

SAN MATEO COUNTY PROBATION DEPARTMENT

YMCA OF SAN FRANCISCO
ANNUAL EVALUATION

2020 - 2021



About the Researcher

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Program Description

San Mateo County Probation Department (Probation) supports the Urban Services YMCA of San Francisco (YMCA) to provide two programs with Juvenile Probation Camp Funding (JPCF): School Safety Advocates (SSA) and Victim Impact Awareness (VIA).

SSA is a school-based violence prevention program that provides the following services in five middle school sites across San Mateo County:

- crisis intervention and mediation
- risk and mental health assessment
- on-campus anger management “CALM groups,” based upon Aggression Replacement Therapy
- on-campus Girls United empowerment groups
- on-campus First Stop groups, using Mindfulness-Based Substance Abuse Treatment
- referrals for further individual and family counseling at the Youth Service Bureaus/YMCA clinics or with other appropriate services in the county
- family case management, including parent support and psycho-education

Additionally, SSA staff provide outreach and education activities with schools to enhance strategies for reducing school violence, criminal justice involvement, and risk factors through “lunch box” discussions with students and SSA staff, classroom bullying workshops, and parent workshops.

The purpose of the SSA program is to keep young people out of the criminal justice system by addressing critical safety concerns. SSA staff work in partnership with school personnel to create safe environments on campuses by intervening to stop fights, mediating conflicts through restorative justice techniques, and preempting potential bullying, self-harm, suicide, and substance abuse. SSA’s therapeutic program model enables staff to establish relationships that empower young people to work with a safe adult who can guide them through problem-solving and skill-building techniques designed to address challenges, both at school and at home. The overarching goals of the program are to

- reduce youth violence, gang participation, substance abuse, and involvement in the criminal justice system,
- identify any risk to self or others, and secure appropriate services to ensure youths’ safety,
- change at-risk youths’ behaviors to increase personal responsibility, risk avoidance, protective behaviors, and resiliency,
- provide the following developmental inputs to promote positive behavioral change: safe environments, supportive adults, and a variety of programs and interventions matched to youths’ risk levels,
- measure the impacts of those developmental inputs as indicators of positive behavioral change.

In addition, YMCA hosted VIA classes. VIA is a trauma-informed, strengths-based educational program designed to teach empathy and the trauma of victimization. The curriculum includes activities, videos, discussions, and guest speakers, and all are meant to

give participants a better perspective of what it is like to be a victim of the crimes in which they have been charged.

Programmatic Challenges

Fiscal year (FY) 2020-21 was unprecedented since YMCA's services were provided virtually for the entire school year. Since SSA is a program that relies on being on the campus to allow for walk-ins and immediate interventions when a student is in crisis, there was a restructuring of the work as a virtual service. Even though the year before services had pivoted to a virtual platform, there were more challenges than expected getting referrals and getting engagement in services from the students in the fall. YMCA staff worked on multiple engagement strategies and were proactive in reaching out to youths struggling in remote learning. Many of the youths referred to YMCA were not attending their virtual classes and were already very difficult to engage or non-responsive to outreach strategies.

YMCA worked on multiple strategies to provide "walk-in" opportunities for students. The staff had open office hours, in which SSAs would sit in a zoom room waiting for any student to join. They attempted to have a virtual lunch and created discussion groups or game spaces. YMCA hoped to provide time for students to interact that was not in the virtual classroom space. The program reported mixed results, believed to be due to zoom fatigue and the ongoing nature of the pandemic. YMCA also ran into some struggles with the school schedule. Some schools were reluctant to have students pulled from virtual class time, wanting YMCA staff to wait until after school to meet with some students. In the previous semester, staff did meet students after school, but this was not sustainable for what was assumed would be at least an entire semester. The districts wanted staff to work on Wednesdays since this was a day scheduled for asynchronous learning. As Wednesday's had previously been a short school day, YMCA changed all staff schedules a few years ago to reserve Wednesday afternoons for training and meetings. The YMCA staff were unable to shift their schedules, which added to some scheduling challenges.

YMCA was able to provide their groups virtually. At some schools, they presented the groups to every advisory period and had students signing up themselves. At other schools, they continued in the traditional way to identify youth in need and build engagement with them. Group numbers varied from school to school. The First Stop group continued to be the most challenging group to fill due to the difficulty in identifying youths who were at risk of substance abuse. They were unable to rely on referrals coming from the administration when students were caught with substances on campus. As predicted, there was a decrease in referrals based on behavioral problems due to virtual learning which reduced the number of First Stop and CALM referrals.

