



City of Cambridge

IN CITY COUNCIL

February 4, 1980

ORDERED:

That under the provisions of Chapter 44, Section 53A of the General Laws, the City of Cambridge hereby accepts a grant of \$67,154 from LEAA with a State match of \$3,731 for "PROJECT TOGETHER" under the Youth Resources Bureau to provide services for fifty dysfunctional families in Cambridge.

In City Council February 4, 1980
Adopted by a yea and nay vote:
Yeas 9; Nays 0; Absent 0.
Attest: Paul E. Healy, City Clerk

A true copy,

ATTEST:

A handwritten signature in black ink that reads "Paul E. Healy".

February 4, 1980

INTRODUCED BY CITY MANAGER JAMES L. SULLIVAN

AN ORDER CONCERNING APPROPRIATIONS FOR THE FISCAL YEAR BEGINNING JULY 1, 1979

FUNCTION	DEPARTMENT OR PROGRAM	SALARIES & WAGES	TRAINING & TRAVEL	OTHER ORDINARY MAINTENANCE	EXTRAORDINARY EXPENDITURES	APPROPRIATIONS
Human Resources Development	Youth Resources Bureau	50 078		20 807		70 885

BE IT FURTHER ORDERED: That the above appropriations in the General Fund are to be financed by estimated revenues drawn from the following sources:

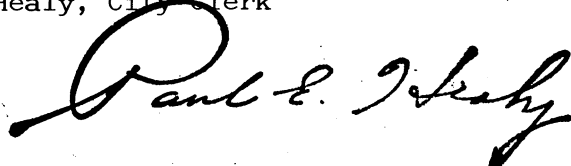
In City Council February 4, 1980

Adopted by a yeas and nays vote:

Yeas 9; Nays 0; Absent 0.

Attest: Paul E. Healy, City Clerk

A true copy,
ATTEST:



FINANCING PLAN	REVENUE
LEAA Grant	67 154
State Match	3 731

City of Cambridge

MASSACHUSETTS

Agenda #6 Acceptance of a grant totalling \$70,885. to the Youth Resources Bureau. In City Council February 4, 1980

	YEA	NAY	ABSENT	PRESENT
Mr. Kevin P. Crane	✓			
Mr. Thomas W. Danehy	✓			
Ms. Sandra Graham	✓			
Mr. Leonard J. Russell	✓			
Mr. David E. Sullivan	✓			
Mr. Walter J. Sullivan	✓			
Mr. Alfred Vellucci	✓			
Mr. David A. Wylie	✓			
Mayor Francis H. Duehay	✓			

9 0 0 0

City of Cambridge

MASSACHUSETTS

Agenda #6 Appropriation of \$70,885
to the Youth Resources Bureau.

In City Council

February 4

1980

	YEA	NAY	ABSENT	PRESENT
Mr. Kevin P. Crane	✓			
Mr. Thomas W. Danehy	✓			
Ms. Saundra Graham	✓			
Mr. Leonard J. Russell	✓			
Mr. David E. Sullivan	✓			
Mr. Walter J. Sullivan	✓			
Mr. Alfred Vellucci	✓			
Mr. David A. Wylie	✓			
Mayor Francis H. Duehay	✓			
	9	0	0	0

PROJECT TOGETHER

PROJECT SUMMARY

Project Together is a program designed to provide services for fifty dysfunctional families in the City of Cambridge over the course of one year. Referrals to the program will come via a referral of an adolescent seen as a behavior problem by the parent(s), the school, the police, the court, or other agencies. The program will be based on the premise that the adolescent's acting out is symptomatic of the general dysfunction in the family unit. Of the adolescents referred, fifty percent will be court or police involved youth, fifty percent will be from schools and private agencies.

The Project will provide in-depth diagnostic evaluations of the adolescent as well as his or her parent(s). Following evaluations and based on recommendations made at a case conference on the family, a family plan will be devised including recommendations for counseling, as well as medical, dental, educational, and housing needs. Two short-term adolescent activity groups and two short-term parent groups will be run on a continuous basis during the project's duration. In addition, individual counseling will be arranged where necessary and appropriate. Extensive case management will be provided in the form of ongoing support for the family unit to assure that appointments are kept and problems identified in the case conferences are acted upon. Follow-up services will also be provided beyond the three-four month period of intensive involvement in the program.

