



Center for Juvenile Justice Reform

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PENNSYLVANIA

REDUCING RACIAL AND ETHNIC DISPARITIES

IN JUVENILE JUSTICE

CERTIFICATE PROGRAM

Application Packet

CENTER FOR Children's
Law *and* Policy

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

Table of Contents

I. Introduction	3
II. Certificate Program.....	4
III. Capstone Project.....	8
IV. Cost for Participation.....	9
V. Selection Criteria	10
VI. Fellows Network and Other Benefits of the Program.....	11
VII. Application	12
VIII. About the Partners	14

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. According to the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention, the juvenile arrest, placement, detention, and commitment rates for all offenses declined in recent years; however, profound disparities still exist. The relative rate for minority (Black, Hispanic, American Indian/Alaskan Native, and Asian/Hawaiian/Pacific Islander) youth compared to white youth remain higher, with black youth consistently ranking the highest in each of the previously mentioned categories. In 2018 black youth were 2.6 times more likely to be arrested than their white peers.¹ In 2017, the placement rate for black youth remained the highest at 4.6 times that of white youth² while the rate of detention was 5.8 times that of white youth.³ Black youth were committed 4.1 times that of white youth.⁴

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 Pennsylvania Reducing Racial and Ethnic Disparities in Juvenile Justice Certificate Program (hereinafter “Pennsylvania R/ED Certificate Program”) is an intensive training designed to support selected local counties within Pennsylvania in their efforts to reduce racial and ethnic disparities in their juvenile justice systems. The program is operated jointly by the Georgetown University McCourt School of

“We thoroughly valued the time spent in the classroom as well as the time spent sharing successes and challenges with our fellow participants. The instructors were incredibly knowledgeable in their respective fields and provided applicable, relevant information that helped us look at our practices and policies through a different lens. We learned new tools and strategies that helped us facilitate difficult conversations with system partners, engage stakeholders more effectively, and improve collaborative efforts in our communities. This program challenged us to think of new ways to reduce disparities at every decision-making point in our system. We returned to our jurisdictions with a deeper understanding of racial and ethnic disparities, a rejuvenated sense of motivation, and a readiness to break down barriers and move our work forward.”

Celena Angstead (Division Director, Pinal County Juvenile Court Services)
Cory Lustig (Research Analyst, Pinal County)
Denise Smith (Juvenile Court Director)
The Honorable Daniel Washburn (Judge, Pinal County Superior Court)

Pinal County, Arizona Team

¹ OJJDP Statistical Briefing Book. Online. Available:

https://www.ojjdp.gov/ojstatbb/special_topics/qa11502.asp?qaDate=2018 . Released on April 23, 2019

² OJJDP Statistical Briefing Book. Online. Available:

https://www.ojjdp.gov/ojstatbb/special_topics/qa11801.asp?qaDate=2017. Released on April 23, 2019.

³ OJJDP Statistical Briefing Book. Online. Available:

https://www.ojjdp.gov/ojstatbb/special_topics/qa11802.asp?qaDate=2017. Released on April 23, 2019.

⁴ OJJDP Statistical Briefing Book. Online. Available:

https://www.ojjdp.gov/ojstatbb/special_topics/qa11803.asp?qaDate=2017. Released on April 23, 2019.

Public Policy's Center for Juvenile Justice Reform (CJJR) and the Center for Children's Law and Policy (CCLP), and funded by the Pennsylvania Commission on Crime and Delinquency (PCCD), with support from the Annie E. Casey Foundation.

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

1. Disproportionate representation 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. Further, the specific program modules will be tailored based on the composition and goals of the selected teams.