In 2019, YMCA reported two new changes to its program. One of its seasoned SSAs was promoted to a leadership position, providing additional support to the SSA staff. YMCA also debuted a new training program designed specifically to address the needs of this position. These changes created a strong climate of support and helped staff clarify contract obligations, outcome measurement tools, and the unique challenges of working as SSA. YMCA was able to add two new SSAs from their 2019-2020 trainee pool for last year. All of YMCA's SSAs from 2020-2021 have continued to work as SSAs in 2021-2022; this is notable in terms of SSA retention because this is the first time in the last seven years that this has happened. YMCA feels that the improvements in the program and the support given to staff are a strong contributing factor to SSAs' desire to remain in their positions.

However, SSAs experienced challenges with placement at one school site. While placement had been challenging there in the past, the SSA program was hopeful that a new administrator and new clinician in 2019 would improve the relationship. However, communication issues arose, and referrals and engagements were low. At some point during the year, the school counseling team and principal began to make assumptions about the SSA, and communication broke down even further. Some of the assumptions and complaints appeared to be based on cultural and racial differences. YMCA asked for a meeting with the principal and the district wellness director to work out the issues. There were two restorative circles to work through the relationship challenges, and relationships improved. However, at the end of June, the school did not want the SSA to return for the 2021-2022 school year. YMCA is in the process of pushing back on this decision based on a conviction that when adults model the process of working through issues with each other with the restorative process, it sends a powerful message of how they value the same process they ask of the youths. The YMCA staff are anxious to return and continue to work out the challenges at this site. While staff hope to be allowed back, they will move this SSA into another school if needed.

This incident has raised questions about how YMCA can support and protect their staff at the school sites. Other staff members have also experienced racial and gender identity microaggressions at some of their placements. YMCA is working on internal racial equity and decolonizing work, and policies and procedures. A much more transparent and collaborative work culture has been created where staff have a voice in the changes. When YMCA addressed some of the racial microaggressions that staff were experiencing at the school last year, they were met with some defensiveness. YMCA want their staff to be valued and respected where they work. There are plans to meet with the leadership at school sites where the YMCA staff are placed with the hopes that school staff practice or at least acknowledge the same Trauma-Informed System principles that YMCA adheres to and offer trainings to those interested in learning more.

YMCA is looking forward to providing needed services on campus this upcoming year (2021-22). They are excited to become even more proficient in using the outcome measurement scale, Partners for Change Outcome Management System (PCOMS), to help increase engagement with services and obtain improved data about program impacts on the youths involved. YMCA is also continuing the racial equity work it committed to last year, currently moving into Phase Two with their consultants. In Phase One in the previous year, they received additional data from staff about their experiences, which was focused on four specific growth areas: evaluations, compensation, communication, and training. YMCA has begun addressing these areas, especially compensation. Having a flat budget from this grant makes addressing compensation difficult, but it is essential that new ways are found to increase compensation to retain and attract staff, which again ultimately benefits the youths that YMCA serves. YMCA is dedicated to hiring staff with whom the youths can identify. This can also increase engagement and self-esteem for youths from traditionally marginalized Black, Indigenous, People of Color (BIPOC) communities. Supporting these staff members means that YMCA must commit to racial equity in the workplace.

Shelter-In-Place (SIP) presented other challenges as well. There was some attrition for services from youths who were also struggling academically and were negatively impacted

by other risk factors. There were challenges for youths who did not have the same access to technology as their peers, leading to a decrease in service engagement. YMCA received a grant to provide iPads to youths who needed them and a grant to provide staff with work computers. The SSAs did an amazing job of following up with all the youths they had seen the previous year and integrating new youths into their caseloads when these needs were identified. The SSAs continued to meet weekly with school teams to communicate about student needs. They also continued to meet with students weekly or every other week to assess possible emerging needs and to work on treatment goals. YMCA adapted its group model to serve groups remotely this year and reported a lot of success with these groups.

Another challenge of SIP was staff burnout. The staff, like everyone else, were personally impacted by the pandemic and the racial injustice that it highlighted. Trying to support others with something that you are also experiencing is extremely challenging. The staff who are also parents also faced the additional challenge of managing their children's days while trying to work. Some of the staff were sick themselves, while others who are immunocompromised remained sheltered in place. Everyone had to adjust to working from home long-term and learning to create new work/life boundaries. There were decreases in staff engagement in group supervision or meetings at certain times during the year. No one could hear one more word about self-care since that became another full-time job as staff continued in SIP.

As YMCA faces the return to in-person services at the schools, a whole new set of issues emerges. Most of the schools that returned to some in-person schedule late last spring were not able to plan for YMCA's return as well, so YMCA remained virtual for the remainder of the school year. Most of the staff have mixed feelings about returning to work in-person. In many ways, they are excited about seeing the students in-person, but also cautious about safety and re-engaging in-person. About half of the SSAs took advantage of working at some Y campsites this summer and are getting used to being in-person with youth there. Youth are struggling at the camps with returning to an in-person social setting and feel that this is a preview of the increased need for mental health support the staff will face when school starts this fall.

