

San Mateo Probation

Fresh Lifelines for Youth Annual Evaluation

FISCAL YEAR 2018-2019



ASR

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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

The mission of Fresh Lifelines for Youth, Inc. (FLY) is to prevent juvenile crime and detentions through law-related education, mentoring, and leadership training.

Youth involved in the juvenile justice system or those at risk of system involvement often lack the developmental assets they need to thrive.¹ FLY's programs addresses this gap by helping youth acquire multiple internal and external positive supports and strengths that are important for adolescent development.

FLY's programs promote safety in the community and prevent juvenile detention by working with at-risk and juvenile justice-involved youth to identify and develop their strengths through the Leadership and Law programs. These programs provide opportunities for youth to develop strengths through peer leadership, and to create positive change in their communities through community service.

The Leadership and Law programs are described as follows:

- **Law Program:** Youth receive 12 sessions of FLY's law-related education curriculum, consisting of weekly two-hour sessions that focus on key experiential components (e.g., role play, juvenile justice system stakeholder visit, field trip, recognition ceremony). The curriculum is interactive and incorporated cognitive-behavioral principles to provide: a) knowledge of legal and social consequences of juvenile crimes, b) a safe space for trying new behaviors and identities, c) a community that supports positive actions and choices, d) training on empathy for juvenile justice systems and their stakeholders, e) an awareness of cognitive dissonance between present realities and future potential, and f) self-efficacy to recognize one's own potential.
- **Leadership Program:** During this 10-month program, youth receive one-one-one coaching, case management, and peer mentoring support to activate positive change. Youth who have completed the Law Program or who are referred by the Probation Department are invited to apply to join the Leadership Program. They then attend an interview and orientation. This intake method mirrors a job interview to help youth build vocational skills. After acceptance into the program, youth attend a three-day retreat in the Santa Cruz Mountains where they learn how to set personal, education, and professional goals, as well as engage in leadership and community activism. FLY case managers regularly meet one-on-one with youth to help them engage with and achieve their goals. Lastly, youth plan and participate in monthly community service activities such as visiting with seniors, tutoring younger students, and beautifying public spaces.

¹ Chew, W. et al. (2010). *Developmental assets: profile of youth in a juvenile justice facility*. <https://doi.org/10.1111/j.1746-1561.2009.00467.x>

Programmatic Challenges in Fiscal Year 2018-19

FLY's San Mateo County Law and Leadership Training Programs reported that they overcame several challenges last year. At the organization level, the Director of Programs & Partnerships resigned in March, which created an immediate need for several team members to collaborate on the completion of the fiscal year grant report. A new Associate Director has since been hired.

Staff also provided the following summary of challenges faced by the two programs:

Law Program: The Law Program experienced challenges setting up field trips with local universities and being responsive to the requests of school-based sites to the detriment of our program model. First, staff encountered difficulty scheduling field trips at our usual universities this year. The Law Program generally visits Notre Dame de Namur, San Francisco State University, or another local college. However, scheduling a classroom/moot courtroom space at these universities for the mock trial portion of the field trip was a challenge, as school staff had turned over. FLY staff got creative and hosted the mock trial portion of the field trip at the FLY office instead, making the experience memorable for youth. Additionally, FLY struggled with one school partner asking FLY to run the Law Program in a way that did not align with our program model. This school asked FLY to provide the program to all of its high school freshman and required that FLY only teach four of the 12 Law Program sessions. While FLY staff experimented with providing the school what they requested, staff found that this method of doing the program caused a strain on FLY resources without seeing the impact FLY would usually see from a 12-week run of the program. There was not time for facilitators to build the same level of rapport with youth over four weeks, and FLY needed to recruit, train, and resource twice as many volunteer facilitators as usual in order to reach the entire freshman class of youth. In the end, the breadth of youth served through this partnership sacrificed depth of program impact, and in the future, FLY will require schools to allow staff to run a version of the program closer to the program model of 12 two-hour sessions of the program.