After completing the program, teams will be responsible for the development of a data-driven local Capstone Project reform effort and will receive technical assistance through two follow-up cluster visits and ongoing, remote support from CCLP, CJJR, and PCCD. CCLP will also provide limited additional on-site technical assistance to several sites on a site-by-site basis throughout the 18 months of the project following the Certificate Program. The availability and extent of on-site technical assistance will be determined on a site-by-site basis. The Capstone Project allows participants to apply what they learned from the Certificate Program toward new or existing efforts to reduce disproportionate representation and ultimately eliminate racial and ethnic disparities in the juvenile justice system. After the Capstone Project is developed by the team and approved by Georgetown University, participants receive an Executive Certificate from CJJR and become part of the CJJR Fellows Network. Toward the end of the 18 months following the Certificate Program, the teams will also have the opportunity to apply for additional technical assistance with CCLP to further support their Capstone Projects in their jurisdictions.

Since 2013, CJJR and CCLP have partnered to hold eight R/ED Certificate Programs, bringing more than 300 child-serving leaders from teams across the country to Georgetown to focus on improving outcomes for youth of color. The Pennsylvania R/ED Certificate Program continues this work by bringing together multiple counties within the Commonwealth as they lead efforts to reduce disparities faced by youth of color at key decision points in the juvenile justice system.

II. Certificate Program

The Pennsylvania R/ED Certificate Program will be held **September 20-24, 2021, in Harrisburg Pennsylvania**. Should public safety dictate, we are also prepared to convert the training to a

fully virtual, interactive model. **Participants are required to attend the entire Certificate Program.**

The Certificate Program curriculum is designed to help teams of leaders identify the most promising areas for reform at key decision points in the juvenile justice system. County-based teams are invited to apply and will be selected based on the strength of their applications, including the racial and ethnic diversity of their team composition. 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. Participants will have the chance to apply these strategies to in-class exercises 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 team's needs and best practices from the field.

Each Certificate Program module will be designed to address the issues faced by the counties selected, and will take into account the counties' current efforts to reduce disparities and disproportionality. Specific training modules will be tailored to the needs of the participating jurisdictions as indicated above, but may include the following modules:

Module 1: 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, implicit bias, systemic racism, and how to talk about race. Specific sessions and topics may include:

- Certificate Program Overview and Core Values
 - Understanding Structural, Institutional, and Individual Racism
 - Identifying Opportunities for Change
- Talking About Race and Addressing Implicit Bias
- Navigating Racial Equity Reform in the Context of Current Events: The Movements, the Messaging and What They Mean for Youth Justice
 - Community Investment and Partnership
 - Redirecting Resources for Effective Policing
 - Black Lives Matter
 - Messaging, Communications, and Perceptions Around Diversion
- Youth, Family, and Community-Led Justice Reform Panel

Module 2: Reducing Disparities at the Arrest, Referral, and Diversion Decision Points

This module will focus on the mechanisms that contribute to disparities in arrest, explore how school discipline, law enforcement, and child welfare practices can funnel youth of color into the juvenile justice system, and detail options for handling low-level offenders without unnecessary juvenile justice system involvement. 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 youth and crossover youth. Finally, participants will learn about jurisdictions that have successfully implemented reforms at the front end of the juvenile justice system. Specific sessions and topics may include:

- Enhancing Racial Equity and Arrest and Referral Through Diversion, Policy, and Practice
- Reducing School-Based Arrests: Law Enforcement Leadership in Addressing R/ED
- Culturally Responsive Practices
- Special Populations: Status Offenders and Crossover Youth

Module 3: Reducing Disparities at the Detention Decision Point

This module discusses the unnecessary and inappropriate use of secure detention for youth of color. Instruction 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. Specific sessions and topics may include:

- Structuring Detention Decisions Through the Lens of Race/Ethnicity
- Assessment, Screening, and Structured Decision-Making for Racial Equity

Module 4: Reducing Disparities in Community Supervision

This module examines decision-making at disposition and post-disposition with an emphasis on its impact on youth of color. Participants will learn about best practices to create effective disposition orders 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 R/ED. The session will close with a discussion of analyzing and addressing racial and ethnic disparities for youth in out-of-home placements and youth reentering the community.