Evaluation Methods

Programs provided by YMCA are funded by San Mateo County Probation Department's (Probation) Juvenile Probation and Camp Funding (JPCF). YMCA monitors programs and reports client, service, and outcome data to Probation and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect this data are:

Participants 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 participants. Program staff entered these data elements 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 strength and need for youths:

- **JAIS:** Grantee programs used the Juvenile Assessment and Intervention System (JAIS) to provide a standard measure of risk for youths. This individualized assessment is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. It has been validated across ethnic and gender groups. The JAIS consists of a brief initial assessment followed by full assessment and reassessment components (JAIS Full Assessment and JAIS Reassessment). The JAIS assessment has two unique form options based on the youth's gender. Probation has elected to administer the JAIS to all youths receiving services in community programs for at-risk and juvenile justice involved youth. 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:** This 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 outcome monitoring. The CANS consists of items scored on a 4-point scale of 0-3, with a score of two or three indicating an actionable need. The assessment groups items into several core modules, including Youth Strengths, Risk Behaviors, Behavioral/Emotional Needs, Life Functioning, Caregiver Strengths and Needs, and Acculturation. Secondary modules that can be triggered by answers to specific core module items include School, Trauma, Substance Use, and Juvenile Justice.

Outcomes: YMCA collected four additional program-specific outcome measures to track progress toward improving their clients' quality of life:

- youth reporting a greater engagement in and connection with their school,
- youth participating in alcohol and drug prevention groups reported a decrease in substance use,
- youth reporting an improved understanding of the impact of their criminal behavior on victims and the community,
- youth engaging in mediation and accomplish a plan of reparation with their victims.

Evidence-Based Practices: JPCF-funded programs are encouraged to follow evidence-based practices. To augment Probation's knowledge of which programs are being implemented by

funded partners, each funded program has provided a catalog of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs any new cataloged practices reported through several clearinghouses to determine whether the practices were:¹

- 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).

¹ For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2020–21.

Evaluation Findings

Fiscal Year 2020-21 Highlights

- YMCA served fewer youths (a decrease of 19%) compared with FY 2019-20. However, the number of service hours and duration of time in the program were both higher in FY 2020-21.
- YMCA primarily served youths with 'low' criminogenic risk, reflecting similar risk classifications to youths served year over year since FY 2016-17 and that of the intended population to access JPCF-funded services.
- YMCA assessed 65% of the youths using the CANS. Results indicate that 67% of youths had at least one strength identified at baseline, and 8% of youth had three or more actionable needs when they entered the program, primarily in the Behavioral and Emotional Needs and Life-Functioning Modules. The number of youths with these needs declined significantly from baseline to follow-up assessment.

Profile of Youths Served

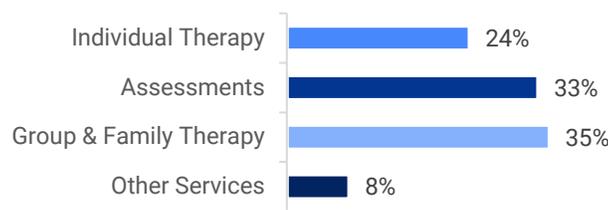
During FY 2020-21, YMCA's SSA served 182 youths, with race/ethnicity data available for 93% of youths and gender data for 96% of youths. Over one-half (58%) of youths were female, and 2% identified as transgender/other. The average age of youths was 13.3 years old. More than one-half (60%) of youths identified as Hispanic/Latino, 23% identified as Asian/Pacific Islander, 10% identified as White/Caucasian, 4% as Multi-Racial/Ethnic, 2% as White/Caucasian, and 1% as Other. Youths spent an average of 5.3 months in the program and received an average of 4.2 hours of service (Table 1).

Table 1. Youth Services - SSA

YOUTH SERVICES	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Number of Youths Served	384	218	225	224	182
Average Number of Hours Served	N/A	N/A	3.1	3.6	4.2
Average Time in the Program (Months)	3.9	4.1	6.4	5.0	5.3

As seen in Figure 1, 35% of services rendered were for group and family therapy, 33% on assessments, 24% on individual therapy, and 8% on other services.

Figure 1. Percentage of Time Spent with Youths



VIA classes were offered four times a year. In FY 20-21, 32 youths attended VIA (Table 2).