Leadership Training Program: The Leadership Training Program experienced challenges with a case management staff transition. FLY Case Manager Kevin Lopez transitioned from the San Mateo County Leadership Program to join our new Santa Clara County Reentry Program. While FLY is happy to keep Kevin involved at FLY, it is particularly difficult to attract nonprofit talent to San Mateo County given the high cost of living. The case manager role was vacant for several months, meaning that the remaining case manager and program manager were working with expanded and over-stressed caseloads. The staff banded together and worked to make sure youth received the support they needed in the program.

Evaluation Methods

Organizations funded by San Mateo County Juvenile Probation (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 this 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 to provide a standard measure of risk, life functioning, and areas of need for all clients: the Juvenile Assessment and Intervention System (**JAIS**) and the Child Adolescent Needs and Strengths (**CANS**) assessment:

- **JAIS:** The 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 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, which yield an overall risk level of low, moderate, or high.
- **CANS:** 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 population.

Outcomes: Juvenile Justice Crime Prevention Act (JJCPA) funded programs collect 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, FLY collected the following outcome measures:

- Arrests
- Detentions
- Probation violations
- Probation completions
- Court-ordered restitution completion

- Court-ordered community service completion.

FLY also collected six program-specific outcome measures in their Law program to track the goal of improving youth outcomes:

- Youth have access to positive adult role models
- Youth are more likely to make healthier choices
- Youth have more confidence to deal with negative peer pressure
- Youth have hope for their future
- Youth make positive changes
- Youth are less likely to break the law.

Evidence-Based Practices: Probation 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 San Mateo County'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.

In FY 2017-18 and FY 2018-19, ASR requested each funded program provide a catalogue of their practices. ASR then ran any new catalogued practices reported in FY 2018-19 through a number of clearinghouses to determine whether the practices were: ²

- 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).

² For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2018-19.

Evaluation Findings

Fiscal Year 2018-19 Highlights

- The number of clients served increased by 3% from that of FY 2017-18. Compared to clients served in FY 2018-18, clients in the Leadership Program decreased by 30% while the Law Program increased by 8%.
- The risk spectrum of the clients differed by funding stream. JJCPA-funded clients tended to be at higher risk (75% moderate and 25% low) than JPCF-funded clients (24% moderate and 76% low) as evaluated by the JAIS risk assessment.
- The results of the pre CANS assessment showed most clients needed support to build strengths and connections and help their substance abuse problems among both JJCPA-funded clients and JPCF-funded clients. In addition, JJCPA-funded clients had more actionable needs for their emotional issues or delinquent behavior problems.
- Rates of youth violating their probation has consistently increased since FY 2016-17 while the completion rates of court-ordered services decreased.

Profile of Clients Served

During FY 2018-19, FLY served a total of 449 youth: 52 funded by JJCPA and 398 funded by JPCF. One youth was funded by both JJCPA and JPCF.

- Eight youth (2%) participated in both the Law and Leadership Programs.
- Youth in the Leadership program funded by JJCPA received an average of 29.7 hours of service and averaged 9.7 months in the program. Those in the Law Program funded by JJCPA received an average of 9.5 hours of service and averaged 2.6 months in the program.
- Youth in the Leadership program funded by JPCF received an average of 31.7 hours of service and averaged 10.6 months in the program. Those in the Law Program funded by JPCF received an average of 7.7 hours of service and averaged 2.5 months in the program.
- The average age of youth was 16.2 years.
- Gender data were available for 92% of the youth although race/ethnicity data were available for only 41%. Among those who had available data, more than half (65%) of FLY participants were male, and 76% identified as Hispanic/Latino.

Table 1. FLY Client Services, All Probation Clients

CLIENT SERVICES	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
All Probation Clients							
Clients Served	Data not collected in prior fiscal years			94	90	434	449
Avg. Hours Served				44.5	22.8	15.2	8.9
Average Time in Program (Months)				6.4	N/A	3.4	2.9

