

# San Mateo Probation

Acknowledge Alliance Annual Evaluation

FISCAL YEAR 2018-2019



Helping People  
Build Better Communities

## About the Researcher

Applied Survey Research (ASR) is a social research firm dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom strategies. The firm was founded on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment needs, evaluation of community goals, and development of appropriate responses.

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## Program Description

Acknowledge Alliance is a community-based mental health provider located in the city of Mountain View. The mission of Acknowledge Alliance is to help children and adolescents develop their capacity to rebound from hardship and adversity to become competent adults. Acknowledge Alliance fosters resilience and the building of trusting relationships, thereby empowering youth to realize their fullest potential.

San Mateo County Juvenile Probation Department (Probation) funds two of Acknowledge Alliance's programs:

- The Court and Community School Counseling Program
- The Transition Program

Throughout the academic year, the Court and Community School Counseling Program provides onsite mental health counseling to youth attending San Mateo County Court and Community Schools. Many youth attending Court and Community Schools must participate in counseling as part of their diversion contract or formal probation terms. Completing Acknowledge Alliance's services fulfills the counseling requirement for youth on diversion or formal probation. The program's goals include increasing student abilities to express emotions constructively, making positive choices and actions, relieving stress, developing a trusting relationship with their counselor, and showing an increase in self-awareness and self-esteem. The program also aims to prevent delinquency, improve school attendance, reduce recidivism, and improve anger management skills for its participating students.

The Court and Community School Counseling Program is structured to provide specialized individual and group counseling sessions held weekly. They provide opportunities for students to explore experiences, relationships, and feelings in a safe and confidential setting. The aim is for students to gain insight into their self-destructive behaviors, learn more effective forms of self-advocacy, and develop techniques to address and cope with traumas and pressures in their lives, creating the necessary resiliency skills for lasting change. Sessions are led by graduate student interns in clinical psychology who participate in weekly clinical trainings and are regularly supervised by licensed, experienced therapists as well as clinicians who are employed by Acknowledge Alliance.

Similar to the Court and Community School program, Acknowledge Alliance offers the Transition Program to provide a continuation of counseling services to students who are returning to district high schools from the Court and Community Schools. In fiscal year (FY) 2011-12, Acknowledge Alliance operated successful transition programs in two public schools. They added two more schools in FY 2013-14, and now serve students in all five Sequoia Union High School District Comprehensive High Schools (Redwood High, Carlmont High, Menlo-Atherton High, Sequoia High and Woodside High). The program includes direct hand off from therapists at the San Mateo County Court and Community Schools to staff providing individual and group therapy in the district high schools, pre enrollment into parent meetings at the district high schools, and close collaboration between Acknowledge Alliance counselors and district high school staff to ensure a smooth transition and necessary follow-

through. Acknowledge Alliance also provides counseling to 9th and 10th grade students in the Aspirations program who have been identified as students at high risk of school failure in their transition to high school, as well as counseling to students with alternative to suspension and expulsion contracts.

Last year Acknowledge Alliance placed a hired clinician in the Boys and Girls Club in Redwood City to provide the same mental health services to teens from Sequoia Union High School District (SUHSD) high schools who attend the afterschool program there. Many of these teens are involved in the juvenile justice system as well.

### **Programmatic Challenges in Fiscal Year 2018-19**

Several programmatic challenges emerged during FY 2018-19 that impacted Acknowledge Alliance's outcomes. In the current fiscal year, program staff reported a lower level of enrollment in Court and Community Schools, due to an attempt to reduce expulsions at the district high schools and a significantly low census in the Juvenile Hall. This resulted in a slightly lower number of youth served at Gateway Community School and Hillcrest than in years past.

In addition to the low census at Juvenile Hall, program staff reported difficulty with the referral process from County Mental Health to Acknowledge Alliance clinicians. A number of Hillcrest students asking for services were released before being able to receive mental health services. Staff worked with BHRS to address this problem and the referral process became smoother towards the end of the year. Private space remains limited for confidential counseling in Juvenile Hall and at each of the district schools. This has prevented the program from placing more therapists and seeing more students during the year (even though school staff at Juvenile Hall and in the district requested more therapy hours for their students).

## Evaluation Methods

Programs funded by Probation monitor their programs and report client, service, and outcome data to the department and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect these data are described below.

**Clients and Services:** Grantee programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual clients. Program staff entered these data into their own data systems prior to transferring the data to ASR for analysis.