Table 2. Youth Services - VIA

YOUTH SERVICES	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Number of Youths Served	10	12	6	4

Risk Indicators

Similar to that of the past fiscal years and consistent with JPCF funding, in FY 2020-21 YMCA’s SSA served youths primarily on the lower end of the risk spectrum (Table 3). Almost all 118 youths assessed with the JAIS scored ‘low’ risk. No youth served by YMCA has scored ‘high’ risk in the last four fiscal years.

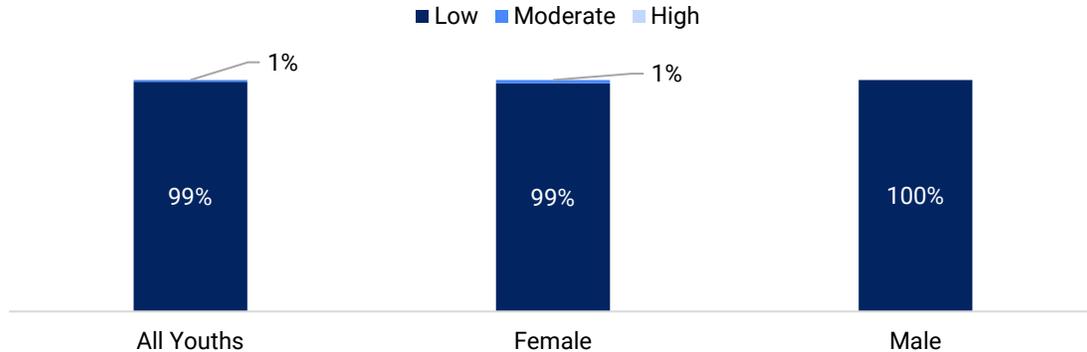
Table 3. JAIS Risk Levels

JAIS RISK LEVELS	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Low	98%	96%	97%	97%	99%
Moderate	2%	4%	3%	3%	1%
High	0%	0%	0%	0%	0%

FY 2020-21 n=118.

When disaggregated by gender, almost all youths scored ‘low’ risk, as seen in Figure 2.

Figure 2. Criminogenic Risk Level by Gender



All Youths n=118, Female n=72, Male n=45. Risk score for youth who indicated other gender identity on the initial JAIS Risk is combined for All Youths, but not included in the gender-specific female or male forms to protect confidentiality.

Youth Strengths and Service Needs

In FY 2020-21, YMCA SSA gathered CANS assessment data from 119 (65%) of the 182 participants served. A total of 118 youths had baseline assessments, and almost all—117 youths— had both a baseline and follow-up assessment within the fiscal year.