Project staff will consist of a Project Coordinator/Case Supervisor (full-time), two case managers (full-time), a group counselor to run the adolescent groups (part-time), a group counselor to run the parent groups (part-time), and a contractual agreement to provide diagnostic evaluations.

The Project will be cooperatively implemented by the Cambridge Youth Resources Bureau (CYRB) and the Cambridge Court Clinic Learning Disabilities Project.

PROBLEM NARRATIVE

The tensions of families living in many of the City's neighborhoods are the product of poverty, inadequate housing, unemployment, single parent families, institutional alienation (particularly from schools and the Welfare Department), substance abuse (including drugs and alcohol), as well as a long history of misunderstanding and conflict between youth and the juvenile justice system. The discrepancies between the youth's realities, and the cultural norms and expectations of their families, many times are at issue causing tension and arguments between family members. The adolescent period is a time of emotional growth and physical maturity which requires the development and responsibility for ones own behavior to their family, peers and community. During this period of the youth's emergence into adulthood, parents and teens experience confusion, anxiety and frustration. Parents frequently use their power and authority as a means of discipline. Resistance, rebellion, defiance and lying are then used by the adolescent as a coping mechanism in response to the disciplinary efforts of the parents. At the school level, teens defy the authority of the teacher by exhibiting disruptive behavior during classes, while others rebel by being truant and display resistance to their parents when guidelines for behavior are set at home. Other teens display stubbornness as an expression of feeling that they are not understood by their parents, these tensions can lead to truancy, running away, stubbornness, family disruptions, and minor delinquent acts within the community. At times, parents solicit the assistance of a juvenile police officer to speak

with their child about his/her behavior. The officer may also refer the parent and child to Cambridge social service agencies. If this option does not appear to be acceptable to the parent, the officer may advise the parent to go to the juvenile court for assistance in obtaining a Chins application. Chins complaints generally are the result of the lack of adolescent adjustment to family and community tensions. The Chins Law was partially designed to remove the stigma of criminality from such types of behavior and to provide corrective services. The law appears to remove the stigma of criminality, however, the Chins procedure focuses "blame" on the youth. In some cases the acting out of the youth is a symptom of a multiplicity of problems within the family in its entirety. Often an adolescent's acting out is carried out of the house and into the community. This type of behavior is usual in the police misdemeanor category. Depending on the nature, amount, and severity of this behavior, the youth could end up before the courts and become adjudicated delinquent and/or become a juvenile court probation client.

The following statistics demonstrate dysfunctional families who have either voluntarily come to the court for assistance in obtaining a Chins Petition or have involuntarily been brought before the juvenile court as a defendant.

The breakdown on "Chins" from 1977 through 1979 is as follows:

<u>Year</u>	<u>Total Cases</u>	<u>Offense</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1977	39 Applications	Runaway	5	12	17
		Habitual Truants	6	2	8
		Stubborn Child	7	7	14
1978	67 Applications	Runaway	4	24	28
		Habitual Truants	5	8	13
		Stubborn Child	18	13	31
1979 (Jan. - mid-Aug.)	46 Applications	Runaway	8	14	22
		Habitual Truants	10	7	17
		Stubborn Child	9	5	14

The following figures represent the disposition of all Chins cases from 1978 through mid-August, 1979.

	<u>1978</u>	<u>1979</u>	<u>(Jan. - mid-Aug.)</u>
Dismissed	17	5	
Withdrawn	1	1	
Committed to Department of Public Welfare	4	1	
Pending Before Court	8	40	
Petition Issued	1	0	

Probation

The breakdown of offenses committed by juveniles as to age, sex and criminal offenses is not available from the Juvenile Probation Department. The following figures represent the number of Cambridge juveniles who come before the court and those who are "defendants."

<u>Year</u>	<u>Cases</u>	<u>Defendant</u>	<u>Complainant</u>
1977	600	333	267
1978	596	438	158
1979 (Jan.-Mar.)	222	117	105

The Learning Disabilities Unit of the Third District Court of Middlesex has found that a large percentage of the youth referred from Chins and the juvenile court probation office have undiagnosed learning disabilities. These disabilities if left undiagnosed and untreated will continue to create additional stress and unmanageable family problems.