**Risk Factors:** Grantee programs used two assessments, the Juvenile Assessment and Intervention System (**JAIS**) and the Child Adolescent Needs and Strengths (**CANS**) assessment, to provide a standard measure of risk, life functioning, and areas of need for all clients:

- **JAIS:** The Juvenile Assessment and Intervention System (JAIS) is a risk, strengths, and needs assessment tool designed to assist workers to effectively and efficiently supervise youth, both in institutional settings and in the community. The tool has been validated across ethnic and gender groups. The JAIS consists of a brief prescreen assessment known as the JAIS Boys Risk or JAIS Girls Risk, administered in addition to the full assessment and reassessment components. Probation has elected to administer the JAIS Risk assessments to provide an initial indicator of recidivism risk. The JAIS Girls Risk consists of eight items and the JAIS Boys Risk consists of ten items; each assessment yields an overall risk level of low, moderate, or high.
- **CANS:** The Child Adolescent Needs and Strengths assessment, also known as the CANS, is a multi-purpose tool developed for children's services to support decision-making in determining level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes. The CANS consists of multiple items scored on a 4-point scale of 0-3, with a score of 2 or 3 indicating an actionable need. The assessment is grouped into the following stand-alone modules: Risk Behaviors, Strengths, Behavioral/Emotional Needs, and Trauma. Each grantee completes a different set of CANS modules according to the makeup of their client groups.

**Outcomes:** Like all Juvenile Justice Crime Prevention Act (JJCPA) funded programs, Acknowledge Alliance collects data for a number of justice-related outcomes for program participants. Probation has elected to report these outcomes at 180 days post entry; the reference group reflects the past year's cohort of program participants. In FY 2018-19, Acknowledge Alliance collected the following outcome measures:

- Arrests
- Detentions
- Probation violations

- Probation completions
- Court-ordered restitution completion
- Court-ordered community service completion.

In addition to the required justice-related outcomes, Acknowledge Alliance also collected two program-specific outcome measures to track progress toward helping its clients express their emotions constructively and make positive choices for themselves.

Acknowledge Alliance also administers The Children's Global Assessment Functioning (GAF) pre and posttests to measure the psychological, social, and school functioning of its clients.

**Evidence-Based Practices:** JJCPA-funded programs are encouraged to follow evidence-based practices. In 2012, ASR conducted an evaluation and concluded that funded programs were using a variety of carefully-crafted practices to respond to the needs of their clients, but that those practices spanned the range of what is considered evidence-based.

Although the use of evidence-based practices was not emphasized in Probation's 2016-2020 Local Action Plan, there is an underlying assumption that funded programs are providing services to youth that are aligned with evidence-based models.

To augment Probation's knowledge of which programs are being implemented by funded partners, ASR requested each funded program provide a catalogue of their practices in FY 2017-18 and FY 2018-19. ASR then ran any new catalogued practices reported in FY 2018-19 through a number of clearinghouses to determine whether the practices were:<sup>1</sup>

- Evidence-based theory or premise
- Evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective
- Evidence-based practices, or modalities shown to promote positive outcomes
- Evidence-based tools, or instruments that have been validated (concurrent and predictive).

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<sup>1</sup> For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for fiscal year 2018-19.

## Evaluation Findings

### Fiscal Year 2018-19 Highlights

- Acknowledge Alliance served 249 clients this year, 45% more than the last fiscal year. Average hours spent with youth declined 25% from FY 2017-18.
- Acknowledge Alliance served clients across the risk spectrum: 63% scored Low, 27% scored Moderate, and 10% scored High on the JAIS Boys or Girls Risk assessment.
- Thirty-seven percent of clients (93 of 249) were assessed using the CANS. Pre CANS results showed that 82% of the 93 respondents had three or more actionable needs when they entered the program.
- The percentage of clients entering the program who had been suspended or expelled from school in the last year increased from 53% to 62%.
- The percentage of school days attended during the clients' intervention period and the percent of those who were 'chronically absent' stayed steady since FY 2017-18.
- The percentages of arrests for a new law violation, detentions, and probation violations did not show much differences from FY 2017-18, whereas the completion rate of court-ordered probation dropped to 5% from 36% since FY 2017-18.
- Participants showed improvements in scores on the Global Assessment of Functioning scale.