Table 2. FLY Client Services, by Program and Funding Source

JJCPA-FUNDED	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Leadership Program							
Clients Served	30	31	30	42	21	40	11
Avg. Hours Served	72.3	97.8	98.5	85.9	31.0	31.0	29.7
Average Time in Program (Months)	10.8	10.8	10.0	6.6	N/A	7.5	9.7
Law Program							
Clients Served	Data not collected in prior fiscal years				80	394	45
Avg. Hours Served					12.4	12.7	9.5
Average Time in Program (Months)					N/A	2.8	2.6
JPCF-FUNDED	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Leadership Program							
Clients Served	Not funded through JPCF in these years						17
Avg. Hours Served							31.7
Average Time in Program (Months)							10.6
Law Program							
Clients Served	Not funded through JPCF in these years						384
Avg. Hours Served							7.7
Average Time in Program (Months)							2.5

Risk Indicators

In FY 2018-19, FLY served clients across the risk spectrum. Of 54 participants assessed with the JAIS, all scored either low or moderate on the criminogenic risk level. None of the youth scored high risk on the JAIS. However, there were differences by funding stream. JJCPA clients tended to be at higher risk than JPCF clients. Three quarters of clients funded by JJCPA were at moderate risk, whereas only about a quarter of clients funded by JPCF were at moderate risk.

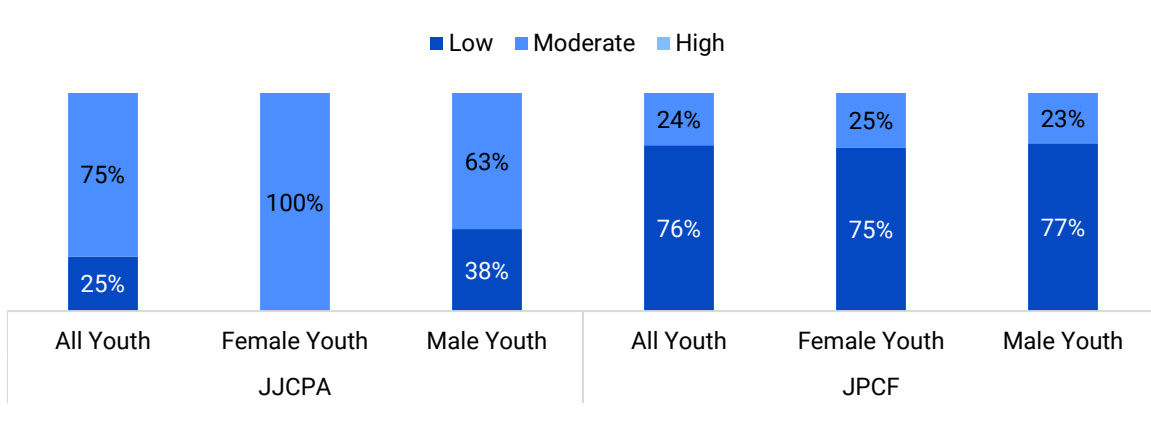
Table 3. JAIS Risk Levels

JAIS RISK LEVEL	FY 15-16	FY 16-17	FY 17-18	FY 18-19 (JJCPA)	FY 18-19 (JPCF)
Low	55%	53%	45%	25%	76%
Moderate	34%	40%	42%	75%	24%
High	11%	6%	13%	0%	0%

n=54 (12 for JJCPA and 42 for JPCF)

When disaggregated by sex and funding stream, a higher proportion of female youth scored moderate on the criminogenic risk scale for JJCPA, and overall youth funded by JPCF scored lower than youth funded by JJCPA.

Figure 1. Criminogenic Risk Level by Sex and Funding Stream

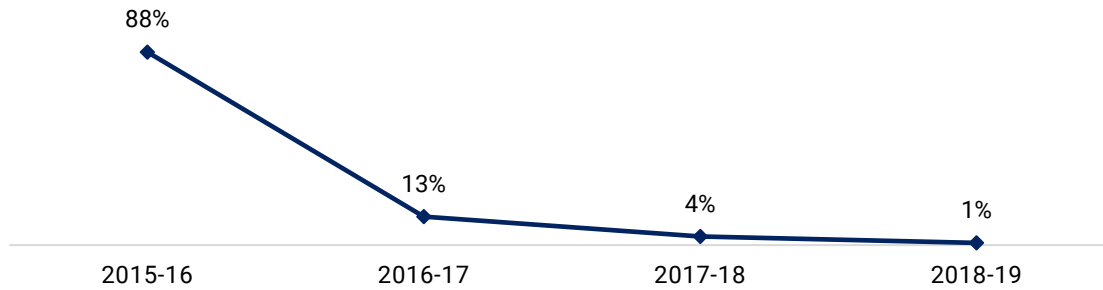


*JJCPA - All Youth n=12; Female Youth n=4; Male Youth n=8
JPCF - All Youth n=42; Female Youth n=16; Male Youth n=26*