In the course of a year, the YRB Family Service Coordinator services approximately thirty (30) families with a multitude of the problems addressed in this narrative; while the Learning Disabilities Unit of the Third District Court of Cambridge provides diagnostic testing to approximately eighty (80) families. In an effort to provide a constructive alternative for dysfunctional families, the YRB and the Cambridge Court Clinic Learning Disability Project of the Third District Court of Middlesex will establish "Project Together."

The directors and/or delegates of both agencies with the proposed project coordinator will comprise the policy group for "Project Together." This group will be responsible for setting all policy and clarifying any issue that arises after the beginning of the Project.

The Project will provide diagnostic testing, individual therapy, and group therapy for up to fifty (50) family units who come before the courts, or are referred to the Project by YRB, Cambridge Police, schools, Welfare, Probation and other outside social service agencies. We expect that many of these agencies will refer clients to the Project based on the previous experience of the YRB in accepting referral from

these agencies. Although all of the agencies have certain expertise and resources to deal with youth and family issues, often the reluctance of either the youth or the adult member to participate in a program make the effort one-sided. In the past three years the YRB has used its Family Service Coordinator and Outreach staff in a joint effort to focus the problem as joint and has developed strategies that enhance the probability that both the parent and youth will work toward the resolution of problems that contribute to the dysfunction of the family unit.

The Project will use individual and group therapy and will train parents who show leadership qualities during the Project to run support groups after the completion of the formal groups. In addition to the therapeutic group and individual processes, support for the clients will be provided in the areas of: Housing, Welfare, Supplementary Security Income (SSI), Day Care, School Problems, etc. The goal of the program will be to provide service to families and youth exhibiting behavior that might result in a court referral or further penetration into the juvenile justice system.

COMMITTEE ON CRIMINAL JUSTICE SUBGRANT APPLICATION

PAGE

PROJECT ANALYSIS

General Problem Statement

General Problem: Adolescents who act out are often reflecting the general dysfunction of their family unit.

This is a problem because systems treating the adolescent alone do not treat the source of the problem which is in the family, particularly in the interaction between the parents and the children.

Project-Specific Problem Statement

Specific Problem: In Cambridge many of the young adolescents between the ages of 11 and 16 who are frequently before the courts as CHINS cases or adjudicated delinquents are often the symptoms of greater stress and dysfunction in the family unit as well as the stress the adolescent is feeling himself.

because This is a problem because as the schools, police, courts, and other agencies respond to the actions of the adolescents, they often do not treat the actions as rooted in the difficulties the family is experiencing. Though the schools and the police and the courts may see the actions as rooted in the families' difficulties, the dearth of appropriate services prevents them from offering services to provide support to the family unit as well as to the adolescent.

Project Goal

To lesson acting-out in 11 to 16 year old Cambridge adolescents and to improve family cohesion and overall functioning in 85% of the families served.

by teaching parenting skills and related household management in parent support groups, by providing adolescent support groups organized around specific activities, and by providing intensive case management and follow-up for the adolescents and their families.

as measured by decrease in the number of arrests in the adolescents served, improvement in the school attendance of the adolescents served, decrease in parent requests for police and court intervention in their home situation, and increase in parent's use of outside agencies for medical, financial, and emotional support.

Project Objective

Objective No. 1: To improve family cohesion in 85% of the families served,

as measured by a decrease in the number of CHINS cases taken out on family members, a decrease in parental requests for removal of their adolescent from the home, and requests for police intervention at home.

Project Objectives

Objective No. 2 : To improve the parent's abilities to use community resources and existing agencies.

as measured by an increase in the parent's independently gaining services for themselves and their family other systems and agencies such as welfare, the school, the medical system.

Objective No.3 : To decrease the amount of acting out in 85% of the adolescents served.

as measured by a decrease in the number of arrests, CHINS petitions filed, and punitive actions by the school.

Objective No. 4 : To improve the school attendance in 85% of the adolescents served.

as measured by improvement shown on attendance records at the schools where the adolescents are enrolled and by reports of teachers and school officials.

OBJECTIVE: To improve family cohesion in 85% of the families served, as measured by a decrease in the number of CHINS cases taken out on family members, a decrease in parental requests for removal of their adolescent from the home, and requests for police intervention at home.