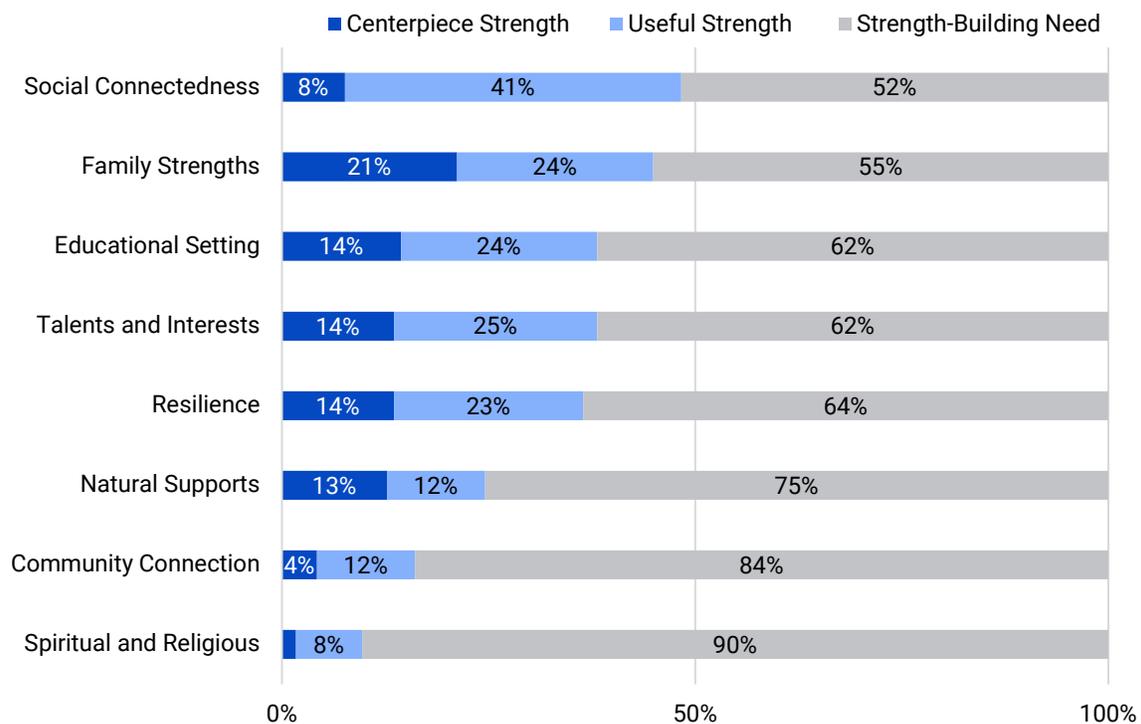
Baseline Assessment

The average number of centerpiece or therapeutically useful strengths identified at baseline per youth was 2.6 of 8 (33%), with 67% of youths identified with at least one strength. YMCA rated participants as possessing fewer strengths at baseline than all programs funded by San Mateo Probation, which averaged 6.2 of 12 (52%) strengths per youth and 89% of youths

possessing at least one strength. Figure 3 shows that around one-half of YMCA youths began services with the ability to engage family as a strength (45%) as well as leverage their social connections (49%) to further their positive growth and development. Just over one-third of youths had identified strengths related to their Education Setting (38%), Talents and Interests (39%), and Resilience (37%).

These data on youths' strengths also suggest that one-third of youths come to YMCA with no significant internal or external resources, which suggests a high need for support to help youths build these assets in their lives. The youths served at YMCA, similar to other grantee programs, presented with particularly high needs for strength-building in finding connection through spiritual or religious involvement if appropriate for the youth (90%), in developing connection with their communities (84%), and in enlisting the support of unpaid, nonfamilial youth mentors (Natural Supports, 75%).

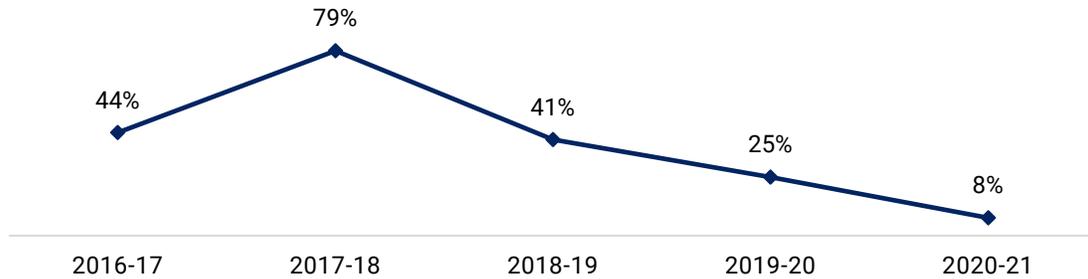
Figure 3. Percentage of Youths with Each Strength at Baseline



n=118. Data was not available for Relationship Permanence, Optimism, Resourcefulness, and Youth Involvement CANS items. Percentages may not add up to 100 due to rounding.

On baseline assessments, 8% of youths had three or more actionable needs, the lowest across all five of the past fiscal years.

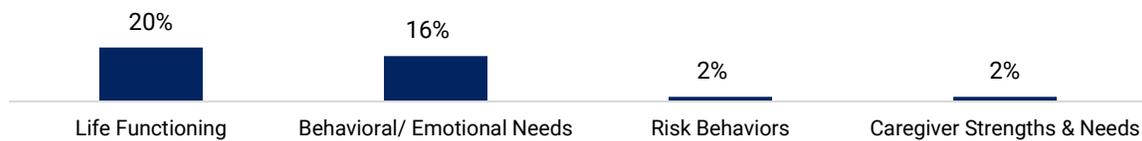
Figure 4. Percentage of Youths with Three or More Actionable Needs at Baseline



n=118.

Although a relatively small portion of youths served by YMCA had actionable needs, the most prevalent areas of need included Life Functioning (20%) and Behavioral and Emotional Needs (16%). These results indicate that some youths presented with needs to improve how they were functioning across individual, family, peer, school, and community realms as well as how they were managing their inner emotional states and experiences.

Figure 5. Percent of Youths with at Least One Moderate or Significant Need Per CANS Module at Baseline



n=118.

