



2024-2025

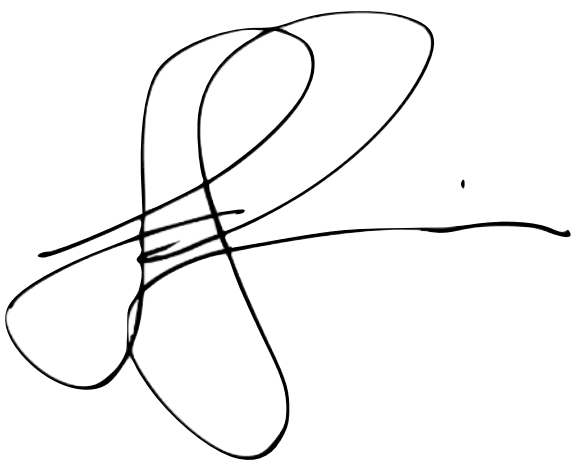
IMPACT REPORT

A MESSAGE FROM OUR PRESIDENT & FOUNDER

Clearwell's mission is to build clarity and wellness in business, education and families. We achieve this by training people in how to See The Gift™ in one another—how to see the positive trait, talent, virtue or noble desire that shows up, often in challenging ways, cultivate that gift, and help individuals grow.

Clearwell was born of over two decades of direct youth experience, tens of thousands of youth supported, thousands of hours of training and a doctoral research project that produced nationally generalizable findings. Established in August of 2023, Clearwell has already trained thousands of professionals and parents in strengths-based practice and effectively supporting male students.

Let's work toward clarity and wellness together!



Dr. Ara Arzumanian
President



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THE CLEARWELL TEAM



Dr. Arzumanian trains the team in preparation for upcoming sessions.

L to R, Gerrel Sayles, Richard Ramirez, Ara Arzumanian, Mutoni Ingabire and Omar Hernandez.



Luiza Arzumanian, LCSW taught effective documentation techniques and provided direct consulting to foster youth service providers.



Dr. Timothy Regalado presented on Special Education, the IEP process and leveraging AI for student support.



Omar Hernandez presents to a rapt audience at Westmont College in Santa Barbara.



A strategic planning session in the rain.

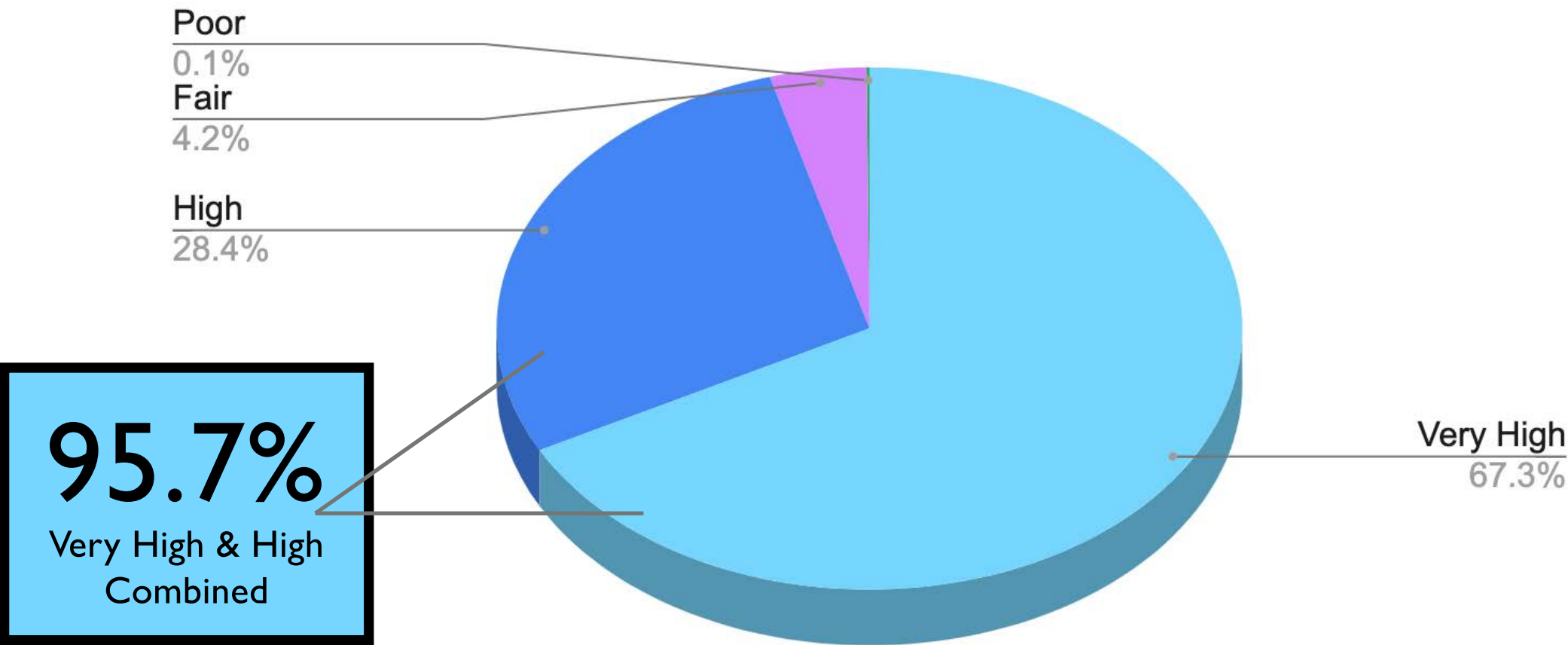
OUTCOMES

FEEDBACK SURVEY RESULTS

Each training session closed with a survey distributed to all participants. Throughout this report you will find data points and results from those surveys.