Module 5: R/ED Reduction in Practice

This module will focus on organizational capacity, communications, culture, and values around implementing sustainable R/ED reduction in youth-serving systems, diverting youth from the juvenile justice system, and improving outcomes for youth who do enter the juvenile justice system. The module will also feature a panel of CJJR Fellows 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. Specific sessions and topics may include:

- Addressing Overarching Issues and Organizational Capacity
 - Conducting Racial Impact Policy Analyses
 - Organizational Equity Assessments/Becoming an Anti-Racist Organization
 - Messaging, Language, Perceptions, and Values
- Experienced Practitioner/R/ED Fellows Panel

Core Certificate Program instructors may include:

- **Kevin Bethel, M.P.S.**, *Special Advisor and Chief of School Safety, School District of Philadelphia*
- **Shay Bilchik, J.D.**, *Research Professor, Founder and Director Emeritus, Center for Juvenile Justice Reform*
- **Tiana Davis, M.S.W.**, *Policy Director for Equity and Justice, Center for Children’s Law and Policy*
- **Kristin Henning, J.D.**, *Associate Dean of Clinics, Center, Institutes and Experiential Learning; Juvenile Justice Clinic Director; Professor, Georgetown Law*
- **Regina Mitchell**, *Director of Systems Innovation, Center for Children’s Law and Policy*
- **Myrinda Schweitzer Smith, Ph.D.**, *Senior Research Associate, Center for Criminal Justice Research and Deputy Director, University of Cincinnati Corrections Institute*
- **Mark Soler, J.D.**, *Executive Director, Center for Children’s Law and Policy*
- **Jason Szanyi, J.D.**, *Deputy Director, Center for Children’s Law and Policy*
- **Michael Umpierre, J.D.**, *Director, Center for Juvenile Justice Reform*

Each module includes one or more of the following elements that will help teams apply lessons from the Certificate Program to their Capstone Project 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 those challenges. 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 the development and implementation of objective tools and criteria that support reduction of racial and ethnic disparities at key decision points and reduce the impact of implicit and explicit bias.
- **Talking about Race, Confronting Implicit Bias, and Owning the Issue of Racial and Ethnic Disparities:** Through these discussions, participants will learn about strategies to confront addressing racial and ethnic disparities in the juvenile justice system, as well as engage in a discussion about systemic racism. These sessions will also explore how our implicit biases can shape 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, videos, and starting points for continued conversations about their roles in addressing racial and ethnic disparities.
- **Cultural Responsiveness and Valuing Families:** Efforts to reduce racial and ethnic disparities are enhanced when systems and partners provide culturally and linguistically responsive programming and elevate the voices of families in the work. These values are incorporated across the modules by discussing the organizational, policy, and practice

transformations needed to better engage families and to ensure that programs are tailored to the youth and families.

- **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, including 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.

III. Capstone Project

Participant counties are required to develop and implement a Capstone Project during the 18-month period following the completion of the Certificate Program. The Capstone Project is a set of actions participants will design and implement in order to promote efforts to reduce racial and ethnic disparities in their jurisdiction. 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 reduce disproportionate representation and disparities at a particular decision point.

“The RED training was a wonderful opportunity to bring together a local team of interdisciplinary practitioners to hear from national and local experts in the field. The speakers were informative and provocative, the data was compelling, and the teams attending brought their own experiences to add to the dynamic quality of the dialogue. The CJJR team walked us through the preparation required prior to the training and provided the needed support to develop and begin implementation of our Capstone Project.”

Anne Moscinski (Associate Executive Director for Program Services, LaSalle School)

Jamel Muhammad (Executive Director, Youth LIFE Support Network, Inc.)