### Profile of Clients Served

In FY 2018-19, Acknowledge Alliance served 249 youth, most of whom had demographic data available. About a half (51%) of clients were male and 2% were transgender with an average age of 16.4 years. Nearly three-quarters (76%) identified as Latino/Hispanic, with 7% identifying as Asian/Pacific Islander, 6% as African American, and 6% as White/Caucasian.

The 249 youth served over FY 2018-19 spent an average of 3.7 months in the program and received 8.8 hours of services. Eighty-three percent (83%) of services rendered were for individual counseling, and 5% for group counseling.

**Table 1. Client Services**

CLIENT SERVICES	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Number of Clients Served	144	158	151	151	162	172	249
Average Number of Hours Served	10.6	12.0	9.4	13.6	8.9	11.8	8.8
Average Time in the Program (Months)	4.3	3.7	4.0	3.5	4.3	3.6	3.7



For each youth in their program, Acknowledge Alliance evaluated certain risk indicators upon entry, including if the client had a drug or alcohol problem, a school attendance problem, and whether they had been suspended or expelled from school in the past year. In FY 2018-19, 28% of clients had an alcohol or drug problem at entry, the same as in FY 2017-18. Those clients entering with an attendance problem decreased to 49% in FY 2018-19 from 58% in FY 2017-18, while those suspended or expelled in the past year (62%) increased from 53% in FY 2017-18.

**Table 2. Client Risk Indicators at Program Entry**

RISK INDICATORS	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
<b>Alcohol or drug problem</b>	Data not collected in prior fiscal years			8%	17%	28%	28%
<b>Attendance problem</b>	37%	49%	36%	41%	48%	58%	49%
<b>Suspension/expulsion in past year</b>	63%	72%	56%	47%	48%	53%	62%

*n=79 in 2018-19.*

## Risk Indicators

In FY 2018-19, Acknowledge Alliance served clients across the criminogenic risk spectrum. Of the 146 participants assessed with the JAIS Boys Risk or JAIS Girls Risk, 63% had a low criminogenic risk level, 27% had a moderate criminogenic risk level, and 10% had a high criminogenic risk level.

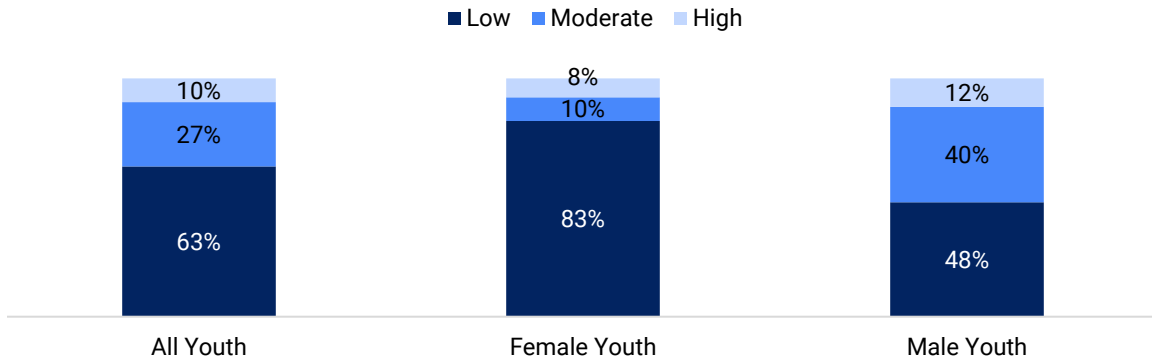
**Table 3. JAIS Risk Levels**

JAIS RISK LEVELS	FY 15-16	FY 16-17	FY 17-18	FY 18-19
<b>Low</b>	44%	62%	58%	63%
<b>Moderate</b>	34%	24%	27%	27%
<b>High</b>	21%	14%	15%	10%

*n=146 in 2018-19.*

When disaggregated by sex, more male youth had moderate and high criminogenic risk levels (52%) than did female youth (18%).