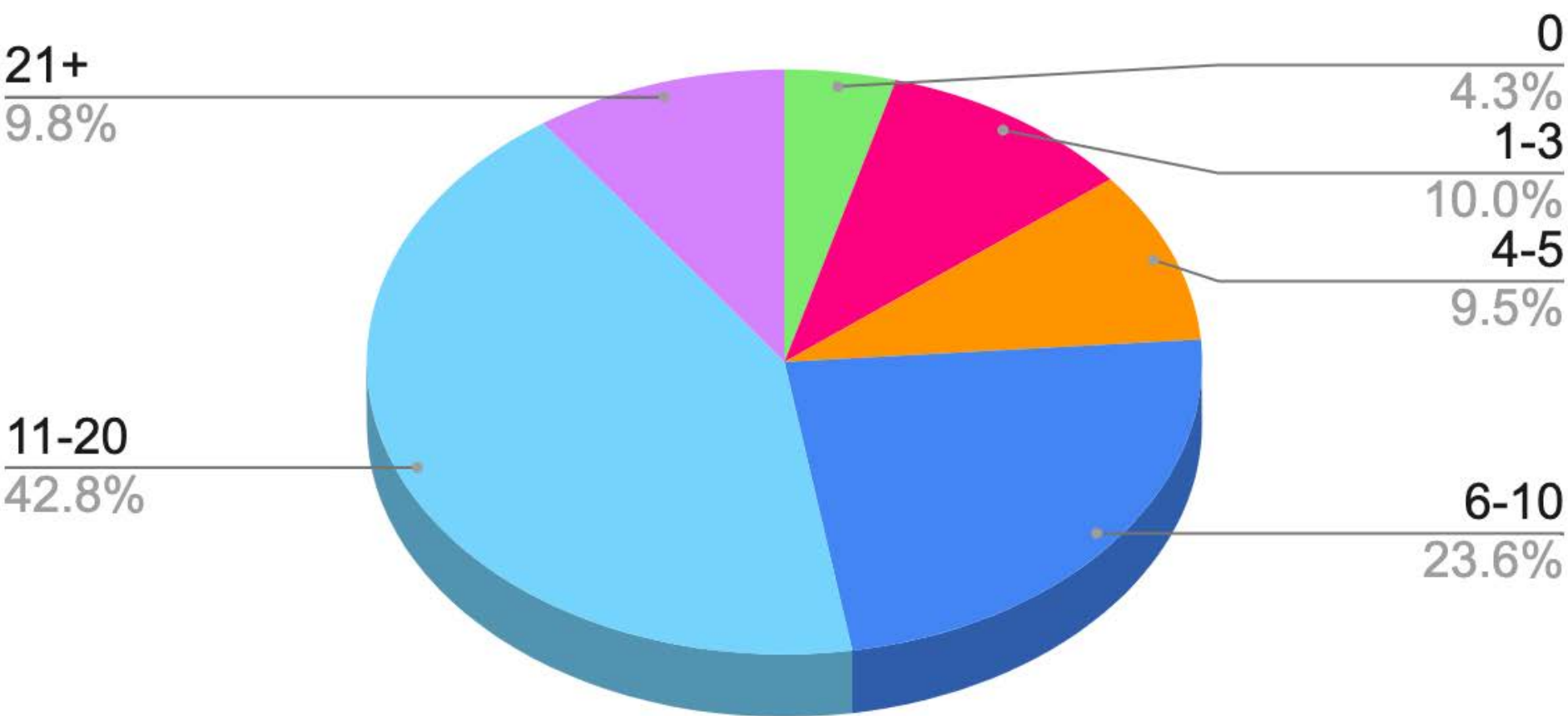
Overall Rating

How would you rate today's training?



Participant Profile:

Years of experience of trainees:



Combined Rating: 95.7% of participants rated the training as “Very High” or “High.”

Training for all: While trainees varied by role (counselors, teachers, administrators, parents etc.), and came to the trainings with varying levels of experience (as seen in the chart above), their appraisal of the benefits of the trainings were uniformly positive, demonstrating that these sessions are appropriate for professionals and parents at all skill and experience levels.

OUTCOMES

FEEDBACK SURVEY RESULTS

Faculty, parents, counselors, social workers, provosts, deans school psychologists, administrators, principals, financial advisers, business coaches, college advisers and many others participated in sessions throughout the year.

1,647
PARTICIPANTS

98%

98.4% of respondents answered “Yes” to the question, “Is this something you feel others at your school site/department could benefit from?”

“Ara was relatable, humorous, and informative with relatable information that can be applied to daily use. I will be changing my mindset of trying to replace “why” questions with “what” questions with my students.”

—*Stephanie Dunne, Special Education Teacher*

“I valued “affirmation first and advice second” because often we look to correct instead of finding the strengths; and this was a good reminder to look for assets. This helps to validate others.”

—*Van Duong, Instructional Coach*

“[I benefitted from] the combination of theory review with role play and interview, especially the interview because it provided a safe space for me to look at the way I’ve been blocking communication and how to improve.”

—*Samantha Naple, Assistant Director of Student Success Coaching*

OUTCOMES

TRAINING THAT STICKS FOR STAFF, MANAGERS AND PARENTS

In a school district that has adopted SBP district-wide, in 3 month follow-up, participants reported that they:

Have been successful in applying at least 1 strategy. **100%**

Have been successful in applying at least 2 strategies. **92%**

Have been successful in applying at least 4 strategies. **71%**



On average, participants successfully applied 5 strategies.

