our leadership team. The education received from this program, and the follow up technical assistance has been extremely beneficial. The Capstone Project has helped us to focus on better engagement with families, education, mental health professionals and substance abuse counselors to promote positive youth development, which will ultimately benefit the youth we serve. We particularly enjoyed the family sessions because they taught us there are numerous ways to connect with families of youth in custody. If you are an agency committed to strengthening your work within and across systems to improve outcomes for youth, don’t miss out on this intensive learning opportunity."

Mike Butkovich, (Program Director, Office of Community Programs, DJJS)
Dorie Farah (Program Director, Office of Correctional Facilities, DJJS)
Kyle Goudie (Assistant Program Director, Adult Transition and Achievement Program, DJJS)
Steven Kaelin (Education Specialist, Utah State Board of Education)
Jill McKinlay (Assistant Program Director, Southwest Utah Youth Center)
Samuel Sherrrow (Assistant Program Director, Slate Canyon Youth Center)
Debbie Whitlock (Deputy Director, DJJS)
Ruth Wilson (System of Care Director, DHS)

Utah Team, Class of 2017
Rehabilitation Services. The program will conclude midday on Friday, June 15, 2018. The program will be held at the Georgetown University Hotel and Conference Center in Washington, DC. The Center for Juvenile Justice Reform (CJJR) at the Georgetown University McCourt School of Public Policy and the Council of Juvenile Correctional Administrators (CJCA) are partnering to offer this professional development opportunity, which was developed with support from the Missouri Department of Social Services’ Division of Youth Services.

After completing the Certificate Program, participants will be responsible for the development of a Capstone Project – a set of actions designed and implemented by each participant or team to initiate or continue collaborative efforts to improve outcomes for youth in post-adjudication custody within their jurisdiction. Participants are offered remote technical assistance to aid in the design and implementation of their Capstone Project. After the Capstone Proposal is submitted and approved, alumni of the Certificate Program receive an Executive Certificate from Georgetown University and become CJJR Fellows and members of the Fellows Network.

“As representatives from the State of Nebraska, we had the immense privilege of being selected to attend CJJR’s Youth in Custody Certificate Program. The quality of the Certificate Programs is well known within Nebraska and the expertise that is brought in to present is highly coveted by all professionals working in juvenile justice. The group of presenters that were assembled was among the nation’s leaders and experts in the field of juvenile justice providing all participants an incredibly informative and engaging week. With the information gained at the CJJR Certificate Program, along with the technical assistance provided by CJJR, we were able to bring back that knowledge to the state of Nebraska and greatly improve our juvenile justice reform efforts in the state. The accommodations made by the CJJR staff and the conference site was of the highest standards and made the experience one that we will remember. We can’t state enough how valuable and enriching the experience was for both of us.”

Amoreena Brady (Case Management Specialist, Nebraska State Probation, Juvenile Division)
James Bennett (Director of Placement, Nebraska State Probation, Juvenile Division)

Nebraska Probation Team, Class of 2014

II. Curriculum and Instructors
The Youth in Custody Certificate Program seeks to promote a juvenile justice system that:

- Is equal and fair,
- Is comprehensive, collaborative, and strength-based,
- Is therapeutic,
- Is trauma-informed,
- Uses the least-restrictive option necessary for the safety of the youth and the community,
- Is community-based,
- Is individualized and developmentally appropriate,
- Engages families and communities and encourages positive youth and family experiences and outcomes,
- Is research-based, and predicated on validated assessments,
- Is data-informed and outcome-driven.
Each of these principles will be woven throughout the curriculum of the program. The week will focus heavily on the change process that is needed to move forward reforms for youth in the custody of the juvenile justice system after case adjudication. Case studies and other interactive learning techniques will help participants apply the learning to situations they are likely to encounter.

Each module focuses on practices for youth in the post-adjudication custody of the juvenile justice system (i.e., in residential placement), but also identifies practices that must be in place at the front end of the juvenile justice system, as well as at the reentry stage. A common theme throughout the program is that for any one piece of the juvenile justice system to be as effective as possible, all components of the system must be working together. We set out a vision for participants that details what an ideal system looks like so they have a model to strive towards and can place their efforts within a larger context.