**Figure 1. Criminogenic Risk Level by Sex**

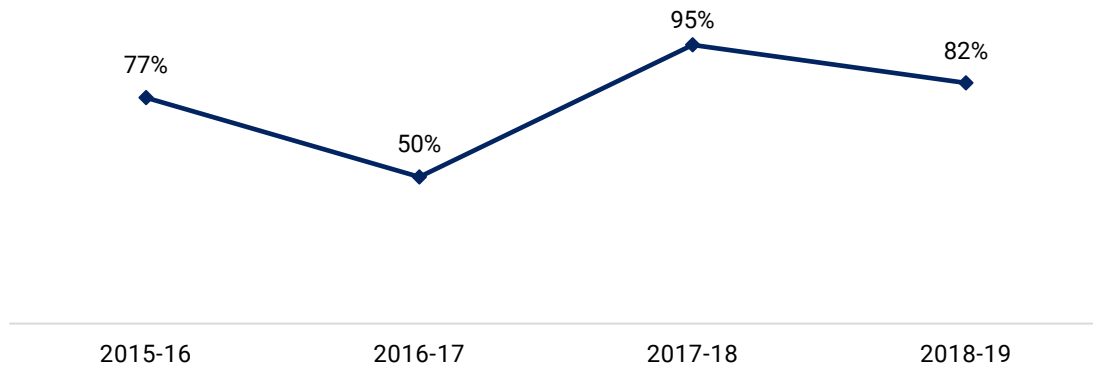


All Youth n=146; Male Youth n=83; Female Youth n=63.  
 Note: Percentages may not total to 100 due to rounding.

## Functioning and Service Needs

Pre CANS data was gathered from 37% of Acknowledge Alliance youth on seven CANS modules. Eighty-two percent (82%) of these youth had actionable needs on three or more items, a slight decrease from 95% of clients in FY 2017-18.

**Figure 2. Percent of Clients with Three or More Actionable Needs on Pre CANS**



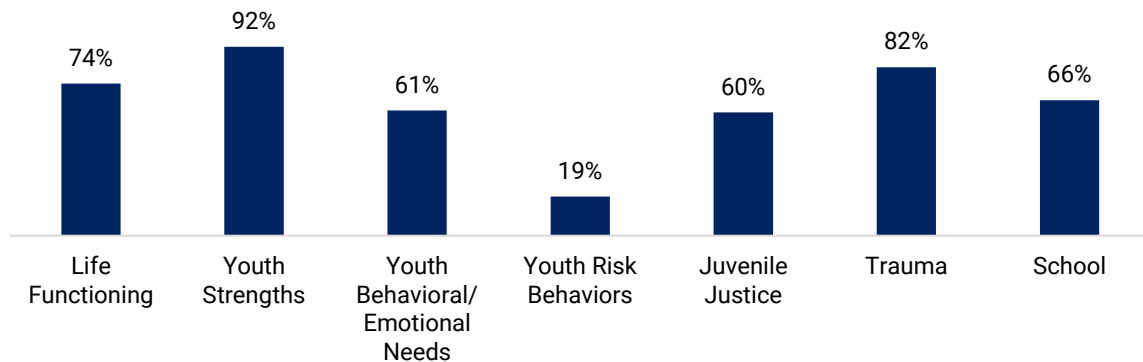
n=93

Figure 3 presents the percentage of all clients with at least one actionable need who were administered a pre CANS assessment. A high number of youth had actionable needs across most of the CANS domains: Youth Strengths (92%), Trauma (82%), Life Functioning (74%), School (66%), Youth Behavioral/Emotional Needs (61%), and Juvenile Justice (60%),

Ninety-two percent of youth had actionable needs on the Youth Strengths module, indicating that participating youth lack important internal (e.g., resilience, optimism), social (e.g., family strengths/support, relationship permanence), and community (e.g., community connection,

educational setting) resources and supports. Eighty-two percent of youth had actionable needs on the Trauma module, indicating the need for helping youth cope with abuse, neglect, and/or trauma. The Life Functioning module, which assesses how youth function across individual, family, peer, school, and community realms, also had a high percentage of youth with actionable needs (74%). Six in ten clients (61%) had an actionable need on the Youth Behavioral/Emotional Needs module, which indicates the need for supporting healthy behaviors and emotional health among clients. Similarly, 60% of respondents also reported actionable needs on the Juvenile Justice module, highlighting the need for supports and resources that discourage delinquent behavior.