"I benefitted from learning about Locus of Control, reminding students of what they can or cannot control. Great way to view what is in their immediate control and what is not. Many of our students face various external factors that they cannot control. I thoroughly enjoyed the role play scenarios, great way to put into practice what we are learning from the training. Growth mindset and supporting students who are often deemed as "trouble makers" or "bad kids." We work with students from low income and troubled homes so they can be categorized as "difficult." This is a great framework from which to view and encourage our students as we work with them."

—Giesi Lopez, Program Coordinator

ALHAMBRA UNIFIED SCHOOL DISTRICT

Management Retreat



In June, 2025, under the leadership of Superintendent, Dr. Denise Jaramillo, Assistant Superintendent, Lindsey Ma and AMA president, Dr. Rosa Soria, Dr. Arzumanian facilitated the Alhambra Unified School District's Alhambra Management Association's Summer Retreat. The focus was success through strengths-based leadership, communication and collaborative problem solving.



Beginning in August 2024, Ara gave a district-wide primer training on strengths-based practice. Following those successful sessions, the principals of four K-8 schools, Park, Baldwin, Granada and Monterey Highlands decided to pull together and have Dr. Arzumanian train their teams in depth. Park also opted for a parent presentation.

"I benefited the most from step 5—ask what, not why. Just that statement alone, but also the overall conversation about the barriers to communication and how we can change the way we communicate with students to get the preferred outcome with affirmations and invitation follow up."

—Victoria Perez, Teacher

"I continue to work towards always seeing the gift, and I like that consequences for inappropriate behavior is still okay as long as you approach a child in a way that acknowledges the gift first. I think the entire presentation is relatable and helpful."

—Jennifer Santos, Teacher

"This was such an informative presentation! I only wish there was more time to cover all the material, maybe more examples of how to integrate tools into daily moments. It was all great...I'm curious to hear more about having children at different ages/stages, and how these tools can be more applicable."

—Tania Picasso, Parent



ALHAMBRA
UNIFIED SCHOOL DISTRICT

DOWNEY UNIFIED SCHOOL DISTRICT

Under the leadership of both outgoing Superintendent, Dr. John Garcia, and incoming Superintendent, Dr. Roger Brossmer, Downey Unified School District—a long time proponent of focusing on strengths—is in the first stage of a district-wide adoption of strengths-based practice as taught in our signature *See The Gift™: The Essentials of Strengths-Based Practice* series. Stage one consists of training the staff and faculty of all the middle schools across the district.



“Everything was so helpful and was presented in just the right way! This topic is exactly what I needed before the first day of school tomorrow—thank you so much! Dr. Arzumanian is a MASTER teacher and presenter, and this is one of my favorite Professional Developments that I have ever attended!” —*Myra Arwad, Teacher*



“Understanding Erikson’s Stages of Psychosocial Development was very beneficial because it helps me understand students’ behaviors and how their stage of development influences those behaviors.” —*Ebony Gonzalez, Teacher*

DOWNNEY USD: TRAIN THE TRAINER

the GIFT^(Ed) Group[™] @Doty



Doty Middle School—under the leadership of Assistant Principal, Katharine Nicassio, and Principal, Scott Fleming—has led the charge in pursuing a ‘train the trainer’ model where a group of thirteen volunteer teachers, counselors and administrators engaged in a year-long deep dive into strengths-based practice. The group’s efforts proved so successful that the administration decided to include the various strengths-based strategies in their student database so that educators could indicate which strategies were employed with students.

“No matter how long you've been teaching, we all need to be reminded that positivity is always the best practice when dealing with conflicts in the classroom. Additionally, Ara reminded us that we are not objective players in how discipline unfolds in our classes and on campus. We make mistakes, too. As a longtime classroom teacher, I was extremely impressed with this professional development, particularly with Ara's intellect and mastery of his subject matter.” —*Dave Minahan, Teacher*



Downey Unified
SCHOOL DISTRICT

DOWNEY USD: PARENT TRAINING



Parent trainings in strengths-based practice and *Let Me Get at You™: Effectively Supporting Our Sons* in both English and Spanish with Elida Sanchez, MSW co-presenting in Spanish.