Functioning and Service Needs

Data were gathered on five pre CANS modules for 51% of the youth receiving services during FY 2018-19. As seen in Figure 2 below, only 1% of respondents had actionable needs on three or more pre CANS items, a reduction from 4% in FY 2017-18. The percentage of youth with three or more actionable needs dropped significantly since FY 2015-16, which was the first year organizations implemented the CANS assessment.

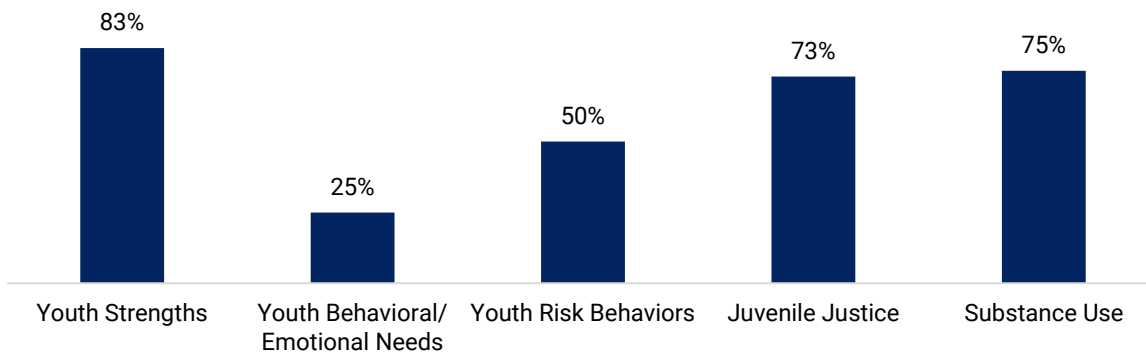
Figure 2. Clients with Three or More Actionable Needs on the CANS



n=233

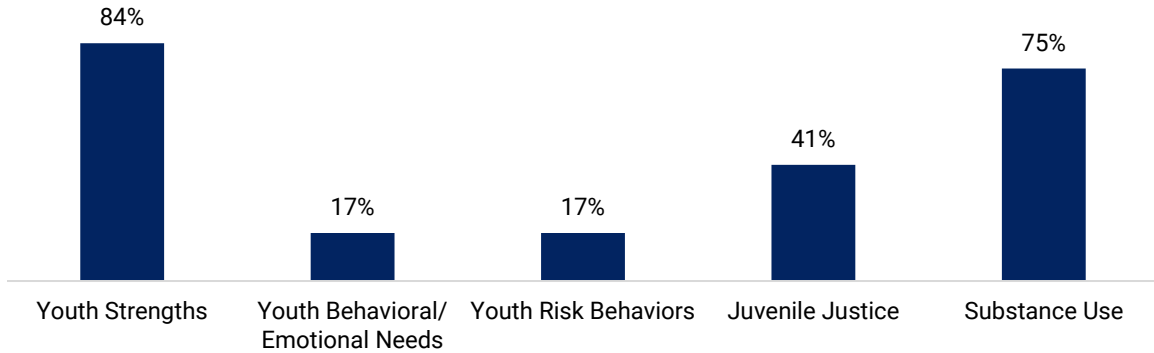
Figures 3 and 4 present the percentage of clients with at least one actionable need who were administered a pre CANS assessment, disaggregated by funding stream. Eighty-three percent of JJCPA youth had actionable needs on the Youth Strengths domain, meaning youth lack important internal (e.g., resilience, optimism), social (e.g., family strengths/support, relationship permanence), and community (e.g., community connection, educational setting) resources and supports. A similar percentage of JPCF youth (84%) had actionable needs on the Youth Strengths domain. The results also indicate that three-quarters of respondents had actionable needs in the areas of Substance Use both among JJCPA youth and JPCF youth. Similar to the JAIS results, fewer percentages of JPCF youth showed actionable needs on the other three domains: Youth Behavioral/Emotional Needs, Youth Risk Behaviors, and Juvenile Justice, compared to those for JJCPA youth.