**Figure 3. Percent of Clients with at least One Moderate or Significant Need by Pre CANS Module**



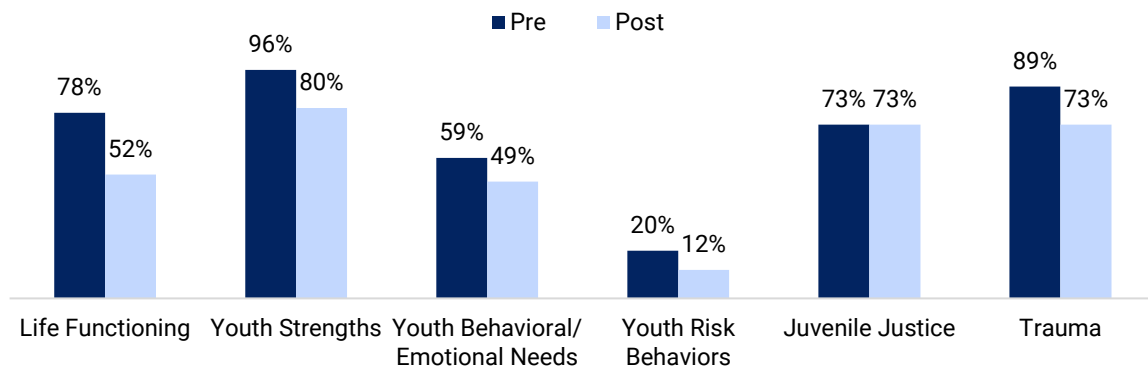
*Life Functioning n=93; Youth Strengths n=93; Youth Behavioral/Emotional Needs n=93; Youth Risk Behaviors n=93; Juvenile Justice n=40; Trauma n=79; School n=82*

Figure 4 shows the percent of clients with at least one actionable need on the pre and post CANS. Only data from clients with matching pre and post assessments were included in the analysis to reflect the change in the number of youth with actionable needs over time with greater accuracy. It is notable that the number of matching assessments varied by module.

The results show a 16% decrease from pre to post on the Life Functioning, Youth Strengths, and Trauma modules, with a 10% decrease in the number of youth with actionable needs on the Youth Behavioral/Emotional Needs module and an 8% decrease in Risk Behaviors module from pre to post. There was no change in the number of youth with actionable needs on the Juvenile Justice module.

Although the results of the post CANS indicate that many youth still needed support for most areas, the noticeable decreases indicate that some of the youth showed improvements during their participation in Acknowledge Alliance programs, particularly in their life skills and functioning, establishment of their strengths, behavioral or emotional symptoms, control over their aggressive and risky behaviors, and traumatic symptoms.

**Figure 4. Percent of Clients with Pre and Post Assessments Who Reported At Least One Moderate or Significant Need on CANS Modules.**



*Life Functioning n=50; Youth Strengths n=49; Youth Behavioral/Emotional Needs n=49; Youth Risk Behaviors n=49; Juvenile Justice n=11; Trauma n=37*

While 93 pre CANS assessments were provided for Acknowledge Alliance youth, matching pre and post assessment data were only available for 54% of these youth. In order to understand how to more effectively address the needs of all youth served by Acknowledge Alliance, attention should be paid to ensuring that pre and post CANS assessments are provided for every youth on all required modules.

### Justice Outcomes

The table below presents justice-related outcomes for 51 youth whose six month post entry evaluation milestone occurred in FY 2018-19. As shown, rates for detentions decreased, probation violations stayed the same, and arrests for a new law violation increased from the prior fiscal year.

**Figure 5. Justice Outcomes (Six Months After Entry)**

JUSTICE OUTCOMES	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Arrests for a New Law Violation	9%	22%	13%	16%
Detentions	13%	26%	28%	22%
Probation Violations	15%	17%	18%	18%
Completed Court-Ordered Probation	2%	13%	36%	5%
Completed Court-Ordered Restitution	0%	N/A	0%	N/A
Completed Court-Ordered Community Service	14%	100%	30%	29%

*FY 18-19 Arrests for a New Law Violation n=51, Detentions n=51, Probation violations n=22, Completed court-ordered probation n=22, Completed court-ordered restitution n=0, Completed court-ordered community service n=7*

## Program Specific Outcomes

Acknowledge Alliance tracks two important factors in youth success: school attendance and absenteeism. The percentage of school days attended during the clients’ intervention period stayed steady, with 81% of possible school days attended during FY 2018-19. The percent of those who were ‘chronically absent’ also stayed steady at 57%. Chronic Absence (i.e., missed 10% or more of school days, both excused and unexcused absences, including suspensions) is a risk factor known to significantly predict delinquency and a key early warning indicator of students likely to drop out of high school.<sup>2</sup>