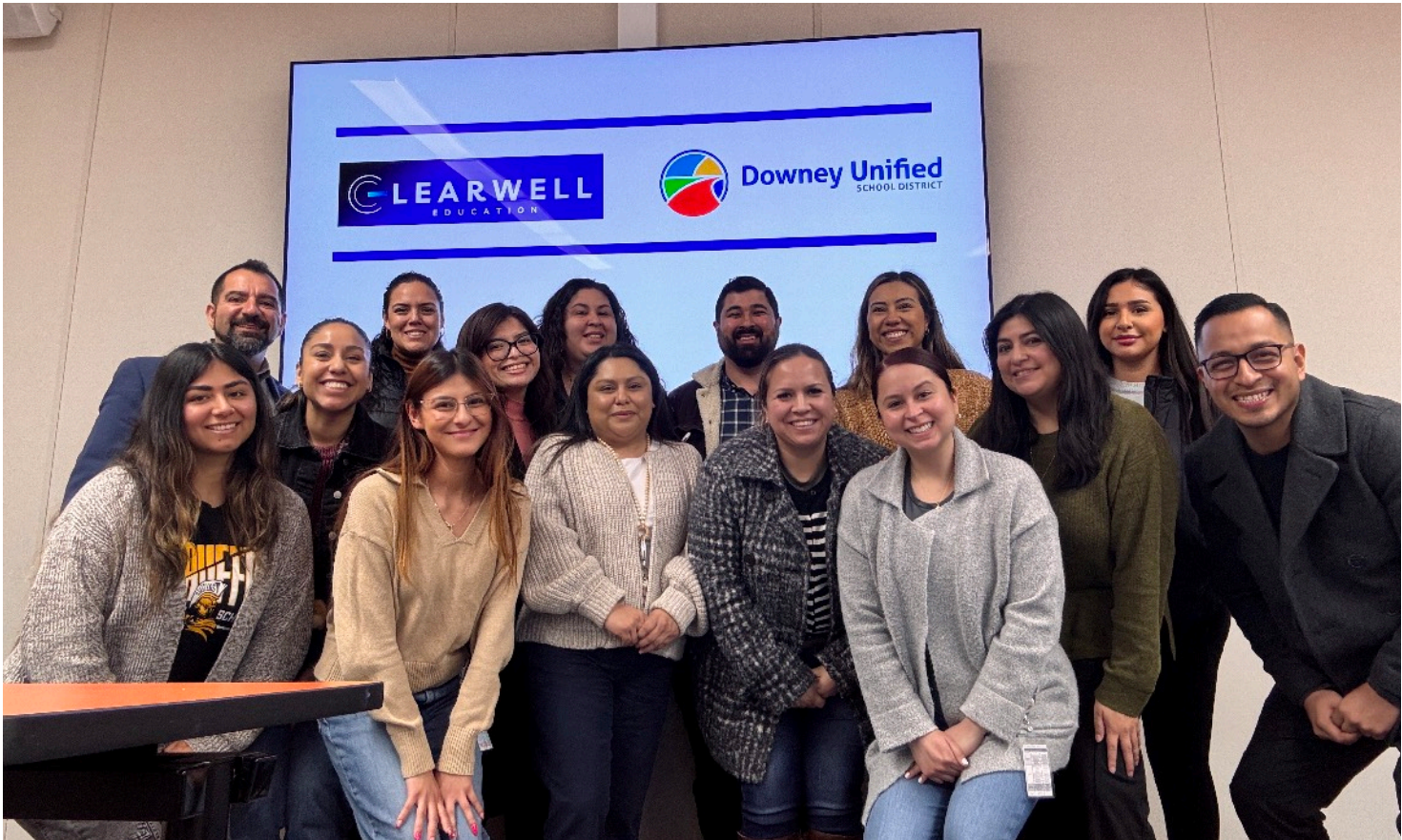


"I benefited from Learning how to approach problems with children in a different aspect... it was an eye opener for me. I just wish these practices were available sooner when my adult children were younger."

—Christina Gonzales, Middle School Parent



Downey USD: Community Schools



Training the Family and Community Engagement Liaisons (FACE) of the Downey Unified School District.

COMMUNITY SCHOOLS FRAMEWORK

Strengths-based or Assets-based practice is one of the 4 Cornerstones of the Community Schools project. Clearwell’s trainings in strengths-based practice (including effectively supporting young men of color) directly provide for 8 of the 16 points in the official Community Schools Framework and tangentially support several other areas (California Community Schools Framework, laoe.edu, 2024).

4 PILLARS

- ✓ Integrated student supports
- ✓ Family and community engagement
- ✓ Collaborative Leadership and practices
- Extended learning time and opportunities

4 CONERSTONE COMMITMENTS

- ✓ Assets driven and strengths-based
- Racially just and restorative school climate
- Powerful, culturally proficient and relevant instruction
- ✓ Shared decision making and participatory practices

4 KEY CONDITIONS OF LEARNING

- ✓ Supportive environmental conditions
- Productive instructional strategies
- Social and emotional learning (SEL)
- ✓ System of supports

PROVEN PRACTICES

- Supportive environmental conditions
- Productive instructional strategies
- Social and emotional learning (SEL)
- ✓ System of supports



SUPPORTING FOSTER

WITH THE LOS ANGELES COUNTY



**Los Angeles County
Office of Education**



YOUTH TOGETHER

OFFICE OF EDUCATION

LOS ANGELES COUNTY OFFICE OF EDUCATION



Los Angeles County Office of Education

In January 2025, Clearwell Education began several projects with LACOE Foster Youth Services under the

leadership of Dr. La Shona Jenkins. The series lasted several months and culminated with a certificate ceremony in June of 2025. Topics included the following:

- See the Gift™: The Essentials of Strengths-Based Practice with our students
- Applying strengths-based strategies with colleagues toward better collaboration
- Let Me Get at You™: Effectively Supporting Young Men of Color
- Advocating for Students with an IEP
- Leveraging AI to Improve Advocacy Skills
- Documentation for Student Advocates
- Psychosocial development of youth
- Verbal and non-verbal communication
- Growth mindset
- Locus of Control

“I’ve said it once and I’ll say it again, this is truly the best professional development I have had in such a long time! Dr. Ara has the best nuggets of information, ways to think about the content, and great discussion topics. I wish the sessions were longer.”

—Aly Holloway, Education Specialist



“Strength based practice. See the gift! It’s a great perspective and something I can put into practice right away! I think it was great!”

—Ella Vela, Foster Youth Program Specialist

“[I benefitted from] Seeing the data to reflect the need and supports for our male students and really personalizing the conversations and tailoring it to student needs.”