Figure 3. Clients with at least One Moderate or Significant Need by Pre CANS Module (JJCPA)



Youth Strengths n=30; Youth Behavioral/Emotional Needs n=4; Youth Risk Behaviors n=4; Juvenile Justice n=30; Substance Use n=4.

Figure 4. Clients with at least One Moderate or Significant Need by Pre CANS Module (JPCF)

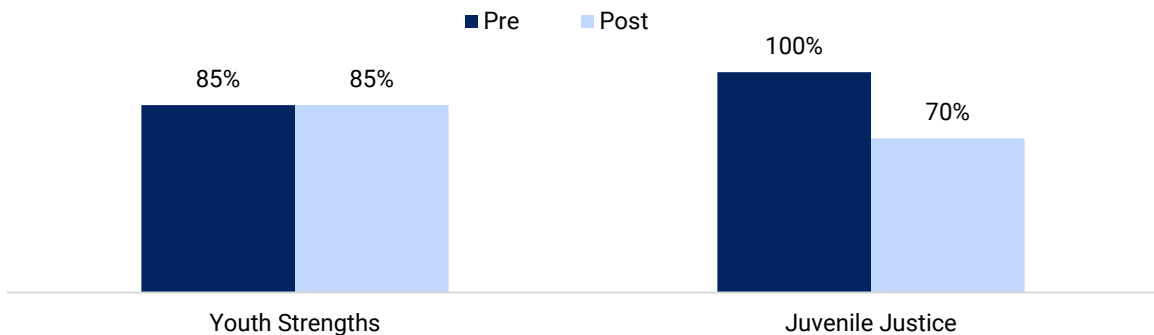


Youth Strengths n=203; Youth Behavioral/Emotional Needs n=6; Youth Risk Behaviors n=6; Juvenile Justice n=191; Substance Use n=4.

Figures 5 and 6 show the percent of clients with actionable needs 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. Only modules with matching pre and post data appear in the figure below.

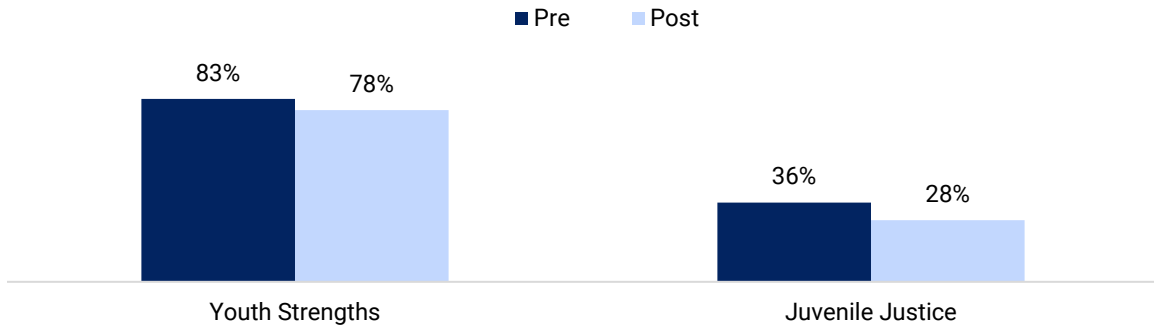
The results show a 30% decrease in the percent of JJCPA youth with actionable needs in the Juvenile Justice module, and no change in the Youth Strengths module among JJCPA youth. However, there were small decreases in both modules among JPCF youth: Youth Strengths decreased by five percentage points and Juvenile Justice decreased by eight percentage points.

Figure 5. Clients with at least One Moderate or Significant Need by CANS Module at Pre and Post (JJCPA)



Youth Strengths n=13; Juvenile Justice n=10. Results for Youth Behavioral/Emotional Needs, Youth Risk Behaviors, and Substance Use modules are not reported due to small sample sizes.