Change Over Time

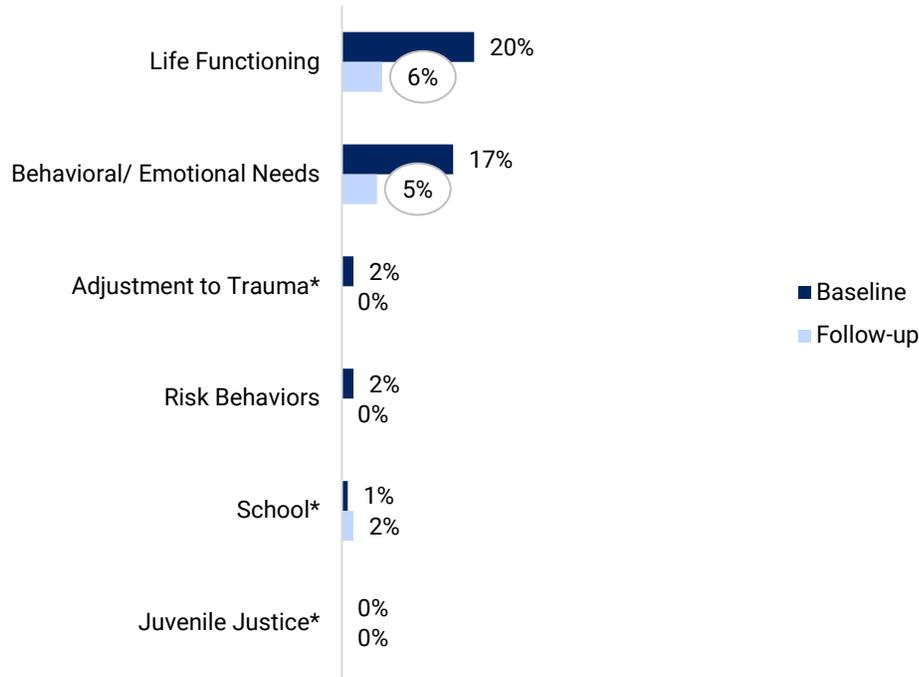
The 117 youths with both a baseline and follow-up assessments were analyzed to reflect most accurately the change in the number of youths with actionable needs over time. The number of matching assessments varied by module.

The percentage of youths with centerpiece strengths served by YMCA increased significantly over time, from 36% to 41%. This suggests that the program may have helped cultivate strengths among some youths.

Figure 6 shows the percentage of youths with at least one actionable need at baseline and follow-up. The results show significant decreases in the number of youths with Life Functioning needs (a 14-percentage point drop) and Behavioral/Emotional Needs (a 12-percentage point drop). All other needs occurred relatively infrequently among YMCA youths

at both baseline and follow-up. These results indicate that several youths experienced a decrease in need for support of behavioral and emotional health concerns and an increase in life functioning with family and peers at home, school, and in their broader communities.

Figure 6. Decrease in Percentage of Youths with CANS Actionable Needs Over Time



*n=115-117 for CANS core modules and items. Note: Circles indicate statistically significant decreases from baseline to follow-up assessment using paired T-tests, $p < .05$. *Results include needs identified on core items or secondary modules.*

YMCA completion of follow-up assessments of youths with baseline assessments was excellent at almost 100%, allowing for a much clearer understanding of change among these participants. However, continued attention should be paid to increasing the percentage of all youths assessed, that they are assessed with fidelity by a certified assessor, and that data are entered into the data entry platform on all modules to continue to gather understanding of the needs of youths within and across all funded programs.

Program-Specific Outcomes

The YMCA goal for CANS completion rate for the youth participants was 95%. They fell short of that goal, at 65% (119 of 182). YMCA was also to have all users and trainers maintain current certification, but YMCA fell short of reaching their goal with 80% certified (Table 4).

Table 4. Program-Specific Outcomes

CANS DATA COLLECTION	FY 20-21 TARGET	FY 20-21 RESULTS
CANS Completion Rate	95%	65%
CANS Users/Trainers Current with (Re)Certification	100%	80%

YMCA and Probation developed four additional measures specific to YMCA activities to further understand outcomes of youths in the program (Table 5). This fiscal year, YMCA exceeded the target outcomes of increase in understanding the impact of their criminal behavior and engagement in mediation and reparation plan but did not achieve its objectives for the percentage of youths reporting greater engagement and did not have enough youths engaging in alcohol and drug prevention groups (Table 5).

Table 5. Performance Measures

PERFORMANCE MEASURE	FY 18-19	FY 19-20	FY 20-21 TARGET	FY 20-21 RESULTS
Percent of youth who will report a greater engagement in and connection to their respective school as a result of participating in the program (SSA)	69%	71%	85%	82%
Percent of youth who will participate in alcohol and drug prevention groups and report a decrease in substance use as a result of participating in the program (SSA)	82%	65%	85%	N/A*
Percent of youth who report an increase in understanding the impact of their criminal behavior on victims and the community (VIA)	82%	67%	85%	94%
Percent of youth who engage in mediation and accomplish a plan of reparation with their victims (VIA)	N/A	N/A	35%	87%

*During this year, SSA only had two participants report engaging in substance use and by the end of the year, one was no longer engaging. Although YMCA didn't run the groups, they employed individualized first-stop curriculum with youth, provided outreach at the schools, and continued to assess for substance abuse throughout the academic year.