—Jeanette Navarro, Education Specialist

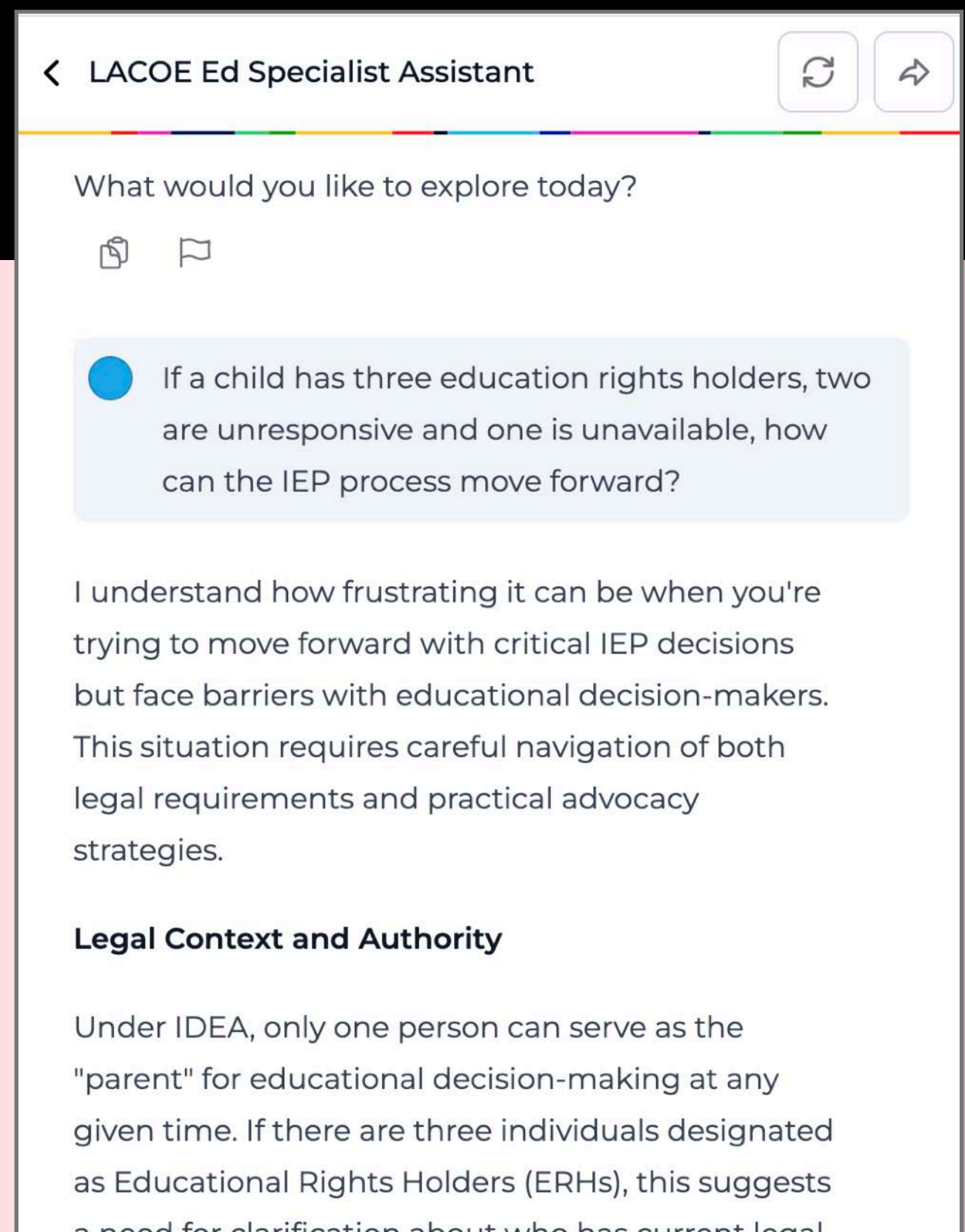


LACOE, IEP & AI



Dr. Timothy Regalado trained participants on the intricacies of the special education process for students and families including IEP, IDEA, ESSA, McKinney-Vento, Uninterrupted Scholars Act, CAPTA, 504, ADA, etc., also preparing an AI tool trained in supporting advocates, students and families navigating these processes.

SPECIAL EDUCATION AI BOT



“I felt the two presenters communicated very well and clearly so all listeners understood the process of an Individual Education Plan. The process during the meeting was very engaging and the speaker responded to questions in a timely and very effective manner.”

—Anonymous, Program Specialist, LACOE and DCFS

“Breaking down the IEP and taking a deeper dive was super helpful. We have a general understanding, but seeing examples of what should not be done in an IEP was extremely helpful.”

—Jeanette Navarro, Education Specialist

“Learning from the presenter about IEP guidelines, tools to work with the schools and districts to better support the student...good training and very interactive. Well done.”

—LaKeisha Rodgers, Education Specialist

LACOE & DIRECT SERVICE TO FOSTER YOUTH



A collaboration between Clearwell Education and the Los Angeles County Office of Education Foster Youth Services Division, the *Level Up* workshops provided foster youth in Short-Term Residential Therapeutic Program settings (STRTP or 'group home' settings) across Los Angeles County an opportunity to explore various career and college pathways through a backwards planning process designed specifically for foster youth by experts in the field in a safe space.

"This is so amazing and heartwarming! I'm so happy that Mutoni and Gerrel were able to plant that seed with the girls at the home. I'm so appreciative of you all!!! I see so much potential in my youth that I sometimes forget they may have the assumption that they aren't capable or smart enough."

—*Jasmine Scales, Program Specialist*

"We like y'all because you make us feel smart."