Barbara Ray (Probation Supervisor, Albany County Probation)

Kathleen Schlegel (Senior Case Worker, Albany County Department for Children, Youth and Families)

Camela Steinke (Program Assessment & Effectiveness Research Specialist, LaSalle School)

Lynn Tubbs (Child Welfare Clinical Director, Albany County Department for Children, Youth and Families)

Nicole Ward (Executive Director, Albany County Youth Bureau)

Albany County, New York Team

Instructors engage participants in interactive, problem-solving exercises (based on real life scenarios) that reinforce the themes throughout the course. These examples encourage participants to apply the program content to their own jurisdictions through the creation of their Capstone Project. Following submission of their Capstone Projects, teams will be provided two cluster meetings held in Pennsylvania over a one-year period of time, as well as distance TA through phone and email consultation. Example Capstone Projects include:

- Developing or enhancing 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 strategies to increase family involvement at a particular decision point in the juvenile justice process;
- Implementing an objective decision-making tool, such as a detention risk assessment instrument;
- Leading practice-level changes at a particular decision point that enhance equity and fairness for youth of color, such as the reduced use of detention for youth of color who are 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 Capstone Summary will be due approximately three weeks after the Certificate Program. The final Capstone Project Proposal (10-12 pages) is due approximately two months after the end of the Certificate Program. As indicated above, CJJR and CCLP will be working with each team to support the development of their Capstone Project.

CJJR will request formal progress updates every six months after the Capstone Year to track progress and offer assistance. Based on these updates and implementation progress, 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 awarded in March 2012, this honor marks an annual CJJR practice to recognize the success, innovation, and tremendous work of our CJJR Fellows through their Capstone Projects.

IV. Cost for Participation

The total program cost will be paid by PCCD. This includes the five-day Certificate Program training for all participants, and the eighteen months of Capstone TA during which each team will be provided the technical assistance and support described above.

Travel, hotel, incidental expenses, and reservations are the responsibility of the participating jurisdictions; however, breakfast, lunch, and snacks are provided throughout the program thanks to one of our sponsors.

V. Selection Criteria

A maximum of seven county-based multi-disciplinary teams will be invited for participation in the program. Based on PCCD's review of the 22 counties with the highest dispositions / rate of dispositions for Black and/or Hispanic youth as reported in the 2015, 2016, 2017 and 2018 Juvenile Court Judges' Commission Disposition Reports, the below counties are eligible to apply for this opportunity:

- **Allegheny, Beaver, Berks, Bucks, Chester, Cumberland, Dauphin, Delaware, Erie, Fayette, Franklin, Lackawanna, Lancaster, Lehigh, Luzerne, Lycoming, Montgomery, Northampton, Philadelphia, Washington, Westmoreland, York**

Each team should be comprised of up to seven members and should include leaders working in juvenile justice who are positioned to affect meaningful change to reduce and racial and ethnic disparities. When building a team, applicants should ensure that team composition reflects the diverse community and youth they serve, and should include leaders working in the juvenile justice field, as well as representatives from related child-serving agencies.

Strongly 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;
- A law enforcement leader, such as a chief of police or deputy chief in charge of juvenile matters;
- A community partner/leader of a community-based organization;
- A youth/family representative;
- 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, and court personnel), behavioral health system representatives, senior child welfare leaders, senior school administrators, advocates, and data analysts.

The strongest applicants will have a broad based and demonstrated commitment to reducing disparities. In this regard, teams should be comprised of key system practitioners, policymakers, and impacted persons, and they should also show racial and ethnic diversity, a capacity to collect and analyze data, and an interest in and willingness to pursue community and family involvement in reform efforts. Those selected for participation in the program should also demonstrate an understanding of the challenges that have arisen 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 tailor their Capstone Projects to focus on areas in which they can have the most impact.

Note that teams should comprise the individuals who will be most heavily involved in the implementation of the Capstone Project to reduce racial and ethnic disparities faced by youth of color.

In addition to the seven county-level teams, a team comprised of state level multi-system representatives will also participate in the program in order to support the local teams through the adoption and sustainability of policy and practice changes consistent with the local system improvement efforts being contemplated.

VI. 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 40 Certificate Programs, and welcomed over 1,400 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, behavioral 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. This includes 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 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 on the Capstone Project from national experts;
- 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.