Evidence-Based Practices

In FY 2020-21, JPCF programs were asked to provide the curricula or practices 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. Table 6 details the practices that YMCA reported and the evidence base for each practice.

Table 6. Evidence-Based Practices

PRACTICE	CURRICULUM IMPLEMENTATION	RATING
Girls United	This curriculum was used for two groups during the year. The purpose of the group was to empower girls, build confidence/courage, encourage their talents/strengths, assist them in feeling better about themselves, become more responsible at school/home, and develop leadership, social, decision-making,	Not a nationally recognized evidence-based or promising practice.

PRACTICE	CURRICULUM IMPLEMENTATION	RATING
	<p>conflict resolution, and communication skills. The students in the group determined the topics of most interest to them. This was by far the students' favorite group. This curriculum includes psycho-education and guided activities that assist the girls to explore the chosen topics.</p>	
<p>Mindfulness-Based Substance Abuse Treatment</p>	<p>This curriculum was used for one group of students who were exhibiting signs of early substance use or risk factors. This curriculum was also used on individual students throughout the year both in the schools and clinics. This curriculum integrates practices of mindfulness.</p>	<p>A promising practice based on empirical evidence.²</p>
<p>Dialectical Behavioral Therapy (DBT)</p>	<p>The YMCA used DBT with students who were in crisis or struggling. This therapy integrates mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness to help students build healthy coping skills that improve how they function in school and at home.</p>	<p>Evidence-based therapeutic modality for borderline personality disorder and substance use disorder according to empirical evidence.³</p>
<p>CALM Communication and Life Skills Management</p>	<p>This curriculum is SSA's anger management curriculum, provided to two groups of students referred by the school for anger and aggression issues. The curriculum integrates cognitive behavioral therapy practices and aggression replacement treatment practices. Some clinicians also include mindfulness.</p>	<p>Not a nationally recognized evidence-based or promising practice, but the cognitive behavioral therapy and aggression replacement treatment components of the program are nationally recognized evidence-based treatments.^{4, 5}</p>
<p>Seeking Safety</p>	<p>Many of the modules of this practice assist in building healthy coping skills for youths. For example, the Grounding module is especially helpful when a youth is in crisis and dysregulated and is often taught when the student is struggling with self-harm behaviors or re-experiencing associated with a trauma history.</p>	<p>Promising research evidence according to The California Evidence-Based Clearinghouse for Child Welfare (CEBC), with a rating of 3 on a scale from 1 to 5 (with 1 as well-supported with</p>

² Marcus, M. T., & Zgierska, A. (2009). *Mindfulness-Based Therapies for Substance Use Disorders: Part 1 (Editorial)*. *Substance Abuse: Official Publication of the Association for Medical Education and Research in Substance Abuse*, 30(4), 263. <http://doi.org/10.1080/08897070903250027>

³ Chapman, A. L. (2006). *Dialectical Behavior Therapy: Current Indications and Unique Elements*. *Psychiatry (Edgmont)*, 3(9), 62–68. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2963469/pdf/PE_3_9_62.pdf

⁴ <https://www.mayoclinic.org/tests-procedures/cognitive-behavioral-therapy/about/pac-20384610>

⁵ <http://www.episcenter.psu.edu/ebp/ART>

PRACTICE	CURRICULUM IMPLEMENTATION	RATING
		evidence and 5 as concerning). ⁶
Neuro-sequential Model of Therapeutics (NMT)	Youths in any of YMCA programs have access to an assessment that measures Developmental Risk, Current Relational Health, Functional Brain Mapping, and functioning in Sensory Integration, Self-Regulation, and Cognitive Processing. The Neuroscience of Trauma and Neglect, taught through NMT, informs clinicians' interventions and work with students.	Evidence-based model according to empirical evidence. ⁷
Motivational Interviewing	Clinicians use these techniques to build rapport and motivation to change. This practice assists clinicians in engaging youth quickly so they can assess needs and resolve crisis situations.	An evidence-based practice according to the Center for Evidence-Based Practices ⁸
Art Therapy	Many YMCA clinicians are graduates in Art Therapy and use an assortment of these techniques to build rapport, assess needs, and assist in soothing and regulating youths in crisis. The fulltime Clinical Supervisor is an Art Therapist and held monthly Art Therapy Consultation Groups open to all staff to teach these techniques.	Promising practice according to empirical evidence. Four RCTs included were of children or adolescents; two studies showed some significant positive effects and two showed improvement from baseline but no significant differences between groups. ⁹
Internal Family Systems (IFS)	IFS is used with longer term clients to address trauma and self-destructive behaviors. The YMCA fulltime Clinical Supervisor has been providing ongoing trainings in this model and a monthly IFS Consultation Group to strengthen clinician's skills.	The Center for Self Leadership & Foundation for Self Leadership reported that IFS was an evidence-based practice listed on the now defunct National Registry of Evidence-Based Programs and Practices, but the evidence-base could not be confirmed

⁶ <https://www.cebc4cw.org/program/seeking-safety-for-adolescents/>

⁷ Perry, B.D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical application of the neurosequential model of therapeutics. *Journal of Loss and Trauma, 14*, 240-255.

