



Center for Juvenile Justice Reform

· working across systems of care · georgetown university ·



2013

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

2013 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

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

Dates of 2013 Certificate Programs

- Friday, June 21, 2013 – Friday, June 28, 2013
- Wednesday, October 23, 2013 – Wednesday, October 30, 2013

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

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

Two Certificate Programs will be offered in 2013. The first will be held from Friday, June 21, 2013, through Friday, June 28, 2013. The second program will be held from Wednesday, October 23, 2013 through Wednesday, October 30, 2013. Both programs will be held at Georgetown University in Washington, DC. Applicants can select which program they prefer in their application to the program.

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

“I had the wonderful privilege of attending the Certificate Program during the summer of 2011. The information provided was extensive, useful and relevant to my ongoing work as an Administrative Judge in a Juvenile Court. In addition to receiving the most recent information from experts on each of the topics, I was challenged daily to consider how I was going to use the information to effectuate and quantify changes that I would put in place in my own community and thereby improve outcomes for youth involved in both the child welfare and juvenile justice systems. I am sure that my continued work in the juvenile court system will be enhanced not only by my attendance at the program but also by my ongoing participation in the CJJR Fellows Network.”

Judge Linda Tucci Teodosio, *Summit County Juvenile Court*

Class of 2011

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

Applicants can choose:

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

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

“The Center for Juvenile Justice Reform's Certificate Program we attended in the summer of 2011 was an invaluable experience we found both challenging and enlightening. The ability to interact with leaders in the fields of child welfare and juvenile justice and participate in meaningful, sometimes pointed discussions was invaluable and has been a continuing catalyst in our system change work back home.”

Nancy Ramsey, Lead Supervisor, Kenosha County Division of Children and Family Services

Daniel Baran, Program Coordinator, Community Impact Programs, Inc.

Class of 2011

II. Curriculum and Faculty

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

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

Results Based Accountability

Taught by Phil Lee, MPM (President, Results Leadership Group, LLC)

This module will focus on the utilization of Results-Based Accountability (RBA) as a management tool for collaborative reforms. The RBA framework uses a strong data and outcome driven methodology in managing the change process and provides a platform that allows for the development of shared, multi-agency goals while retaining individual system accountability. Participants will be encouraged to utilize this framework as they develop and implement their Capstone Projects.

Leadership

Taught by Laura Burney Nissen, Ph.D., MSW (Associate Professor, School of Social Work, Portland State University) and Wendy Whiting Blome, Ph.D. (Associate Professor, National Catholic School of Social Service, Catholic University of America)

Training on leadership development will occur across modules at the Certificate Program, but a specific module will be taught focusing on transformative/collaborative leadership and how to expand thinking about various situations leaders are likely to encounter in utilizing multi-systems approaches and forming new partnerships. During this module, participants will be challenged to

reflect on the collaborative leadership skills they have and the skills they may need to develop—either individually or as a community—to effectively lead cross-systems reforms.

Building a Multi-Systems Approach

Taught by Denise Herz, Ph.D. (Professor, California State University) and John Tuell, MA (Co-Director, Robert F. Kennedy Children’s Action Corps/Models for Change (MfC) Initiative)

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

Building a Multi-Systems Approach to Financing

Taught by Doreen Cavanaugh, Ph.D. (Research Associate Professor, Georgetown University)

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

Education

Taught by Peter Leone, Ph.D. (Professor, Special Education Program, College of Education, University of Maryland) and John “Mick” Moore, Ph.D. (Senior Education Consultant, Education and Workforce Solutions)

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

“I would highly recommend the Georgetown Certificate Program! The work we did together has given me renewed hope in the work and enabled me to see more clearly how working across systems will help our youth three-fold. As an educator, I was able to clearly see that integrating with juvenile justice and child welfare takes work. It is the work of individuals who are passionate about what they do, but who also are willing to take the time to listen to what the other system has to offer. It was a time to sit amongst many passionate people who truly have the power to work together, opening the door to greater services for youth in our states. Working together with national practitioners and outstanding speakers opened my eyes to a variety of wonderful programs and practices throughout the nation, not to mention having a week to get to know some very dedicated, knowledgeable and special individuals. Thank you for renewing my passion!!”