The curriculum includes the following modules:

**Addressing Racial and Ethnic Disparities and Implicit Bias**

The disparate treatment of youth of color in the juvenile justice system has been well documented, and their disproportionate deep-end system involvement as compared to their white counterparts is especially concerning given that youth in secure custody tend to have poorer outcomes than youth served in the community, including higher recidivism, deteriorated mental health, increased risk of self-harm, difficulty returning to school, and reduced success in the labor market. This module addresses how to better serve youth of color in custodial settings, including:

- Talking about race and addressing implicit bias.
- Examining data disaggregated by race and ethnicity and identifying of underlying causes of inequities.
- Developing strategies to eliminate inequities.

**Culture Change and Leadership**

Culture change is a key component of reform. To successfully change the culture of juvenile justice agencies and partner organizations, strong leadership is required, especially when leading fiscally and politically contentious reforms such as closing facilities, shortening lengths of stay, or adopting more developmentally appropriate practices. This module addresses the following topics as they apply to better serving youth in the custody of the juvenile justice system:

- The importance of a clear vision, mission, and guiding principles that articulate the philosophy of the agency and the framework in which all staff should operate.
- Strategies to engage all levels of staff in the change process, including soliciting their buy-in and support, as well as effectively training them on new practices and skills needed to implement the reforms well. This includes discussing staff recruitment and retention strategies, as well as promoting workforce efficacy and wellness.
- Collaborative leadership skills for working across systems and with communities.
- Internal and external communication strategies and constituency-building skills to support and sustain system changes.
- The role of leadership in developing developmentally appropriate and trauma-informed systems.
- Strategies for promoting accountability.
Assessment
The use of reliable and valid assessment instruments is vital for the juvenile justice system to serve youth appropriately and has been demonstrated to reduce the risk of recidivism and promote positive youth outcomes. This module highlights the importance of risk and need assessments, individualized treatment planning and coordination of care, and the matching of youth to placement and services that address their risk and needs. Beyond ensuring these tools are available, this module also addresses the challenges associated with the proper use of assessment tools to connect youth to appropriate services and treatment modalities while in placement and examines how decision-making tools can positively impact the disproportionate representation of youth of color in the juvenile justice system.

Education
A huge part of successful rehabilitation and reduction of recidivism is a comprehensive, fully accredited, best practices-oriented educational program within a juvenile justice setting. This module addresses:

- Comprehensive programming in juvenile corrections that meets state, national, and professional standards.
- How to build capacity to develop the array of services and placements required by youth in juvenile justice custody, and education programming in the context of comprehensive services and trauma-informed practices.
- High-quality educational and vocational programs that are critical to effective reentry.
- Long-term consequences associated with inadequate education and support.

Case Planning, Treatment and Services: Creating Safe, Trauma-Responsive, Healthy Environments
To successfully rehabilitate the most high-risk youth offenders and reduce recidivism, an array of services and placement options must be available to meet their varied needs both while in post adjudication residential placement and upon return to the community. This module addresses:

- Essential elements of comprehensive case planning, including incorporating the youth’s risks and needs as determined through a valid assessment tool, teaming to inform and design the case plan, developing an individualized and clearly articulated case plan, and continuous review of the case plan and the youth’s progress.
- How to build capacity to deliver the array of services and treatment programs required by youth in juvenile justice custody. There is a focus on effective group treatment practices and strategies for addressing substance use and mental health treatment needs.
- The elements of trauma-informed care and best practices that create safe and healthy conditions in residential placements.
- Best practices for working with youth in residential settings, including effective behavior management practices, cognitive behavioral therapy, and positive youth development approaches.

Transition and Reentry
Continued support during transition out of post-adjudication residential placement, and upon return to the community is crucial to long-term success. This module addresses:

- How to develop comprehensive reentry planning for youth returning from placement.
- Engaging families throughout the reentry process.
- Providing continued supports once a youth is released from custody via a supervision model that prioritizes engagement and permanency and incentivizes positive behavior.
Family Engagement

The value of family engagement and empowerment in the rehabilitation process cannot be understated. This module encourages participants to explore their own assumptions about the families of the youth with whom they work and analyze the challenges associated with effective family engagement. Strategies are presented for improving how engagement occurs in residential settings within the juvenile justice system, including broadly defining and identifying families, encouraging youth-family connections, engaging families in the treatment process, and empowering families in the treatment and reentry process.