⁸ Center for Evidence-Based Practices (2018). *Motivational Interviewing*. Case Western Reserve University. Retrieved from <https://www.centerforebp.case.edu/practices/mi>

⁹ Uttley L, Scope A, Stevenson M, et al. Systematic review and economic modelling of the clinical effectiveness and cost-effectiveness of art therapy among people with non-psychotic mental health disorders. Southampton (UK): NIHR Journals Library; 2015 Mar. (Health Technology Assessment, No. 19.18.) Chapter 2, Clinical effectiveness of art therapy: quantitative systematic review. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK279641/>

PRACTICE	CURRICULUM IMPLEMENTATION	RATING
		elsewhere and is no longer available through SAMHSA.
Trauma-Informed System	The YMCA is a Trauma Informed System, partnered with and trained by Trauma Transformed, one of the first CBOs to pilot TIS, which includes a commitment to Cultural Humility and Racial Equity within the organization as well as with our clients. All staff are trained in TIS and there are strong administrative structures to support this work.	Evidence-based practice according to SAMHSA. ¹⁰
Acceptance Commitment Therapy (ACT)	ACT is used in YMCA's anger management work with youths, specifically in the CALM groups.	Rated as Effective by the National Institute of Justice partner violence for those aged 19 to 67. ¹¹ The practice has not been evaluated for juveniles, although it appears on the Office for Juvenile Justice and Delinquency Prevention's Model Programs Guide. ¹²
Attachment, Regulation, and Competency (ARC)	Youth Service Bureaus clinicians use this practice with parents to teach co-regulation skills to regulate their children when their children are in crisis.	Not yet rated by the CEBC, as there is not enough peer-reviewed evidence to make an informed judgment. ¹³
Partners for Change Outcome Management System (PCOMS)	The Partners for Change Outcome Management System (PCOMS) is a systematic client feedback intervention that uses two four-item scales to solicit consumer feedback regarding factors proven to predict success regardless of treatment model or presenting problem: early progress (using the Outcome Rating Scale) and the quality of the alliance (using the Session Rating Scale). PCOMS is used with all youth being seen on an ongoing basis.	Noted as an evidence-based practice listed on the now defunct National Registry of Evidence-Based Programs and Practices and is no longer available through SAMHSA. Elsewhere classified as a research-based intervention. ¹⁴

¹⁰ 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>

¹¹ <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=592>

¹² <https://www.ojjdp.gov/mpg/Program>

¹³ <http://www.cebc4cw.org/program/attachment-regulation-and-competency-arc-system/detailed>

¹⁴ http://www.wsipp.wa.gov/ReportFile/1713/Wsipp_Updated-Inventory-of-Evidence-Based-Research-Based-and-Promising-Practices-For-Prevention-and-Intervention-Services-for-Children-and-Juveniles-in-the-Child-Welfare-Juvenile-Justice-and-Mental-Health-Systems_Report.pdf

Client Story

Each year, staff at JPCF-funded programs provide a client story to help illustrate the effect of services on their clients. The following is the client story shared by YMCA for FY 2020-21.

Name of Client	Jane Doe
Age and Gender	12, female
Reason for Referral	She was referred by a school counselor due to conflicts in the family and suicidal ideation.
Client's Behavior, Affect, and Appearance When They First Started in the Program	She was engaged in the session and always spoke about feelings, needs, and conflicts. Jane was cautious in the beginning to divulge too many personal issues and conflicts at home.
Activity Engagement and Consistency	She was engaged in art activities and talked.
Client's Behavior, Affect, and Appearance Toward the End of the Program	She expressed gratitude at the end of the sessions with a follow-up email. Jane noted that without the sessions over the school year, she believes she would be dead.
What The Client Learned as a Result of the Program	She expressed understanding that she can only focus on herself and learning to love for her as she has no control over changing people.
What the Client is Doing Differently in Their Life Now as a Result of the Program	Jane expressed feeling better in life, found a job she enjoys, and identified support in the home.
The Value of the Program in the Client's Words	In an email to the clinician, Jane stated "if I didn't have you, I probably would not have come out of the dark place."