—*Angela, 17 years-old, foster youth in Los Angeles*

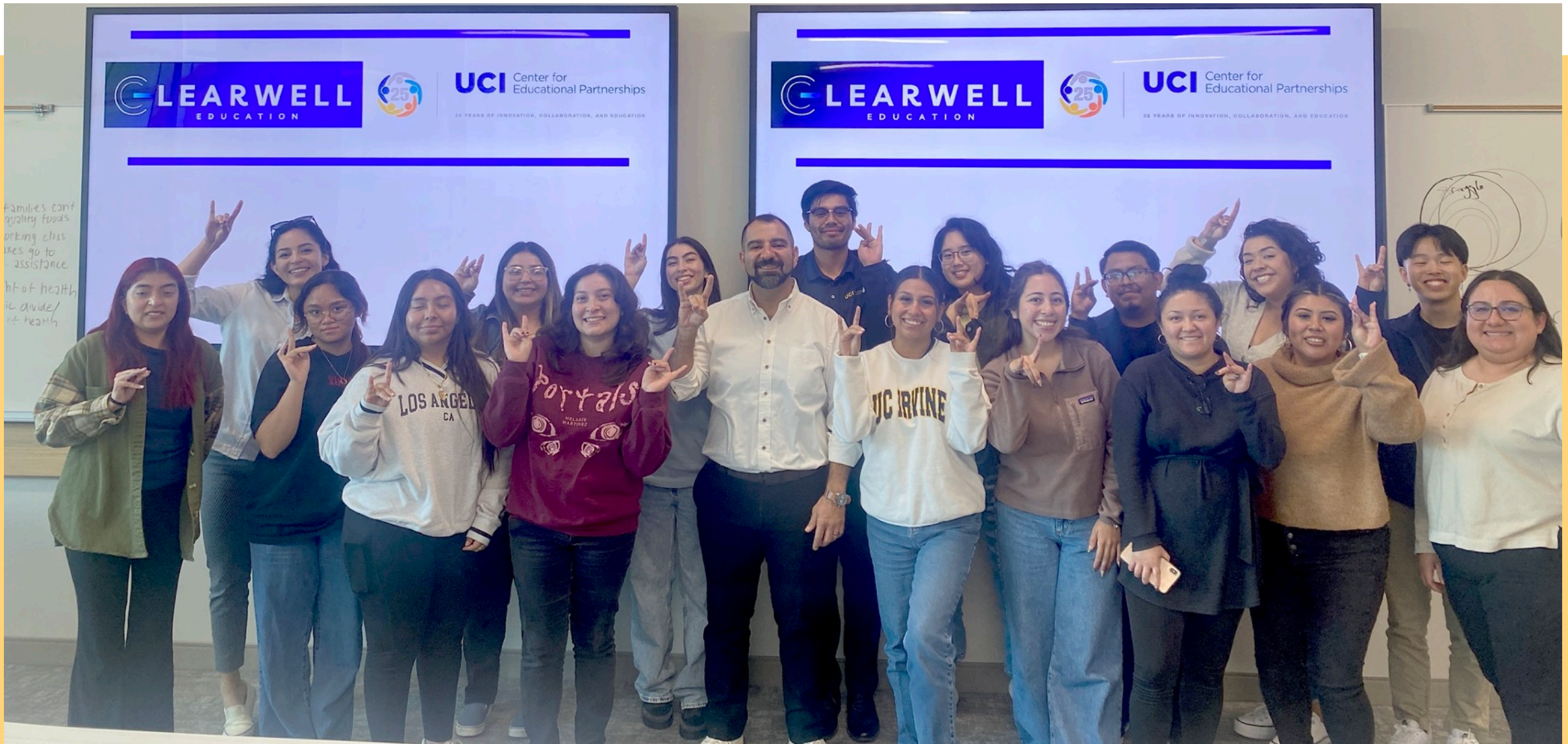
"It was heartening to see them take it seriously, even if it didn't seem like the "cool" thing to do. One of the youth even completed the entire backwards mapping sheet so thoroughly that he almost ran late getting back to his group home—he really wanted to finish and proudly shared it with us."

—*Gerrel Sayles, Level Up Trainer and college access expert.*



Gerrel Sayles and Mutoni Ingabire present to foster youth in Covina.

UNIVERSITY OF CALIFORNIA, IRVINE



Twenty-four years after graduating, Ara came back to his alma mater to train the Center for Educational Partnerships staff in strengths-based practice and effectively supporting young men of color, under the leadership of Executive Director, Santana Ruiz and P-20 Manager, Dr. Ashley Cheri.

“The whole entire training was beneficial in learning how to better interact with students or even with my family members; the strengths and weaknesses I have. To better understand my barriers in good communication is something I will take with me after this training. Thank you.”

—Lesley Leyva , Program Coordinator

“It opened my eyes to the strategies that should be used to not hinder growth in students with their relationships to their advisors. All the notes made, allowed me to reflect on pivotal moments in my life where certain aspects of these notes were applied to me and how that resonated with my own growth and relationship with school educators.”

—Lizbeth Hernandez, Student Coordinator



UCI Center for
Educational Partnerships

25 YEARS OF INNOVATION, COLLABORATION, AND EDUCATION

THE SOLA FOUNDATION

SOLA MENTORSHIP: **OPERATION IMPACT**



Under the leadership of SoLa Chief Impact Officer, Sherri Francois, Clearwell proudly advised on the design, launch and execution of Operation Impact, the premier youth mentorship program of The Sola Foundation—the non-profit arm of the nation’s top urban Opportunity Zone Fund, SoLa.

“[I benefitted from] The six strategies for SBP because they helped me define and significantly enhance a framework for interacting with all people, which is something I deeply care about.”