Expert Panel

A panel of leaders will discuss how they have successfully improved the way the juvenile justice system serves youth in post-adjudication custody, focusing on practical considerations and how to overcome challenges and barriers to the work. Panelists will provide participants real-life examples and an opportunity to ask questions of those who have done what they are seeking to do.

“...”

Lynn Wilkerson (Chief Probation Officer, Bexar County Juvenile Probation Department)
Carlos Zuniga (Deputy Chief Probation Officer, Bexar County Juvenile Probation Department)
Rose Zebell (Juvenile Division Chief, Bexar County DA’s Office)
Estefania Gonzales (Executive Director of Personnel & Coordinated Services, East Central I.S.D)
Jayme Lyon (Clinical Manager, Bexar County Juvenile Probation Department)
Anne Thomas (Deputy Chief, Clinical Services Institutions, Bexar County Juvenile Probation Department)
Tamara Vasquez (Assistant Facility Administrator, Bexar County Juvenile Probation Department)

Bexar County, Texas Team, Class of 2017

To best meet the needs of participants, there will be ample time between applicants’ notification of acceptance and the program itself so that instructors can tailor instruction to suit the participants’ specific needs and interests. Please check our website at http://cjjr.georgetown.edu/certificate-programs/youth-in-custody/ for the most updated instructor list.

Current core instructors include:

Shay Bilchik, J.D., Director, Center for Juvenile Justice Reform
Hernan Carvente, National Youth Partnership Strategist, Youth First Initiative
Tim Decker, Director, Missouri Department of Social Services’ Children’s Division
Michael Dempsey, Executive Director, Council of Juvenile Correctional Administrators
Peter Leone, Ph.D., Professor, University of Maryland Department of Counseling, Higher Education, and Special Education (EDSP)
III. Capstone Project

Participants are required to develop and implement a Capstone Project during the twenty-four-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 jurisdiction by applying their learning from the Certificate Program to initiate a new project or enhance current collaborative efforts to improve outcomes for youth in the post-adjudication custody of the juvenile justice system.

Sample Capstone Projects include but are not limited to:

- Developing a more robust array of services for youth in secure settings;
- Enhancing family engagement policies and practices;
- Strengthening facility programming and planning for continuity of care to better prepare youth for re-entry;
- Implementing a risk and needs assessment to provide more individualized services for youth entering residential facilities;
- Improving facility staff’s interaction and relationship with youth through various trainings;
- Incorporating evidence-based practices into residential facilities; and
- Improving mental health and substance use services for youth in care.

"The team from American Samoa is forever grateful for this program. The resources are limited in our island, and yet the training opened the door of vast and intriguing positive, well-structured resources to serve our youths. This program allowed this team to truly understand the importance of transparency and collaboration to implement services and programs for youth in custody, and the instructors were awesome and beyond anything that we had expected.

As a result of this training our Capstone Project was immediately put before our supervisors and we have their full support. For the first time ever, the center has a room under renovation for medical triage, assessment and screening of youths for extensive and intensive psychological treatment with reports submitted to the court for its review. In addition, an MOU between the Department of Public Health and Department of Public Safety for these services to be implemented is in progress awaiting the Attorney General’s review and finalization. How did this happen? It is what this team learned from the course and the non-stop support of its professional staff and presenters. “

Mara Brown (Correctional Officer Supervisor, Department of Public Safety)

American Samoa Team, Class of 2016

The Capstone Project can be designed as very targeted proposal or a large, systemic change initiative. A one- to two-page summary will be due approximately one month after the end of the Certificate Program. The final Capstone Project Proposal (10-12 pages) is due approximately three months after the Certificate Program. CJJR will provide time for initial Capstone development during the training in Washington, DC. Participants are also provided with technical assistance from instructors and staff to aid in the design and/or implementation of their project. Each individual is allocated five hours of technical support..."
assistance from instructors or CJJR staff to work through issues specific to their jurisdiction and community, during either development or implementation of their project. This technical assistance is done at arm’s length through emails, webinars, and conference calls.

CJJR requests formal progress updates once a year, for at least two years, 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. First given in March 2012, this award marks an annual CJJR practice to honor and recognize the success, innovation, and tremendous work of our CJJR Fellows through their Capstone Projects.