RELATED

ACTIVITIES: This objective will be achieved by providing diagnostic evaluations of parents and providing individual and/or group therapy, and providing on-going support as well as follow-up by case managers.

<u>Activity</u>	<u>Measure of Accomplishment</u>
1. Provide psychological diagnostic evaluations of the parents referred.	The number of the parents who receive the diagnostic evaluations.
2. Provide individual and/or support group therapy.	The number of parents who participate in individual and/or group counseling.
3. Provide on-going support as well as follow-up by case managers.	The number of parents who make attachments to their case manager and use his or her expertise to solve family management issues.

OBJECTIVE: To decrease the amount of acting out in 85% of the adolescents served as measured by a decrease in the number of arrests, CHINS petitions filed, and punitive actions by the school.

RELATED ACTIVITIES: This objective will be achieved by providing psychological evaluations including screening for learning disabilities of the adolescents, by providing adolescent support groups and/or individual counseling, and by providing case monitoring and follow-up.

Project Objectives with Related Activities

<u>Activity</u>	<u>Measure of Accomplishment</u>
1. Provide psychological diagnostic evaluations of the adolescents referred which include screening for learning disabilities.	The number of adolescents who receive the diagnostic evaluations.
2. Provide adolescent support groups and/or individual counseling.	The number of adolescents who participate in the support groups which will be run on an activities group model and the number who participate in individual counseling.
3. Provide case monitoring and follow-up.	Evaluate family situation, community issues, and school records.

OBJECTIVE: To improve the parents' abilities to use community resources and existing agencies as measured by an increase in the parents' independently gaining services for themselves and their families from other systems and agencies such as welfare, the school, the medical system.

RELATED

ACTIVITIES: This objective will be achieved by providing evaluations which will help identify problems which specific existing community resources can resolve, by providing parent support groups which focus on educating parents about existing resources and helping them feel more confident about getting their needs met, and providing close follow-up as parents begin to penetrate various systems for themselves.

Project Objectives with Related Activities

Activity

1. Provide evaluations to help identify the problems which are systems related and which can be resolved with the help of existing community resources.
2. Provide parent support groups which focus on educating parents about existing resources and helping them feel more confident about their ability to get their needs met.
3. Provide monitoring and follow-up services for parents to help them in the logistics of finding outside agencies and in demonstrating ways other agencies can help.

Measure of Accomplishment

The number of problems per family unit which are identified in the evaluation stage and are resolved during the course of the program through the help of community agencies. Example: Identifying a medical problem during the evaluation and getting proper delivery of medical services from Cambridge Hospital Out-Patient Clinic.

The number of parents who participant in the support groups and who are successful in getting agencies and systems (such as schools) to make appropriate changes to meet the parents' and adolescents' needs.

The number of parents who use their case managers initially to get services where needed and who subsequently are able to do independently what had previously been done with the manager's help. Example: During the first month of the program the case managers might go with the parent to a meeting at the school. In month three the parent might go to a similar meeting without the manager.

OBJECTIVE: To improve the school attendance in 85% of the adolescents served as measured by improvement shown on attendance records at the schools where the adolescents are enrolled and by reports of teachers and school officials.

RELATED

ACTIVITIES: This objective will be achieved by providing diagnostic evaluations which include a thorough learning disabilities assessment in those cases where the earlier screening so indicates, by working with the parents and the school system to make alterations in an adolescent's program and provide special services where appropriate, by providing support groups or individual counseling which focuses on school-related issues as well as other issues of acting out and family problems in an activity group context, and by providing on-going support and follow-up.

Project Objectives with Related Activities

<u>Activity</u>	<u>Measure of Accomplishment</u>
1. Provide diagnostic evaluations which include a thorough learning disabilities assessment.	The number of adolescents who receive such an evaluation.
2. Working with the school system and the parents to make alterations in an adolescent's program and provide special services where appropriate.	The number of adolescents who receive an altered school program geared to their interests and/or special services.
3. Provide support groups and/or individual counseling focusing on school-related issues of acting out and family problems in an activity group context.	The number of adolescents who participate in the support groups and/or individual counseling.
4. Provide on-going support during the initial months of the program and follow-up in the months that follow.	The number of adolescents who are able to make attachments to their case managers.