Kathleen Sande, Institution Education Supervisor, Office of the Superintendent of Public Instruction, Washington State

Class of 2008

Family and Youth Engagement

Taught by Michael Sanders, MSW (Child Welfare and Juvenile Justice Consultant) and Margaret diZerega, MPA (Director, Family Justice Program, Vera Institute of Justice)

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

Disproportionality

Taught by Clinton Lacey (Deputy Commissioner, New York City Department of Probation) and Shay Bilchik, J.D. (Director and Research Professor, Center for Juvenile Justice Reform)

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

Behavioral Health and Trauma

Taught by Monique Marrow, Ph.D. (Psychologist, State of Nebraska Department of Health and Human Services, Division of Developmental Disabilities) and Robert Pynoos, MD, MPH (Co-Director National Center for Child Traumatic Stress; Professor, UCLA School of Medicine, Department of Psychiatry and Biobehavioral Sciences; Director, UCLA Trauma Psychiatry Program)

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

Communication Strategies

Taught by Kathy Bonk (Executive Director and Co-Founder of Communication Consortium Media Center)

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

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

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

Class of 2009

Crossover Youth Practice Model

Taught by Shay Bilchik (Director and Research Professor, Center for Juvenile Justice Reform)

In 2008 and 2009, CJJR engaged seven jurisdictions across the country in a Breakthrough Series Collaborative, designed to test new ideas in how to best serve crossover youth. The ideas that were tested and found to be effective have now been combined with the growing body of research on issues related to crossover youth and have become part of a Crossover Youth Practice Model. The CYPM is currently being implemented in 42 jurisdictions across the country and preliminary data is demonstrating positive results. This session will provide an overview of the five practice areas of the Practice Model and provide additional context for the overall instruction being provided in the Certificate Program.

III. Capstone Project

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

“I was privileged to participate in the Certificate Program during the summer of 2010. The comprehensive curriculum gives a new meaning to “collaboration” and offers a know-how for multi-systems improvement efforts. The faculty members introduce cutting edge research and ideas, Shay Bilchik inspires excellence, the CJJR staff members exude hospitality, and the company of fellow participants from all over the country brings joy and hope. Truly a memorable and pivotal professional experience. I would do it again in a heartbeat! Thank you very much!

***Anya Sekino, Juvenile Crime Prevention Manager, Juvenile Justice Specialist, State DMC Coordinator,
Oregon Commission on Children and Families***

Class of 2010

The Capstone Project provides an opportunity to apply and develop learning from the Certificate Program. The Capstone Project must be an effort that involves more than one system that serves or interacts with crossover youth and their families. Participants are encouraged, but not required, to design their cross-system Capstone Projects to focus on:

- Decreasing the number of youth in foster care entering the justice system, or entering or re-entering foster care from the justice system;
- Decreasing unnecessary placement in congregate care facilities or juvenile justice institutions;
- Decreasing the overrepresentation of children of color known to the child welfare and/or juvenile justice systems.

A one to two-page summary of the Capstone Project will be due approximately one month after the end of the Certificate Program. The final Capstone Project proposal (approximately 10-15 pages) will be due approximately two months after the end of the Certificate Program. CJJR will provide time for Capstone development during the week in Washington, DC and will offer

technical assistance from faculty to aid in the implementation of the project. Each participant who completes the Certificate Program will receive up to five hours of technical assistance (including preparation time for faculty) on their Capstone Project from Certificate Program faculty who have expertise in the area selected by the participant for their project. This is in addition to support from CJJR staff.

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

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

“The Georgetown University Center for Juvenile Justice Reform’s Certificate Program offered me a unique opportunity to strategize with like-minded professionals from across the country about what works best with the populations we are tasked to serve. Additionally, this program offered a valuable and rare opportunity to work with key stakeholders from several different agencies within our state to develop a collaborative plan/project. This collaborative effort has helped to create buy-in within our state for our project, which will then hopefully lend itself to the sustainability of our efforts. I would recommend that every state send a team or multiple teams to this program.”

Melanie Rossacci, *Court Planner II, State of Connecticut Judicial Branch, Court Support Services Division, Juvenile Programs & Services Unit*

Class of 2011

IV. Fellows Network and Other Benefits of the Program

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

The Fellows Network is comprised of the alumni of our Certificate Programs. Since 2008, CJJR has held 11 Certificate Programs, resulting in approximately 300 individuals being welcomed into the CJJR Fellows Network. The Fellows Network is designed to support the development of current and future leaders working to improve outcomes for crossover youth in the fields of juvenile justice, child welfare, education, mental health and related systems of care. This is done through assistance provided by national experts, members of the Fellows Network and CJJR staff.

More specifically, Fellows Network participants stay connected through online tools, including a newsletter and interactive website so they can share knowledge and expertise, discuss reform agendas and identify resources. The Fellows also have access to Fellows Network Calls that feature experts on a given topic and provide an opportunity for discussion. For example, past calls have focused on how to apply learning on education and disproportionality to make

concrete reforms in a jurisdiction. Past Fellows Network calls have also provided the opportunity to give updates on Capstone Projects and seek support when needed.