—*Nico Bossi, Mentor*



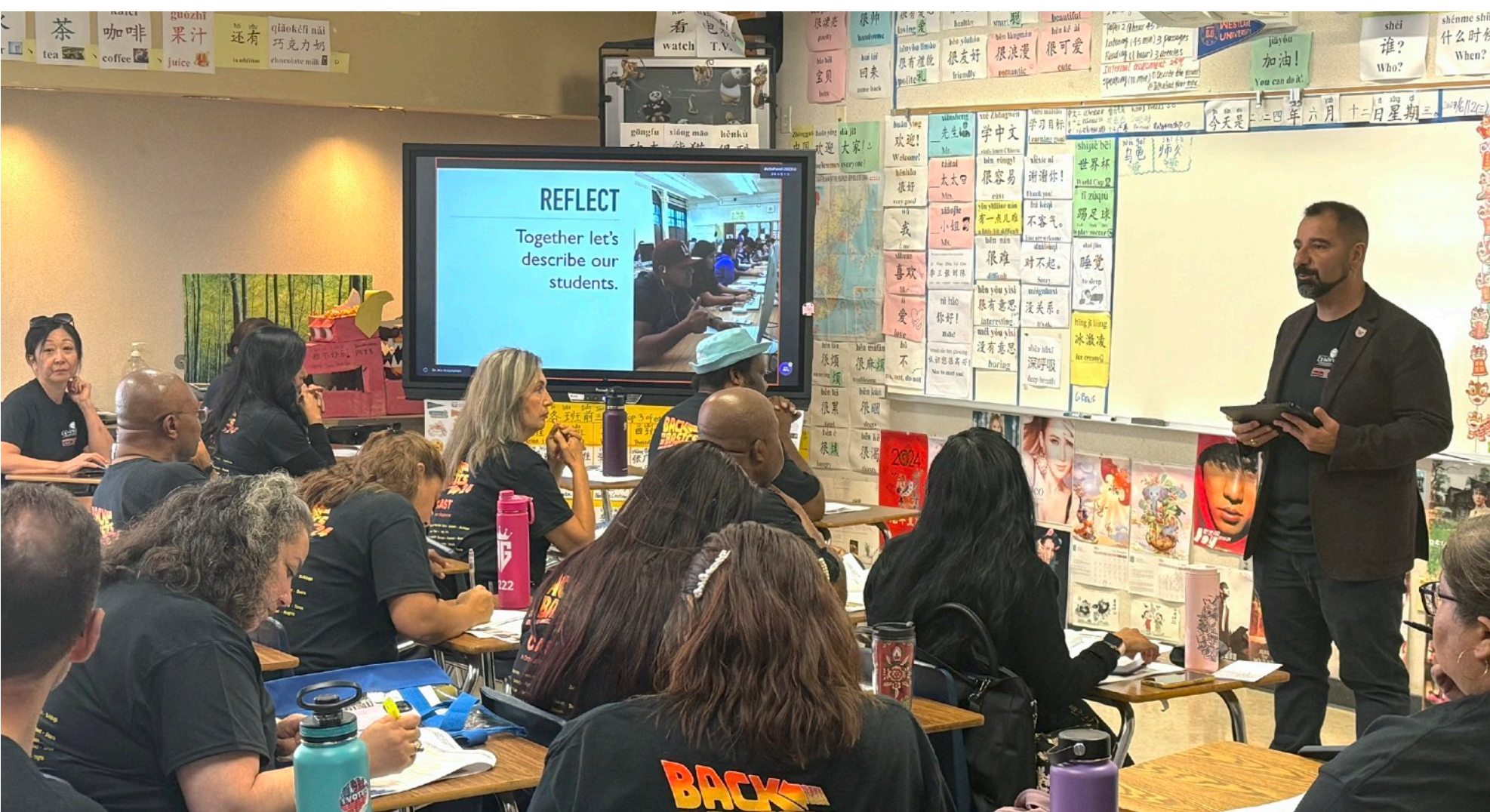
SoLa Student Success Lead and Operation Impact Program Manager, Carlton Dossou addresses the group.

LYNWOOD UNIFIED SCHOOL DISTRICT



Ara presented three consecutive sessions at Lynwood Unified School District's Summer Institute, *Back to Basics: Rigor, Readiness and Relevance* in August 2024, under the leadership of Superintendent, Dr. Gudiel Crosthwaite.

"The content was very relatable to some of my teacher experiences! Your energy and personal experiences added to your presentation! I learned some new things today!"
—*Latrice Jackson, First Grade Teacher*



"It changed my mind set in the way I approach my students' behaviors. I really liked the presentation style and information. It kept us engaged."
—*Maria Covarrubias, Teacher*

BLACK COLLEGE SUCCESS



LA Promise Fund's Black College Success is undergoing a refresh under the leadership of Executive Director, Ibert Schultz. With the support of Clearwell Education, new recruitment, selection and onboarding processes are in development. The BCS team has received training in strengths-based practice as applied to students as well as applications in leadership and supervision. Additionally, BCS engaged our well-received signature training *Let Me Get at You: Effectively Supporting Young Men of Color*.TM



"See The Gift taught me the importance of reversing perceived deficits into strengths."

—Hector Pimentel, College Access Manager

"[I benefitted from] First, Erikson's stages of psychosocial development because it was new information to me to help me better understand and support different generations in advising/counseling. Second, Learning strengths-based language/affirmations. Learning to "see the gift."

—Diamond Thomas, College success Manager

"[I benefitted from] how to see the gift not only in others, but in myself. Beginning with "I see" and removing "but." Understanding the stages of life folks can be in, in order to best support them."

—Roc'kale Bowman, Associate Director

CALIFORNIA BAPTIST UNIVERSITY



Clearwell was proud to be the first external presenter within the process of change management and team growth, as California Baptist University's Academic Services unit embarks on a new journey of professional development and collaboration, under the leadership of outgoing Associate Provost, Dr. Wayne Fletcher, and incoming Associate Provost, Dr. Grace Brown.

"I found this session very practical and engaging. A lot of great reminders were given to me as a growing professional, but also a lot of new practical tips were helpful as well. I really appreciated the charts labeling examples of gifts as well as the chart with different phrases we can say to promote Assets-Based Practice."

—Bethany Anich, Student Success Coach II



Wayne Fletcher, EdD, MBA • 1st

Innovative Academic Leader Focused on Studen...
1w •

Ara Arzumian, Ed.D. Delivered a fantastic seminar to around 65+ of our CBU Academic Services staff. His asset/strengths-based approach to working with students - and colleagues- was impactful.