The recipient of this award can be any CJJR Fellow from any year. The award recipient will receive national recognition for their accomplishment through the release of a Georgetown University publication highlighting their work, and is awarded free tuition and travel for one individual to attend a future CJJR program of their choosing.

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 composed of the alumni of CJJR’s Certificate Programs whose Capstone Projects have been approved by CJJR. Since 2008, CJJR has held over 30 Certificate Programs, and welcomed more than 850 individuals into the CJJR Fellows Network. The Fellows Network is designed to support the development of current and future leaders working to improve outcomes for youth known to multiple systems of care such as juvenile justice, child welfare, education, mental health, and others. This is done through assistance provided by national experts, members of the Fellows Network, and CJJR staff.

Fellows Network participants stay connected through online tools so they can share knowledge and expertise, discuss reform agendas, and identify resources. The Fellows also 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 their reform efforts forward.
Benefits of participating in the Certificate 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;
- 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 Youth in Custody Certificate Program will take place from Monday, June 11 to Friday, June 15, 2018. The program will be held at the Georgetown University Hotel and Conference Center in Washington, DC.

All participants are required to travel to Washington, DC, arriving by 11AM on Monday, June 11. The program will begin with a mandatory opening lunch at 11:30AM and a group tour of New Beginnings Youth Development Center, DC’s secure residential treatment facility. All participants are required to attend the entire Certificate Program, which will end in the early afternoon on June 15.

VI. Tuition and Subsidy
The tuition for this program is $2,750 per person. Tuition does not include travel, hotel, or incidental expenses, which are the responsibility of the participant. A welcome lunch will be held the first day of the program, and breakfast and lunch are provided the second through last day of the program. To make the booking of 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 training 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.

There are a limited number of tuition subsidies available through CJJR’s Janet Reno Scholarships and the Office of Juvenile Justice and Delinquency Prevention’s Center for Coordinated Assistance to States. These competitive scholarships of up to $1,000 will be provided to teams that show a heightened readiness to utilize the curriculum to undertake changes in their local community, as determined by CJJR’s review of the individual and team applicants. 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.

There will also be a separate category of need-based subsidies available through CJJR to support the participation of individuals and teams with demonstrated need.

To apply for a subsidy, please submit a statement of financial need with your individual online application. The statement of financial need should indicate the specific amount you are requesting as well as any attempts you have made to identify funding sources 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.

As many agencies and organizations are facing budget restraints, we also strongly urge participants to also 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 working with neglected, delinquent, or at-risk youth. Therefore, 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 Formula Program. Again, applicants are encouraged to seek this type of support through their state’s administering agency.

VII. Selection Criteria

The Youth in Custody Program is designed for public and private sector leaders working in the juvenile justice, child welfare, mental health, substance use, education, and other related systems of care that serve juvenile justice-involved youth. Those who attend the program will be the current and future leaders of these agencies and communities – individuals who are responsible for, and capable of, effectuating change. Participants can be from the local or state level, and may include individuals working on best practices for this population at the national level. Participants may also include individuals responsible for operating privately run residential placements that serve juvenile justice-involved youth.
While individuals are considered, interested applicants are strongly encouraged to apply as a team to increase their ability to implement reforms upon completion of the Certificate Program. Applicants are encouraged to form teams of no more than eight people. Ideally, they will include the most senior juvenile justice professional in the jurisdiction, key senior level juvenile justice administrators/managers working in juvenile corrections, and representatives from core partners such as the behavioral health and child welfare agencies, prosecutors, defense attorneys, and the judiciary. Applicants should carefully consider whether the team has the ability to affect the care of youth in post-adjudication custody, including their reentry into the community.

**Strongly recommended team members include:**
- Juvenile justice agency director / most senior juvenile justice leader in the jurisdiction, and/or key juvenile justice management staff, such as Program Directors, Deputy Directors, facility management, etc.

**Recommended team members include:**
- Leaders from partner agencies, such as child welfare, mental health, substance use, education, and community members
- A judge or others from the court system
- Law enforcement official
- Probation/parole officer
- State legislator, county commissioner, county councilman/councilwoman
- Other criminal justice system professionals who play a role in services provided to post-adjudication youth in custody

“The Youth in Custody Certificate Program was a wonderful experience for everyone that attended from the Department of Youth and Rehabilitation Services (DYRS). Spending an extended amount of time with experts from around the country that have dedicated their careers to the juvenile justice profession was both enlightening and motivating. Each of the speakers and topics selected addressed critical, cutting edge issues that are central to our current reform efforts, developing initiatives, and to the future direction of our agency. Our team left the program reinvigorated and eager to get to work implementing the new strategies that were presented at the program. The knowledge we gained has already inspired us to create a Special Projects Committee that we believe will enhance our ability to serve all youth committed to the Agency. I would strongly encourage my colleagues within the Agency and in the field to participate in future sessions.”