WORKPLAN

Selection Criteria

- I. Description of referral guidelines for referring agencies.
 - A. Youth should be between 11-16 years of age.
 - B. Behavior or incident indicates that the issues are family related.
 - C. Referred to Project as alternative to normal course of action.
 - D. Existing agency resources are unable to adequately address the family issues involved.

Internal Project Selection Criteria

1. Families applying or eligible for Chins assistance.
2. Families with adolescents between the ages of 11-16.
3. The capacity to respond to the screener attempts at focusing the interview.
4. Some awareness that the difficulties experienced within the family are related to the adolescent period.
5. Some assemblence of a relationship exists.
 - A. Parents and youth have some awareness on their part in the problem (i.e.,) there is not total projection of the problem into the other.
 - B. Parents and youth express some caring for one another.
 - C. Parents and youth have some optimism that things can change and show a willingness tp participate in the project.
 - D. Parents and youth can, with help, define problems specifically.

- E. Parents and youth desirous of improving family relationships.

CONTRA-INDICATIONS FOR GROUP MEMBERSHIP

1. Active psychosis.
2. Severe character disorders.

No anxiety about their own behavior, total denial that they have any part in the family being dysfunctional-
total projections:(i.e.,) "no other kid is as rotten as mine."

These criteria are guidelines for membership. Some clients who show contra-indications may be able to participate in the group with the help of a individual worker to enable the client to integrate into the group experience.

INTAKE

Court Referrals

1. Cases selected will be presented to the judge by the Probation Officer with a recommendation for referral into the project.
2. Project Coordinator will screen cases for eligibility and appropriateness for the project.
3. Project Coordinators and Case Managers will interview potential clients to determine if the project can meet their needs.

Probation Referrals

1. Cases will be referred by the Probation Officers as an alternative to issuing application.
2. Project Coordinator will screen cases for eligibility and appropriateness for the project.
3. Project Coordinator and Case Managers will interview their respective potential clients to determine if the project can meet their needs.

Police Referrals

1. The juvenile division of the Cambridge Police Department will notify the Project Screener of the potentially eligible cases.
2. Project Screener will contact the potential client and set up a meeting with the referred family for an intake interview.
3. If the case appears to be appropriate for the Project, it will be accepted for assessment.

Welfare Referrals

1. The Welfare Caseworker will notify the Project Screener potentially eligible cases.
2. Project Screeners will contact the potential client and set up a meeting with the referred family for an intake interview.
3. If the case is considered appropriate for services of the Project, it will be accepted for assessment.

School Referrals

1. The Cambridge School Department's House Master and Headmaster will notify the Project Screener of potentially eligible cases.

2. The Project Screener will contact the referred family and set up a meeting for an intake interview.
3. If the case is considered appropriate for services of the Project, it will be accepted for assessment.

Diagnostic Evaluation Of Parents And Adolescents

Parent Evaluations: Following the initial screening and prior to the case conference a Learning Disabilities Social Worker will meet the adolescent's parent(s) at the Cambridge Court Clinic to obtain a family history and to assess the home situation. The evaluation requires a minimum of three one-hour sessions but often takes longer, since parents often begin to discuss the many areas of their lives which concern them. The evaluation gives information about the health history of the adolescent and his and her family, the educational experiences and expectations of the family, and a developmental and psychological history of the client, all of which are essential in formulating an appropriate plan for the adolescent and the parent and in understanding what problems have been major contributors to the family's dysfunction. A modification of the Parent Information Form developed at the Cambridge Court Clinic will be used to structure the interviews and to provide overall consistency in information gathered on the families in the project.

The social worker will formulate a picture of the parent and the family including psychological issues as well as medical and environmental issues which need attention and treatment. This formulation will be the basis for the recommendations the social worker will make as a report at the case conference.

Adolescent Evaluations: Each adolescent who is referred to Project Together will receive a thorough diagnostic evaluation at the Cambridge Court Clinic. This will consist of a series of one-hour

interviews followed by psychological assessments if warranted on the basis of the interviews. Initially the adolescent will meet with a clinician to discuss many aspects of the adolescent's life including a school history, a history from the adolescent's point of view of problems in the family, a history of court involvement, a developmental and psychological history. In short, this is an evaluation designed to enable a clinician to formulate a view of the adolescent which takes into account strengths and weaknesses, conflicts, areas of stress and tension, coping mechanism, and interpersonal relationships. A modification of the Child Interview Form as developed at the Cambridge Court Clinic will be used to structure the interview and, as with the parents, to provide overall consistency to information gathered on the adolescents in the Project.