Figure 6. Clients with at least One Moderate or Significant Need by CANS Module at Pre and Post (JPCF)



Youth Strengths n=98; Juvenile Justice n=94. Results for Youth Behavioral/Emotional Needs, Youth Risk Behaviors, and Substance Use modules are not reported due to small sample sizes.

Of 223 FLY youth who completed pre CANS assessments, only 43% had matching post assessments. To more effectively address the needs of all youth served by FLY, attention should be paid to ensuring that pre and post CANS assessments are provided for every youth.

Justice Outcomes

The table below presents justice-related outcomes for forty-nine youth whose six-month post-entry evaluation milestone occurred in FY 2018-19. As shown, rates for arrests for new violations and detentions stayed relatively stable from the previous fiscal year, while probation violations increased to 35% from 20% in FY 2018-19.

Table 4. Justice Outcomes (JJCPA Only)

JUSTICE OUTCOMES	FY 15-16	FY 16-17	FY 17-18	FY 18-19
Arrests for a New Law Violation	2%	18%	17%	18%
Detentions	7%	35%	30%	31%
Probation Violations	29%	8%	20%	35%
Completed Court-Ordered Probation	14%	42%	7%	9%
Completed Court-Ordered Restitution	--	--	0%	0%
Completed Court-Ordered Community Service	--	--	33%	20%

FY 18-19 Arrests for a New Law Violation n=49, Detentions n=49, Probation violations n=23, Completed court-ordered probation n=23, Completed court-ordered restitution n=5, Completed court-ordered community service n=10

Program Specific Outcomes

FLY's Law Program achieved measurable impact. At the end of the program, FLY staff administered a Likert-scale survey to evaluate success. Youth in FLY's Law Program and Leadership Program reported the following outcomes, which are believed to be the result of cultivating important developmental assets.

Table 5. Program Specific Outcomes – Law Program

LAW PROGRAM PERFORMANCE MEASURES	FY 2017-18	FY 2018-19 TARGET	FY 2018-19 RESULTS
Youth report that the program gave them access to positive adult role models.	98%	80%	99%
Youth report the program has given them more confidence to deal with negative peer pressure.	98%	80%	98%
Youth report they are less likely to break the law after being in FLY.	88%	80%	91%
Youth report that after the program, they are more likely to make healthier choices.	97%	N/A	97%
Youth report they want to make positive changes after being in FLY.	94%	N/A	96%
Youth report they now have hope for their future.	94%	N/A	98%

Table 6. Program Specific Outcomes – Leadership Program

LEADERSHIP PROGRAM PERFORMANCE MEASURES	FY 2017-18	FY 2018-19 TARGET	FY 2018-19 RESULTS
Youth report that the program gave them access to positive adult role models.	98%	80%	100%
Youth report the program has given them more confidence to deal with negative peer pressure.	98%	80%	87%
Youth report they are less likely to break the law after being in FLY.	88%	80%	96%
Youth report that after the program, they are more likely to make healthier choices.	97%	N/A	91%
Youth report they want to make positive changes after being in FLY.	94%	N/A	96%
Youth report they now have hope for their future.	94%	N/A	96%

Evidence-Based Practices

In FY 2018-19, FLY programs were asked to provide the practices and curricula they employed in their programs. ASR then evaluated the catalogued programs to determine whether they were evidence-based or promising practices by running them through several evidence-based practice clearinghouses. The table below details the practices and curricula that FLY utilized in their programs.