Steve Baynes (Senior Program Manager for Residential Programs and Services, DYRS)
Joy Buford (Supervisory Youth Development Representative, DYRS)
Nicole Burke (Unit Manager, DYRS)
Marcus Ellis (Superintendent, District Government)
Nancy Fisher (Deputy Superintendent of Treatment, DYRS)
Dionne Hayes (General Counsel, DYRS)
Charlayne Hayling-Williams (Treatment Program Director, DYRS)
Kim Jackson (Assistant Youth Treatment Manager, DYRS)
Asante Laing (Program Manager, DYRS)
Dana McDaniel (Treatment Manager, DYRS)
Tania Mortenson (Special Assistant, DYRS)

Washington, DC DYRS Team, Class of 2013
The exact composition of the team depends on the goals of the team. Selection decisions will focus heavily on participants’ readiness for implementing reforms, assessed by asking applicants to summarize their role in past reform efforts, especially efforts that engaged leaders in other systems, and their agency’s relationship with other child serving agencies. Applicants should identify the barriers they have 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 also be considered within the context of the goals of the team.

Because the Youth in Custody Certificate Program is meant to benefit current and future leaders, the Center will choose those applicants from appropriate professional roles, possessing the requisite 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.

Note that individuals who have participated in CJJR’s other Certificate Programs would benefit from attending this program for a deeper exploration of post-adjudication custody and development of 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.

VIII. About the Partners
Center for Juvenile Justice Reform
CJJR supports leadership development and advances a balanced, multi-system 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 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 youth known to both the child welfare and juvenile justice systems, or “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. In 2008 and 2009 the Center engaged in a yearlong Breakthrough Series Collaborative to test small-scale multi-system integration reforms in seven jurisdictions. The guiding principles and best practices identified and developed through staff, expert instructors, and the surveying of the juvenile justice and child welfare fields, have served as “drivers” in creating the curriculum for the various Certificate Programs the Center operates. CJJR also used this knowledge to develop the Crossover Youth Practice Model (CYPM) which describes the specific practices that need to be in place within a jurisdiction in order to reduce the number of youth who cross over 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 has worked with over 100 jurisdictions around the country to implement the CYPM.

In 2016, CJJR, in partnership with the Council of Juvenile Correctional Administrators, also developed the Youth in Custody Practice Model (YICPM), a comprehensive, research-based guide to best practices in serving youth in custody. As part of the YICPM initiative, CJJR and CJCA work with state and county
juvenile correctional agencies and facilities over a period of 18 months to align their policies and practices with those set forth in the practice model. CJJR and CJCA partnered with four jurisdictions in the inaugural cohort of the 18-month initiative, and are currently working with an additional three jurisdictions to implement the YICPM. This effort complements and builds off of the work of the Youth in Custody Certificate Program.

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, with support from Casey Family Programs, 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 has been the Juvenile Justice System Improvement Project and Juvenile Justice Reform and Reinvestment Initiative--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/.

**Council of Juvenile Correctional Administrators**
The Council of Juvenile Correctional Administrators (CJCA) is a national non-profit organization, formed in 1994 to improve local juvenile correctional services, programs and practices so the youths within the systems succeed when they return to the community and to provide national leadership and leadership development for the individuals responsible for the systems. CJCA represents the youth correctional CEOs in 50 states, Puerto Rico and major metropolitan counties.

CJCA fulfills its mission through educational activities and programs as well as research and technical assistance projects. Education activities include up to three annual meetings free for all directors offering sessions on best practices and evidence-based approaches. The meetings convene leaders from each state and several large counties to share information, identify issues and strategies to address them and form a national voice for youth corrections. Education activities also include presentations at conferences hosted by other national organizations and disseminating written materials to the public and policy-makers about the issues in youth corrections, describing the youths and their needs and the system’s successes and shortcomings.