During one of the interview sessions the adolescent will take a fifteen minute screening test designed to give a rough assessment of the presence of a learning disability. The screening is scored for slight, moderate or severe problems. On those screenings which indicate moderate to severe problems (anticipated at 75% of the adolescents referred as based on a Cambridge Court Clinic study) case managers will obtain school records, particularly records pertaining to any testing done by the school and history of special services of placement.

When the screening indicates moderate to severe difficulties and there is either old testing done by the school, or no record of testing done at all, the adolescent will take a battery of tests administered by a psychologist from the Learning Disabilities Project. These tests (administered in two sessions) will focus

on determining strengths and weaknesses of cognitive, perceptual, and emotional functioning.

In a full assessment the psychologist will do the following:

1. Administer the Wechsler Intelligence Scale for Children to determine IQ. Close attention will be paid to sublet scatter.
2. Administer the Bender Gestalt test to determine visual motor maturity and emotional issues, scoring the test according to the Koppitz system.
3. Administer the Wide Range Achievement Test to determine achievement levels in math, spelling and reading.
4. Administer the Draw-A-Person test to provide an assessment of project body image as well as and score it according to the Witkin Sophistication of Body Concept Scale.
5. Administer the Peabody Picture Vocabulary Test to determine non-verbally the adolescent's vocabulary potential.
6. Examine neuropsychological functioning including gross and fine motor, visual acuity, auditory functioning, development of laterality and directionality.
7. Administer personality tests such as Thematic Apperception Test and the House-Tree Person Test as warranted by the nature of the adolescent's acting out.

The psychologist will score the above tests and write a report combining information from the interviews and the testing sessions. (If no testing is necessary, the report will be based on the interviews alone.) The final section of the report will address

specifically recommendations to be taken up at the case conference when case managers and diagnosticians and group leaders meet to formulate a plan for each family.

ASSESSMENT

Upon acceptance of the families into the Project, the appropriate Group Worker will conduct a more in-depth assessment of the clients' needs and obtain a family history. The assessment may involve more than one meeting. In that case the Group Worker will schedule further meetings in order to complete the assessment. The parent assessment will focus on the problem areas of the family with children, attitudes, lifestyle conflicts, and existing methods for handling adolescents. After the assessment has been completed, the Case Manager, Group Workers, and Screener will meet with all data being presented to determine which clients are ready for group work and which clients will receive individual counseling before entering the group. Upon completion of the assessment process, notice will be sent to the referral agency as to the status of the case.

Service Delivery

Case Process

1. Weekly case conferences will be held between the group leaders and the Case Managers of the Project to ascertain the participant progress.

2. Changes in the progression of any family within the group perceived by the Group Leaders as counterproductive will be discussed with the family and Case Manager. If other services are needed the Case Managers will make the referral to the appropriate service providers. Contact and follow-up will occur to solidify service delivery.
3. Linkage with the Educational Coordinator, Human Services Coordinator, Family Service Coordinator, Youth Employment Counselors, or Outreach Workers for the youth participating in the Project will be utilized within the YRB when needed.
4. Logistical Support with Housing, Welfare, SSI, Legal Advocacy, etc., will be provided by the YRB screener.

Group Process

1. The intake and assessment process being completed for each family will enable participants to be assigned to either the parent or youth group.
2. These groups will run concurrently for eight (8) weeks, meeting one and one-half (1½) hours per week.
3. About ten to twenty individuals can be referred to the group.
4. There will be regular contact throughout the group sessions between Group Leaders and Case Managers to determine the families progress in the Project.

5. Group sessions for adults will be devoted to parenting and strengthening family relationships. This form of therapy can help the parents to understand that his/her problem is not necessarily unique, but is shared by others and concurrently gives the families an opportunity to develop social bonds.
6. Groups will be informal, thus providing parent and youth groups to discuss various issues pertaining to the family tensions and begin to come to terms with their problems.
7. Before the groups end, parents with guidance from the Group Leader, will develop a plan to form a "Parent Support Group" which would provide on-going support to former group participants after the Project's end.