Table 7. Evidence-Based Practices

PRACTICE	IMPLEMENTATION	RATING
Law Related Education	Cognitive Behavioral Therapy-based legal education curriculum includes weekly two-hour sessions and key experiential components such as role plays, debates, and mock city council hearings to capture youth interest, educate them about the law, and build life skills. The curriculum covers relevant topics such as police encounters, accomplice liability, three strikes, theft, vandalism, drugs, gangs, and police arrests. The curriculum also teaches critical life skills like anger management, problem solving, conflict resolution, and resisting negative peer pressure. Lessons are delivered once a week to groups of approximately 15-25 youth in the Law Program at community school-based sites, as well as locked facilities.	Incorporates the evidence-based practice of Cognitive Behavioral Therapy, but Law Related Education is not a nationally recognized evidence-based or promising practice
Carey Guides	Carey Guides are handbooks that help FLY staff use evidence-based practices with youth. These guides specifically address youths' criminogenic needs and common case management issues. These guides are used by FLY staff during regular 1:1 case management sessions designed around service plan creation for youth in both the Leadership and Re-entry Programs.	Carey Guides is not a nationally recognized evidence-based or promising practice
Brief Intervention Tools (BITS)	The Brief Intervention Tools (BITS) address key skill deficits with our youth in short, structured interventions. The tools are used as a supplement to the Carey Guides during 1:1 case management sessions for youth in both the Leadership and Re-entry Programs.	Evidence-based practice according to the Office of Juvenile Justice and Delinquency Prevention ³ and Promising Practices Network ⁴

³ <https://www.ojjdp.gov/mpg/Program>

⁴ <http://www.promisingpractices.net/program.asp?programid=145>

Client Story

Each year, staff at funded programs provide client stories to help illustrate the effect of services on their clients. The following are two client stories provided by FLY for FY 2018-19: the first for a youth funded through JPCF and the second funded through JJCPA.

Table 8. Client Success Story - JPCF

Name of Client	Sergio (pseudonym)
Age and Gender	18, male
Reason for Referral	Sergio participated in the Law Program at his continuation school, Gateway Community School. Following the Law Program he was invited to participate in the Leadership Program, designed for youth who need the most support or who are at high risk of juvenile justice system involvement. Sergio decided to join the Leadership Program because he hoped it would help him get on track with his education as he was behind on school credits.
Client’s Behavior, Affect, and Appearance When They First Started in the Program	<p>When he began the Leadership Program, Sergio was attending Gateway Community School, a school for youth who are not successful at traditional schools. He struggled with academics and did not have positive relationships with teachers. Additionally, he had behavioral incidents at school.</p> <p>Initially, Sergio was reserved when interacting in larger groups and with peers. At his first retreat, a three-day event that kicks off the Leadership Program during which youth begin developing strong bonds, engage in reflective activities, and challenge themselves in new ways, he did not readily share but participated in the activities.</p>
Activity Engagement and Consistency	<p>Sergio completed two years of FLY’s Leadership Program. He was an active participant and took advantage of many opportunities within the program. He consistently met with his case manager. During the case management sessions, he developed significant insight into his strengths as well as actions or attitudes that were limiting his opportunities for success.</p> <p>Sergio also took on additional leadership roles. For example, he chose to be one of three youth who joined FLY’s collaboration with MakeX, which is a nonprofit organization founded by a local high school student. By joining MakeX, Sergio committed to learning new software and technology skills in a peer-based mentorship setting and to mentoring other youth in these skills.</p> <p>He also set a goal to participate in more public speaking. This goal brought Sergio to a collaborative project between FLY and TheatreWorks Silicon Valley. FLY youth, including Sergio, shared their personal stories, which were then woven into a one-act play by a professional playwright and performed by professional actors for an audience of youth, their families, and FLY and TheatreWorks supporters. Toward his goal of public speaking, he also represented FLY youth at an open house in Fall 2018, during which</p>