**Missouri Department of Social Services’ Division of Youth Services**
The Missouri Department of Social Services, Division of Youth Services (DYS) is the state agency charged with the care and treatment of delinquent youth committed to its custody by Missouri’s 45 juvenile and family courts circuits. The ultimate goal of DYS is to strengthen and increase the safety of Missouri communities by supporting young people in becoming productive citizens who lead fulfilling lives.

The Missouri approach to juvenile justice emphasizes moving beyond symptoms to the root causes of juvenile delinquency so that changes made by young people are long-lasting, preparing them to return and contribute positively to their school, home, and community. The approach has been widely recognized through winning the 2008 Harvard Innovations in American Government Award for Children and Family System Reform, site visits from over 30 states and jurisdictions, and numerous publications, case studies, and documentaries available at www.missouriapproach.org.

The Missouri approach is more than a program model. While structural changes such as small humane programs close to home, family-like groups, individualized care, and least restrictive environments have
been vehicles for change, the organizational culture has clearly fueled the change. Rather than a traditional correctional model, DYS utilizes a therapeutic youth development approach focused on prevention and early intervention for young people at the front-end of the system, balanced by a comprehensive and fully integrated treatment approach for youth who have progressed in the system and are at greatest risk of reoffending.

The broad-based approach works with the entire family and engages the community through active community liaison councils and partnerships. DYS coordinates an extensive Juvenile Court Diversion program that strengthens the local continuum of care with juvenile and family courts and communities around the state to prevent youth from reoffending or progressing deeper into the juvenile justice system, and reducing the risk of a youth’s commitment to DYS custody. In many cases youth are served by DYS Day Treatment and Community Resource Centers without any formal commitment to custody.

For youth in custody, DYS operates a regionalized continuum of least restrictive services based on an assessment of strengths, risks, and needs including community placement, day treatment, group homes, and moderate and secure residential. DYS operates an accredited school district, universal case management; and robust aftercare services, family therapy, and multi-family groups; and extensive transition supports such as mentoring, education, employment, and community service.

IX. Application Guidelines

Applications will be accepted until 11:59 p.m. on Friday, March 2, 2018 (in the applicant’s local time zone). Applications must be completed online at:


In order to apply to the Certificate Program, you will be required to create a Submittable account. Once you have created an account, you will be asked to provide your Contact Information, Demographic Information, Biography, and Personal Statement. Additionally, if you are applying as an individual, or if you have been designated to submit essay responses on behalf of your team, you will be prompted to upload your essay responses via Word document. (Each team is asked to submit just one set of essay responses.)

If you wish to apply for a tuition subsidy, you must complete the Statement of Financial Need.

Once you have submitted your application, you should receive an email confirmation within 24 hours. If you do not, please contact us at jjreform@georgetown.edu.
X. Application

PART I: Contact Information, Professional Biography and Personal Statement

Required of ALL applicants.

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 uploaded as a word document. 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? If you are applying as a team, this response should reflect the goals of the entire team rather than individual members. Please be as specific as possible. When describing your goal, please provide any relevant data regarding the issues within your jurisdiction that your goal seeks to address, as well as how you might collect and analyze data moving forward to assess whether you are achieving that goal.

2. Please describe any past reform efforts aimed at improving services for youth in post-adjudication custody that you or your organization has undertaken. Note that there should be at least one example from the past two years.

3. Please discuss any previous reform efforts you or your team have initiated or participated in that required partnerships with other systems (including law enforcement), community groups, families, or constituents.

4. What barriers or challenges have you or your team encountered when undertaking reforms to improve services for youth in post-adjudication custody? In the past two years, what specific actions have you or your team taken to address the barriers/challenges? Which specific actions were most effective in overcoming the challenges? What has been least successful and why?

5. If you are applying as a team, please comment on the role and importance of each team member in terms of your team’s ability to lead or influence the development and implementation of a reform initiative in the juvenile justice system within your jurisdiction involving youth in post-adjudication custody. If you are applying as an individual, please comment on your role and your ability to lead or influence the development and implementation of that reform effort within the juvenile justice system in your jurisdiction. For both those applying as individuals and those applying as part of a team, please also take this opportunity to comment on any additional resources, if any, available to you in developing and implementing reforms.

PART III: Demographic Information

Required of ALL applicants.