**Table 4. Program-Specific Outcomes**

<b>PROGRAM-SPECIFIC OUTCOMES</b>	<b>FY 12-13</b>	<b>FY 13-14</b>	<b>FY 14-15</b>	<b>FY 15-16</b>	<b>FY 16-17</b>	<b>FY 17-18</b>	<b>FY 18-19</b>
<b>Percentage of School Days Attended</b>	88%	89%	90%	85%	86%	82%	81%
<b>Chronically Absent Clients</b>	Data not collected in prior fiscal years			46%	35%	58%	57%

*FY 18-19 n=51*

In addition to the CANS assessment, Acknowledge Alliance staff and interns measure progress made by each client using the Global Assessment of Functioning (GAF) scale. The GAF is a 100-point scale used by mental health clinicians to measure psychological, social, and school functioning for children ages 6 to 17. The children’s version of the GAF was adapted from the Adult Global Assessment of Functioning scale, and is a valid and reliable tool for rating a child’s general level of functioning on a health-to-illness continuum. With guidance and oversight from their clinical supervisors, Court and Community School Program interns determined GAF scores at pre and post for clients who had been seen more than three times.

The GAF was administered to clients in both the Court and Community Schools Program and the Transition Program. As seen in Table 5, Court and Community Schools Program clients had an average 9.5% increase in GAF scores from pre to post test, indicating an improvement in psychological, social, and school functioning.

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<sup>2</sup> Please refer to the 2016-2020 Local Action Plan for a list of risk factors identified in the literature and for a list of needs to be addressed by Local Action Plan strategies.

**Table 5. Court and Community Schools Program GAF Pre and Post Test Scores by School**

COURT AND COMMUNITY SCHOOL	PRE TEST MEAN GAF SCORES	POST TEST MEAN GAF SCORES	PERCENT CHANGE FROM PRE TO POST TEST
Gateway	60.9	64.7	6.2%
Hillcrest	46.2	53.4	15.5%
<b>TOTAL COURT AND COMMUNITY SCHOOLS PROGRAM</b>	<b>54.8</b>	<b>60.0</b>	<b>9.5%</b>

*Court and Community Schools Program n=32  
 Note: Acknowledge Alliance provided aggregate GAF data in FY 2018-19.*

Likewise, Transition Program clients also had a noteworthy increase from pre to post test, with an average 8.1% increase in life functioning.

**Table 6. Transition Program GAF Pre and Post Test Scores by School**

TRANSITION PROGRAM SCHOOL	PRE TEST MEAN GAF SCORES	POST TEST MEAN GAF SCORES	PERCENT CHANGE FROM PRE TO POST TEST
Carlmont	54.4	56.7	4.3%
Menlo-Atherton	59.2	61.8	4.3%
Redwood	48.4	56.5	16.6%
Sequoia	53.6	57.6	7.4%
Woodside	58.8	59.4	0.9%
<b>TOTAL TRANSITION PROGRAM</b>	<b>53.8</b>	<b>58.1</b>	<b>8.1%</b>

*Transition Program n=129  
 Note: Acknowledge Alliance provided aggregate GAF data in FY 2018-19.*

In addition to measuring their clients’ progress with GAF scores, Acknowledge Alliance set two additional program goals for their Court and Community School Program and Transition Program over the course of the fiscal year: 1) improvement in expressing emotions constructively, and 2) increase in youth making positive choices for themselves. Acknowledge Alliance exceeded their performance measure targets for its Transition Program in reporting that counseling helped youth to make positive choices for themselves (see Table below). The Court and Community School Program fell just short (73%). Both programs fell slightly short in their goal to have youth report that counseling helped them express their emotions constructively, although by a small deficit in both cases.

**Table 7. Performance Measures**

PERFORMANCE MEASURE	FY 2017-18 RESULTS	FY 2018-19 TARGET	FY 2018-19 RESULTS
<b>Court and Community Schools Program</b>			
Percent of youth in the Court and Community Schools Program who report that counseling helped them to express their emotions constructively	87%	90%	<b>89%</b>
Percent of youth in the Court and Community Schools Program who report that counseling helped them to make positive choices for themselves	83%	75%	<b>73%</b>
<b>Transition Program</b>			
Percent of youth in the Transition Program who report that counseling helped them to express their emotions constructively	86%	90%	<b>89%</b>
Percent of youth in the Transition Program who report that counseling helped them to make positive choices for themselves	81%	75%	<b>78%</b>

*Court and Community Schools Program n=32; Transition Program n=129*

## Evidence-Based Practices

In FY 2018-19, funded programs were asked to provide the practices and curricula employed in their programs. ASR then evaluated the given programs to determine whether they were evidence-based or promising practices through a thorough search of evidence-based practice clearinghouses. The table below details the practices that Acknowledge Alliance utilizes in their programs.