RED Certificate Program Class of 2017

VII. Application

Applications will be accepted until May 7, 2021, and an informational webinar will be held on March 10, 2021 from 1-2PM EST. You can register for the webinar at: <https://pa-red-info-webinar.eventbrite.com>

Applications must be completed online at: bit.ly/3nIPi5J

While each team member is required to submit an application, only ONE set of essay responses is required per team. If you have been designated to submit essay responses on behalf of your team, you will be prompted to upload them as a Word document on Question 11 of the application.

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 have been designated to submit essay responses on behalf of your team you will be prompted to upload your essay responses via Word document (i.e., each team is asked to submit just one set of essay responses). 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.

Key Dates

Wednesday, March 10,
2021 at 1-2PM EST
Informational webinar

<https://pa-red-info-webinar.eventbrite.com>

Friday, May 7, 2021
at 11:59 p.m.
Application deadline

June 2021
Notification of
acceptance

September 20-24, 2021
Certificate Program

PART I: Contact and Demographic Information, Professional Biography, and Personal Statement

Required of ALL applicants.

PART II: Essay Questions

One set of Essay Responses is required of EACH TEAM. 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 responses as a whole should be equivalent to roughly 3-4 single-spaced pages. Teams should prepare one joint submission of the essay responses and designate one team member to upload/submit the completed document.

- 1) Describe the racial and ethnic disparities in your juvenile justice system. Include examples of 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 and disproportionality in your jurisdiction. Feel free to include links to any reports that may be available online.
- 3) Describe current and past efforts in your jurisdiction to address racial and ethnic disparities and disproportionality. Be sure to discuss any challenges to reform you've experienced, efforts to address these challenges, and which efforts have been most and least successful. Please also discuss the role that family and community partners have played in these efforts.
- 4) What are your team's goals for participating in this program?
 - a. What decision point(s) do you hope to target in your Capstone Project reform effort?
 - b. How do you expect to use the learning from the program in your jurisdiction?
- 5) Describe how you intend to support and engage youth, families and community partners in your racial and ethnic disparity and disproportionality reduction efforts going forward, including leadership, representation on committees, and the key relationships involved in these efforts.
- 6) 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, the role of families and community partners on your team and the efforts you will take to support their meaningful engagement, and efforts taken to create a team that is diverse and reflective of the youth and community you serve.

VIII. About the Partners

Center for Juvenile Justice Reform (CJJR)

Founded in 2007, the Center for Juvenile Justice Reform (CJJR) at Georgetown University's McCourt School of Public Policy advances a balanced, multi-systems approach to serving youth and families that reduces juvenile delinquency and promotes positive child and youth development. CJJR serves as a national resource in identifying and highlighting research on effective policies and practices that cut across juvenile justice, child welfare, and related systems of care.

A central component of CJJR's work is the provision of dynamic training and technical assistance (TTA) programs designed to support system officials, partners, and stakeholders at the state, county, and local levels to advance fair and balanced multi-system approaches to service delivery and system improvement. This includes CJJR's Certificate Programs (weeklong intensive training programs in key topical areas, such as school-justice partnerships and diversion pathways, youth in custody, reducing racial and ethnic disparities, supporting the wellbeing of system-involved LGBTQ youth), site-based Practice Models (focused on serving crossover youth and youth in custody, respectively), and other TTA initiatives. CJJR also operates several programs designed to build cadres of leaders in the youth-serving field, such as the Juvenile Justice Leadership Network and the Public Information Officers Learning Collaborative.

To learn more about CJJR's work, visit <http://cjjr.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. CCLP

currently serves as the federal Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Racial and Ethnic Disparities Training and Technical Assistance Center partner. In this capacity, CCLP manages education, training, technical assistance, and resources for state, local, and tribal governments and organizations to implement a data-driven approach for eliminating disparities and improving outcomes for youth of color 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 six 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.