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

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

"I highly recommend the Center for Juvenile Justice Reform's Certificate Program particularly the opportunity to look at our community and its practice for this vulnerable population through the lens of best practice on a national level. We were able to bring a team of juvenile justice and child welfare leaders to the program and benefited from the opportunity to work together away from local demands. We left Georgetown with knowledge and enthusiasm for working to improve our system's response to crossover youth and their families."

Ruth Rovezzi, Regional Director, Massachusetts Department of Youth Services

Class of 2012

V. Date and Location of the Program

Two Certificate Programs will be offered in 2013. The first will be held from Friday, June 21, 2013, through Friday, June 28, 2013. The second program will be held from Wednesday, October 23, 2013 through Wednesday, October 30, 2013. Both programs will be held at Georgetown University in Washington, DC.

All participants are required to travel to Washington, DC, arriving no later than 4:30pm on the first day of the program (June 21 or October 23). The program will begin with a mandatory opening reception and dinner at 6:00pm. All participants are required to attend the Certificate Program through its last session on June 28 or October 30. The last session will end in the early afternoon. The program will run through the weekend, with sessions on Saturday and Sunday to minimize the number of days participants are away from their office. While we regret this

personal imposition, prior participants have indicated that it has made their attendance possible from a work perspective.

VI. Tuition and Subsidy

The tuition is \$4,000 per applicant. The tuition does not include travel, hotel and incidental expenses, which are the responsibility of the participant.

There are a limited number of subsidies of approximately \$1,000 to support the participation of individuals with demonstrated financial need. 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. Please note that CJJR is actively engaged in conversations with potential funders to provide additional support for participants. Please check the CJJR website (<http://cjjr.georgetown.edu/certprogs/public/tuitionpublic.html>) periodically to see if additional support is being offered.

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

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

Dinner will be provided the first night of the program and breakfast and lunch will be provided the second through last day of the program. In order to make the booking of hotel rooms as easy as possible, the Center for Juvenile Justice Reform will reserve a block of rooms at a reduced rate at a local hotel close to the program site. Participants will, however, be responsible for hotel expenses and making their reservations. More information will be provided upon acceptance to the program.

As many agencies are facing budget restraints, we strongly urge participants to apply to local foundations for grants to cover the portion of the tuition for which the participant is responsible, as well as travel costs that their agencies are unable to support.

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

Richard Gold, Former Deputy Secretary, Office of Children, Youth and Families

Karen Mallah, Director, Pennsylvania System of Care Partnership, University of Pittsburgh Medical Center

Keith Snyder, Deputy Director, Pennsylvania Juvenile Court Judges' Commission

Class of 2010

VII. Selection Criteria

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

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

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

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

This program is NOT accepting applications from students.

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

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

Class of 2012

VIII. About the 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 in one of the most prestigious universities in the country at the Georgetown Public Policy Institute, the Center is in a unique position to provide strong and sustained national leadership in identifying and highlighting the research on policies and practices that work best to reduce delinquency and achieve better outcomes for this nation's children. A particular focus of the Center's work is on youth known to both the child welfare and juvenile justice systems, also known as "crossover youth." Shay Bilchik, one of the country's most influential voices in the juvenile justice arena, works closely with Georgetown's other policy centers and departments in leading the Center's efforts.

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

"I attended the Certificate Program with very high expectations, and the value of the intense one-week education session that I received met and exceeded those expectations. The experience offered me the opportunity to sit with EXCELLENT faculty, as well as other kind and experienced individuals, who presented me with new and innovative ideas and concepts that I would not have developed without their assistance, guidance, and support. As the CEO and Founder of a non-profit agency, and as a community leader, I feel as though I gained the knowledge that I will need to better guide my organization in advocating for more opportunities to assist these youth and their families towards success. I would HIGHLY recommend the Certificate Program to anyone who is truly interested in improving the well-being of crossover youth."

Myriam Campo-Goldman, *President/CEO/ Founder, Harmony Development Center*

Class of 2011

CJJR is also a National Resource Bank member in the MacArthur Foundation's Models for Change initiative. In this role, CJJR serves as a liaison to prosecutors in the initiative and provides training and technical assistance to prosecutors in the four core Models for Change states (Illinois, Louisiana, Pennsylvania and Washington). 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>.