**Table 8. Evidence-Based Practices**

PRACTICE	PRACTICE IMPLEMENTATION	RATING
<b>Psychodynamic Psychotherapy</b>	Weekly hour long individual and group therapy sessions (no time limit – clients may attend as long as is needed)	Evidence-based practice according to empirical evidence <sup>3</sup>
<b>Trauma-Informed Practice</b>	Therapists are trained in understanding the impact of complex trauma on youth, and effective ways to address this as an integral part of the therapy	Evidence-based practice according to SAMHSA <sup>4</sup>
<b>Cultural Sensitivity</b>	Therapists are trained to explore and factor in cultural influences and norms in their work with clients	Although cultural sensitivity is not recognized as an evidence-based or promising practice on its own, it is recognized as an important factor for Social-Emotional learning in school-age environments <sup>5</sup>

<sup>3</sup> Shedler, J. (2010). *American Psychological Association 0003-066X/10/*. Vol. 65, No. 2, 98 –109 DOI: 10.1037/a0018378. <https://www.apa.org/pubs/journals/releases/amp-65-2-98.pdf>.

<sup>4</sup> SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach (2014), p10. Pub ID#: SMA14-4884.) <https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>

<sup>5</sup> Barnes, T.; McCallops, K. (2018). *The Importance of Cultural Competence in Teaching Social and Emotional Skills*. Retrieved from <http://rwjf-newconnections.org/blog/importance-of-cultural-competence-in-teaching-social-and-emotional-skills/>



## Client Story

Each year, staff at funded programs provide a client story to help illustrate the effect of services on their clients. The following is the client story provided by Acknowledge Alliance for FY 2017-18 to help illustrate an example of gains made in weekly therapy.

<b>Name of Client</b>	Manny (pseudonym)
<b>Age and Gender</b>	16, male
<b>Reason for Referral</b>	Client was self-referred after learning about our counseling program at his Hillcrest orientation. He reported feeling depressed and anxious. He didn't like going to school and felt like a failure there.
<b>Client's Behavior, Affect, and Appearance When They First Started in the Program</b>	Manny came into Juvenile Hall with a history of depression, as reported by his school-based therapist, and presented depressed and anxious, at times. He was falling behind in school the past year and a half, was socially isolated at school and was also withdrawn from family in his home life. Manny reported living at home with his mother, two younger siblings, pet dog, and a physically and emotionally abusive stepfather. He also reported losing his birthfather, to whom Manny "was everything," as a young child.
<b>Activity Engagement and Consistency</b>	Manny attended weekly individual therapy. He quickly became quite motivated to attend and was eager and ready for me when it was our time to meet.
<b>Client's Behavior, Affect, and Appearance Toward the End of the Program</b>	We built a trusting alliance and I was able to provide a safe space to hold his complicated and dichotomous feelings toward his mother, whom he loved but who didn't protect him from his stepfather. Over the time we worked together, Manny became less depressed and anxious and significantly more hopeful about his future. He improved his relationship with his mother. He felt empowered to finish school and pursue meaningful work with animals.
<b>What the Client Learned as a Result of the Program</b>	Manny utilized our relationship to mourn the loss of his father and reminisce about "the good old days." We worked on exploring his need to be seen and valued in his family. He was also able to identify how his behavior such as skipping school, was contributing to his troubles with his mother. We also devoted time to listen to and learn about his interests, such as animal conservation, hiking, local reptiles and amphibians, and climate change. It appeared as though having these interests heard and validated was quite powerful and motivating for this client. In our work together, we identified his strengths of resilience, intelligence, compassion and kindness.

<b>What the Client is Doing Differently in Their Life Now as a Result of the Program</b>	He is more engaged in school and asking for the help he needs from teachers to be more successful. He is communicating more effectively with his mother and as a result, feels like he is a more valuable part of the family. He is exploring ways to become engaged in his interests when he leaves juvenile hall and to make sure he graduates high school.
<b>The Value of the Program in the Client's Words</b>	"My counselor helped me see the good things about me and helped me learn how to talk to my Mom so she would listen to me. Without my counselor, I don't think I would believe I could graduate and travel and help animals."