	<p>he spoke to FLY community partners, Board members, and FLY staff. These experiences were pivotal for him. He discovered that his voice matters and that in sharing his experience and knowledge, he can grow and connect with those around him.</p>
<p>Client’s Behavior, Affect, and Appearance Toward the End of the Program</p>	<p>Sergio has cultivated a strong desire to succeed in education and believes that this will be an opportunity to achieve more in the future. Most notably, he has become proactive about seeking help and learned to effectively advocate for his needs. For example, Sergio had transitioned to a new school and he realized that if he continued to struggle with relationships and emotion regulation at this new school, that this could hinder his success. He sought support from his case manager who helped him to develop a plan to redirect his frustration and cultivate positive relationships at school.</p>
<p>What the Client Learned as a Result of the Program</p>	<p>In the Leadership Program, Sergio focused on the personal skills needed to succeed at a traditional school. The freedom afforded by a more traditional high school’s schedule scared him. At the community school, he didn’t have to make decisions or plan ahead. At the same time, Sergio had not been able to develop skills for maintaining healthy relationships. Working closely with his case manager, Sergio practiced anger management and emotional regulation skills. Together they also focused on planning. Sergio learned to juggle his class assignments and the new demands of six periods a day, while gaining credits to graduate on time.</p>
<p>What the Client is Doing Differently in Their Life Now as a Result of the Program</p>	<p>Sergio worked throughout the program to improve his school attendance and to graduate. Initially, he did so just so that he could complete requirements. However, over time he began to think about setting goals for himself and became more personally invested in his education. This included taking steps to apply for and attend college. In anticipation of college life, Sergio, with the help of his FLY case manager, identified scholarship opportunities and worked on money management skills. Before graduating from high school, he learned that he was accepted to three schools. He chose San Francisco State, where he plans to obtain a business degree.</p>
<p>The Value of the Program in the Client’s Words</p>	<p>Sergio has said that he values the advice he received and the benefits of positive adult role model. He also has said that he has developed more confidence being in the Leadership Program. This confidence has helped him develop ways to advocate for his needs in a positive way.</p>

Table 9. Client Success Story - JJCPA

Name of Client	Victor (pseudonym)
Age and Gender	Male, 17
Reason for Referral	FLY staff met Victor in our Law program at a court school. Victor had very difficult bullying experiences at his former high school, which had led him to make decisions that resulted in his expulsion and placement on probation. When he met FLY, Victor was nervous about transitioning back to a traditional high school, worried that some of the same patterns that had gotten him into trouble in the first place would come up again.
Client’s Behavior, Affect, and Appearance When They First Started in the Program	Victor was extremely quiet and shy. He had been bullied a great deal and was hesitant to approach kids his age or engage with unfamiliar people. In class, he tended to only interact with adults and only when they engaged him. He rarely spoke up. As FLY learned more about him, we learned that he wouldn’t talk with his mother about what was going on and just said yes to whatever she told him, rather than communicating with her about his needs
Activity Engagement and Consistency	Victor participated in several of FLY’s pro-social activities and attended FLY’s trip to UC Davis. In case management, Victor first wanted to address the issues around returning to a traditional high school, since he anticipated being bullied again. As he became more comfortable with his case manager and developed a service plan, it became clear that he needed to address his communication skills: to build up his ability to identify his needs and express them to people who could help him.
Client’s Behavior, Affect, and Appearance Toward the End of the Program	Victor has become much more open. While he is still on the quiet side, it no longer comes across as painful shyness or fear. He smiles and talks more easily with both adults and kids his age. He has developed some close friendships at his new school and is much more comfortable at school.
What the Client Learned as a Result of the Program	Victor’s biggest learning was to value his own voice and perspective, and to gain confidence in communicating effectively with people around him. He has also learned to take responsibility for his mistakes so that he can learn from them and move on. He has learned to be more open with the people around him and to ask for help when he needs it.
What the Client is Doing Differently in Their Life Now as a Result of the Program	Victor really grew over the course of the program, showing much more confidence in expressing his needs and getting help solving problems. He proactively approached his chemistry teacher when he was struggling in class, rather than failing the class, as he had done earlier in high school. With the support of his case manager, he opened up to his mother, letting her know he thought he was suffering from anxiety and depression. With her help, he is pursuing treatment. While Victor is still facing

	<p>considerable challenges, he is definitely moving in the right direction.</p> <p>In addition, he is now serious about pursuing a 4-year college education. Towards that end, he is currently taking summer school classes to improve grades he got in freshman year classes, to improve his GPA and to demonstrate his commitment to his education.</p>
The Value of the Program in the Client's Words	<p>Victor talks about FLY making him feel safe enough to explore his feelings, his needs, and his past decisions. He is grateful for the strong support and encouragement he received, both one-on-one and in the leadership program group, to open up and advocate for himself.</p>