Ara
High...
1w •

Managing...
toward a m...
is not easy



Rich Simpson, Ed.D. • 1st

Transformative Higher Education Leader | Chan...
1w •

Grateful to have participated in this professional development experience with **California Baptist University's** Academic Services team. Huge thanks to **Ara Arzumian, Ed.D.** for leading us with such insight, humor, and heart. Truly a powerful and inspiring session!



Ara Arzumian, Ed.D. • You

Higher Education, Non-profit leader in program desi...
1w •

Managing through changes in process and approach toward a more holistic and student-centered approach is not easy, but **California Baptist University** ...more

"[I benefitted from] collaborative problem solving. It helps me to navigate students' problems well. This will benefit students more than giving them solutions from my personal perspective or opinion."

—Fang CiCi Yuan,
Coordinator of International Programs



California Baptist University

NACCAP



NACCAP invited Clearwell to present at high school counselor conferences at four universities throughout Southern California in March, 2025: BIOLA, Vanguard University, California Baptist University and Westmont College.

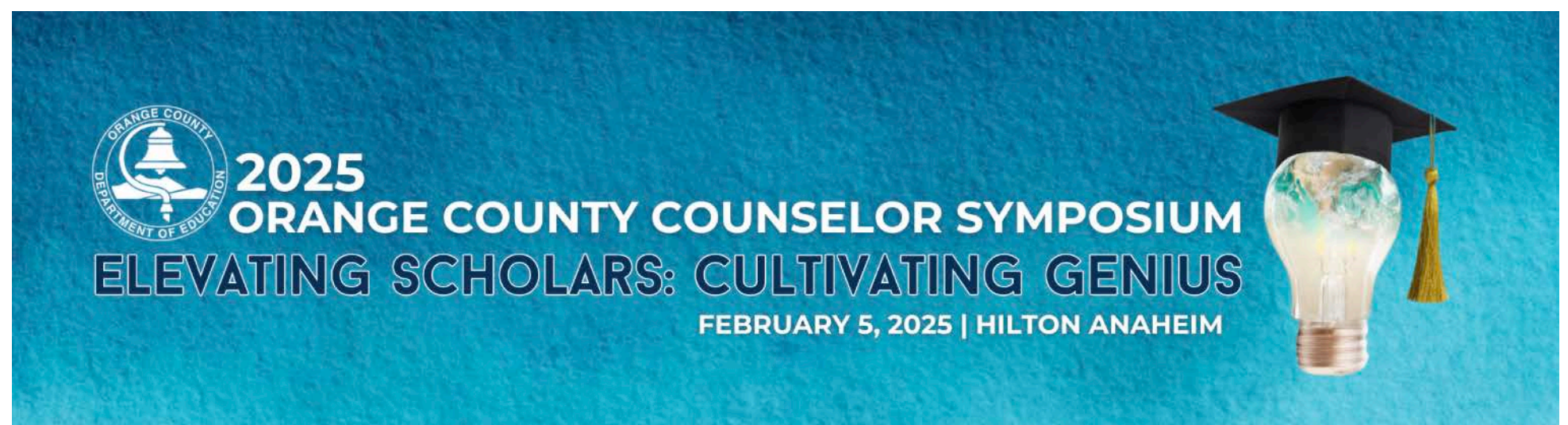


"I loved how each grade level was broken down and then that we got to share with each other what we do on our different campuses. I think Omar did great! Ample time to share with one another but not too much where we have too much time on our hands."

—Kristin LaBruzzo, Counselor, Saint Bonaventure High School



CONFERENCES



Presenting to a packed audience at the 2024 NCAN Conference, we provided training on strengths-based practice specifically designed for supervisors, managers, principals and other educational leaders. Here is a sampling of the feedback from that session.

- 100% Rated the training as Very High (89.3%) or High (10.7%)
- 94.6% Indicated that others from their site would benefit from the training.

STRENGTHS-BASED PRACTICE IN ACTION



“As I have been visiting our classrooms, I have really noticed the positive impact, our work with assets-based practices, has had on our entire school culture. Our Stauffer Middle School teachers are actively using the language, and in fact, just the other day, one teacher said to me, “I'm really trying to see the gift in one of our students.” At first, she struggled a bit, but ultimately, this amazing teacher was able to recognize the unique strengths this Spartan student brings each and every day. It really was a powerful moment, as we're truly seeing our students through an assets-based lens of possibility. I've also seen this shift resonate in my conversations with parents and our families. Approaching discussions from a strengths-based perspective allows us to start by celebrating what our students are doing well. When we get to areas, where we'd

like to partner with families for growth, it feels more collaborative, and the response is much more receptive. Dr. Arzumanian, the first time you joined us at Stauffer Middle School, you set an inspiring tone for our school year. I really appreciate how we're circling back to these concepts with multiple sessions. It keeps the work fresh and reinforces a shared language across our staff. I'm excited about the progress and looking forward to seeing even more growth as we continue together.”

—*Dr. Allison Box, Principal, Stauffer Middle School*

“Only one day after Ara's presentation, I met a student who was involuntarily transferred to my school...and was very frustrated with his transfer. I could tell the student's walls were up, and he was ready for the disapproving comments so many other adults before me had given him. Instead, I took what I learned from Ara's presentation and applied these skills with the student. I told the student that I could see he was very loyal to his friends and those he loves resulting in some of the decisions he previously made. Immediately, the student's walls came down. He disclosed his entire situation and we spent several minutes talking and getting to know each other. The student's mother came by a few minutes later and was surprised to see him speaking so much with me. I continue applying strengths-based practices in my interactions with students to this day and, because of this, I built strong and genuine relationships with many students.”



—*Nicole Hernandez, Counselor, Hoover High School*