National Catholic School of Social Service

Thanks to a partnership with the National Catholic School of Social Service (NCSSS) at The Catholic University of America, social workers participating in the Certificate Program are eligible to receive CEU credit. NCSSS offers social work degrees at the bachelors, masters, and doctoral level. Tracing its roots to 1918, NCSSS is today ranked among the top 20 social work programs in the U.S. by the Gourman Report. The nation's capital offers a wealth of internship and career opportunities and the small classes create close relationships between students and faculty. The mission of the school is to "...educate students from diverse faiths and cultures who, in their professional endeavors, will embody the values of social justice, service, and scholarship." NCSSS is committed to producing social workers who promote the dignity of all people as bio-psycho-social-spiritual beings. At the MSW level the focus is on preparing students to be agents of change promoting individual and societal well-being. Students can pursue an MSW with a focus on clinical practice or a social change macro view or a combination of both. At the doctoral level students are prepared for active scholarship, research, and leadership in the social work profession. Established in 1934 as the third oldest in the world, the NCSSS doctoral program imbues students with the knowledge, skills, and vision to promote human rights and social justice through scholarly research, theory building, and leadership. For more information, see <http://ncsss.cua.edu> or contact Aileen Worrell, Director of Admissions and Financial Aid, at worrell@cua.edu.

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

Lisa Alford, Commissioner of Aging and Youth, Onondaga County
James Czarniak, Director of Juvenile Justice, Onondaga County
Robert Long, Commissioner of Mental Health, Onondaga County
Linda Lopez, OnCare Project Director, Onondaga County System of Care/CCSI
Cynthia Morrow, Commissioner of Health, Onondaga County
Ann Rooney, Deputy County Executive for Human Services, Onondaga County
David Sutkowy, Commissioner, Onondaga County Department of Social Services

Class of 2012

IX. Application Guidelines

As stated above, CJJR is offering two Certificate Programs in 2013; one from June 21-28, 2013 and one from October 23-30, 2013. Therefore, on your application form, please indicate which dates you are available and which dates you prefer.

For the June 2013 program, applications must be submitted by 11:59pm (in the applicant's local time zone) on **Thursday, March 28, 2013**.

For the October 2013 program, the priority application deadline is 11:59pm (in the applicant's local time zone) on Thursday, March 28, 2013. It is strongly encouraged that applicants wishing to attend the October program apply by this date to increase their chances of acceptance. However, CJJR will continue to accept applications for the October 2013 program (on a space available basis) until 11:59pm (in the applicant's local time zone) on **Thursday, June 20, 2013**.

Key Dates

March 28, 2013 at 11:59pm

(in applicant's time zone)

Final application deadline for June 2013 program
Priority application deadline for October 2013 program

Mid-April 2013

Notification of acceptance for June 2013 program and those meeting priority application deadline for October 2013 program

June 20, 2013 at 11:59pm

(in applicant's time zone)

Final application deadline for October 2013 program

Mid-July 2013

Final notification of acceptance for October 2013 program

First Day of Class

Tuition Payment Due

If you do not have a preference between attending the June or October 2013 programs, please submit your application by the March 28, 2013 deadline.

Applications should be emailed to jjreform@georgetown.edu.

Applications MUST include:

- Application Form (see below)
- Current Resume
- Responses to Written Questions (see below)

To apply for a subsidy, submit a Statement of Financial Need with your application (see below). The Statement of Financial Need should be on a separate page from your responses to the Written Questions.

If applying as a team, each team member must submit an Application Form, Resume and Statement of Financial Need (if requesting assistance). The Written Questions can be completed jointly by the team and submitted once. It is recommended that one team member collect the Application Forms, Resumes and Statements of Financial Need from each team member and submit them all together with the Written Responses in one email.

We recommend that only one file/document be submitted electronically. All parts of the application (Application Form, Written Questions, Resume and Statement of Financial Need, if applicable) should be put into one document to be submitted electronically. A Microsoft Word

version of the Application Guidelines and Application Form is available at <http://cjr.georgetown.edu/certprogs/public/applicationpublic.html> for your convenience.

It is recommended, but not required, that the application document be in PDF form. We will, however, accept applications in Microsoft Word.

Applicants are asked to sign and scan the Application Form, or provide an electronic signature. If you are unable to access a scanner or acquire an electronic signature, please note it on your Application Form when submitting your application. Applicants will not be reviewed less favorably for failure to provide an electronic signature.

CEUs will be offered by the National Catholic School of Social Service at Catholic University of America for social workers participating in this program. More information on CEUs will be available upon acceptance into the program. Note that it is the responsibility of the applicant to ensure that CEUs for social work granted by the National Catholic School of Social Service at Catholic University of America are accepted by the applicant's state social work board.

Please direct any questions to jjreform@georgetown.edu.

Application Checklist

- Application Form**
- Resume**
- Responses to Written Questions**
- Statement of Financial Need** (*if applying for support*)



Center for Juvenile Justice Reform

2013 JUVENILE JUSTICE AND CHILD WELFARE: MULTI-SYSTEM INTEGRATION CERTIFICATE PROGRAM

Application Form

First Name _____ Middle Initial _____ Last Name _____

Job Title _____

Employer _____

Number of Years in Current Position _____ Total Years of Experience _____

Work Address _____

City _____ State _____ Zip _____

Office Phone _____

Fax _____

Work E-Mail _____

Home Address _____

City _____ State _____ Zip _____

Home/Cell Phone _____

Permanent E-mail _____

Date of Birth _____ Gender _____ Country of Citizenship _____

Please indicate which of the following applies to you (information required by US Department of Education):

- | | |
|---|---|
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> Mexican American |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> Puerto Rican American (Mainland) |
| <input type="checkbox"/> African American | <input type="checkbox"/> Puerto Rican (Commonwealth) |
| <input type="checkbox"/> White, Not of Hispanic Origin | <input type="checkbox"/> Other Hispanic American |
| <input type="checkbox"/> Cuban American | <input type="checkbox"/> Other |

I would like to be considered for funding support. (If yes, please attach a Statement of Financial Need):
Yes No

CJJR is offering two Multi-System Integration Certificate Programs in 2013. Please indicate below the program dates that you are available. If you are available for both programs, please indicate the date you prefer.

- | Available | Order of Preference |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | _____ June 21-28, 2013 program |
| <input type="checkbox"/> | _____ October 23-30, 2013 program |

Signature _____

Date _____



Center for Juvenile Justice Reform

2013 JUVENILE JUSTICE AND CHILD WELFARE: MULTI-SYSTEM INTEGRATION CERTIFICATE PROGRAM

Written Questions

Your responses must be typed and should not exceed five single spaced pages. It is recommended that the submitted document be in PDF form, but Microsoft Word is also accepted. Please number each response to correspond with the question you are answering.

1. What do you hope to achieve by participating in this Certificate Program? Please be as specific as possible.
2. Please explain why you consider the issue of crossover youth and the use of a multi-systems approach to reform to be important for your work. Identify the types of data your agency/organization collects that indicate that the prevalence of youth involved in multiple systems, particularly crossover youth known to both juvenile justice and child welfare, is a significant issue for your work.
3. Please describe the ways in which you and your agency/organization have successfully engaged other organizations and agencies as multi-systems partners working on crossover issues. Please comment specifically on efforts to engage juvenile justice, child welfare, education, behavioral health, and other key partners across the public and private sectors. In each example, please explain your role in the effort. Examples may be drawn from your previous positions, but there should be at least one example from the past two years.
4. What barriers or challenges have you and/or your agency encountered when working with crossover youth and undertaking multi-systems reforms? In the past two years, what specific actions have you or your organization taken to address the barriers/challenges? Which specific actions were most effective in combating them? What has been least successful and why?
5. Please describe the ways in which you and/or your agency engages youth and families in your work.
6. Please describe strategies that you and/or your agency have employed to address the overrepresentation of children and youth of color in the juvenile justice, child welfare or related systems of care.
7. Please take this opportunity to provide us any further information you deem necessary regarding your current role in terms of your leadership responsibilities and your ability to lead or influence cross-systems change.
8. If you are applying as a team, please explain how you decided upon the composition of your team and why this composition will enable you to make the changes you believe are necessary to improve multi-systems policy and practice and the outcomes experienced by crossover youth.

Please ensure that you submit your resume with your application (not counted towards the five page limit).



Center for Juvenile Justice Reform

2013 JUVENILE JUSTICE AND CHILD WELFARE: MULTI-SYSTEM INTEGRATION
CERTIFICATE PROGRAM

Statement of Financial Need

As stated above, the tuition for the Certificate Program is \$4,000. This does not include any additional costs related to airfare, hotel accommodations and incidental expenses. Dinner will be provided the first night of the program and breakfast and lunch will be provided the second through last day of the program.

There are a limited number of subsidies of approximately \$1,000 to support the participation of individuals with demonstrated need. To apply for a subsidy, please submit a Statement of Financial Need with your application to the program and indicate the amount of aid you are requesting. The Statement of Financial Need should be one paragraph that details your circumstances and needs. 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.

Your Statement of Financial Need should be on a separate page from your written responses and should not exceed 300 words. The Statement of Financial Need is not counted toward your five-page limit.

Please note that CJJR is actively engaged in conversations with potential funders to provide additional support for participants. Please check the CJJR website (<http://cjjr.georgetown.edu/certprogs/public/tuitionpublic.html>) periodically to see if additional support is being offered.