Follow-Up Process

1. The first individual follow-up will take place three weeks after completion of the group. The Group Leaders will talk with clients by phone or set up an appointment with the clients to find out how things are going and if any new issues have arisen and how they are being handled.
2. Six weeks after the group's end, the final follow-up will take place. A group meeting will be held with the original participants. During this session, participants will be encouraged to discuss issues at home, and identify areas of concern. Feedback will be solicited from the participants as to benefits they have obtained within the group. The Group Leaders will present a written report to the Case Managers on these meetings.

3. Families will be encouraged to utilize the other resources established through the Project in handling problems that arise after the final group.

PROJECT STAFFING AND STRUCTURE

Project Organization

The Project will be administrated under the auspices of the Youth Resources Bureau, a public youth agency for the City of Cambridge, and in cooperation with the Cambridge Court Clinic Learning Disabilities Project. The Project will hire a Project Coordinator (full-time) who will be responsible for the financial management of the Project. The Project Coordinator will be responsible also for the supervision of all Project staff and will provide overall reports to the Policy Board, which consists of representatives of the YRB and the CCCLDP. Two Case Managers (full-time) will be hired and will be responsible for the overall management of the cases and the assurance of service delivery to the clients. Two Group Counselors (part-time) will also be hired. One counselor will be responsible for running an adolescent group and the other counselor will run a group for the parents. Both counselors will be responsible for writing evaluations of their respective groups, preparing the groups for termination and follow-up. The counselor will encourage and guide groups to form a "parent support group: to be ongoing after the group's end. The Youth Resources Bureau will provide existing staff services of Outreach Workers, Education Coordinator, Family Service Coordinator, Youth Employment Readiness Counselors as needed. The Cambridge Youth Resources Bureau will provide direct staff support through the Family Service Coordinator. The FSC will

Family Participation

Adolescents brought before the court by their parents or the juvenile police officers and the family if seen by the court as a dysfunctional family will be urged as a condition of probation to participate in the "Project." Non-court referrals of families who are reluctant to participate in the Project will be encouraged by the Family Services Coordinator to join the group. The Family Services Coordinator will make as many home visits as necessary to ready the family for participation in the "Project."

Extensive use of the Case Managers providing direct counseling with all the family members, getting clients to and from appointments when needed, will be provided as a mechanism to encourage the group participation. The existing Youth Resources Bureau staff of Outreach Workers, Education Coordinator, Human Service Coordinator, Youth Employment Readiness Counselors, and Family Services Coordinator will provide supportive service and assistance to the clients in Housing, Welfare Assistance, Day Care, advocacy with school staff, etc., therein providing a consolidation of services for those families who are participating in the group process and for those who are being encouraged to join the groups.

Project Organization (Continued)

provide supportive service and assistance to the clients in the areas of Housing, Welfare Assistance, Supplementary Security Income (SSI), Day Care Services, advocacy with school staff, etc. This service will be provided to all clients referred into the Project as needed. Families who have been referred from the police, schools, Welfare, and other agencies who show indications of shying away from traditional agencies will be encouraged by the Family Service Coordinator by means of as many home visits as needed to make the transition into the Project. The FSC will participate in the Policy Group, which will provide support, set policy, and clarify issues that arise after the beginning of the Project.

PROJECT STAFFING AND STRUCTURE

Staffing For Diagnostic Evaluations Through The Cambridge Court Clinic Learning Disabilities Project

The staff of the Learning Disabilities Project consists of a Psychologist/Clinical Director, a Consulting Psychiatrist, a Psychologist specializing in neurodevelopmental testing, a social worker specializing in parent evaluations and treatment, and a program coordinator. This staff customarily works as an interdisciplinary team providing evaluations and treatment for adolescents who are referred to the Learning Disabilities Project from the court, particularly through juvenile probation. In addition, the Learning Disabilities Project works very closely with the Cambridge Court Clinic staff. The Learning Disabilities Project is located on the first floor of the Third District Court in Cambridge, occupying offices within the Clinic with the direct permission of the Clinic Director, Dr. Neal Borenstein, and the clinic staff.

The Learning Disabilities Project social worker would be responsible for the parent evaluation as described in the workplan. The social worker has a Master of Social Work degree plus thirteen years experiences, the last five of which have been with the Learning Disabilities Project working with the parents of court-related adolescents as well as the adolescents themselves.

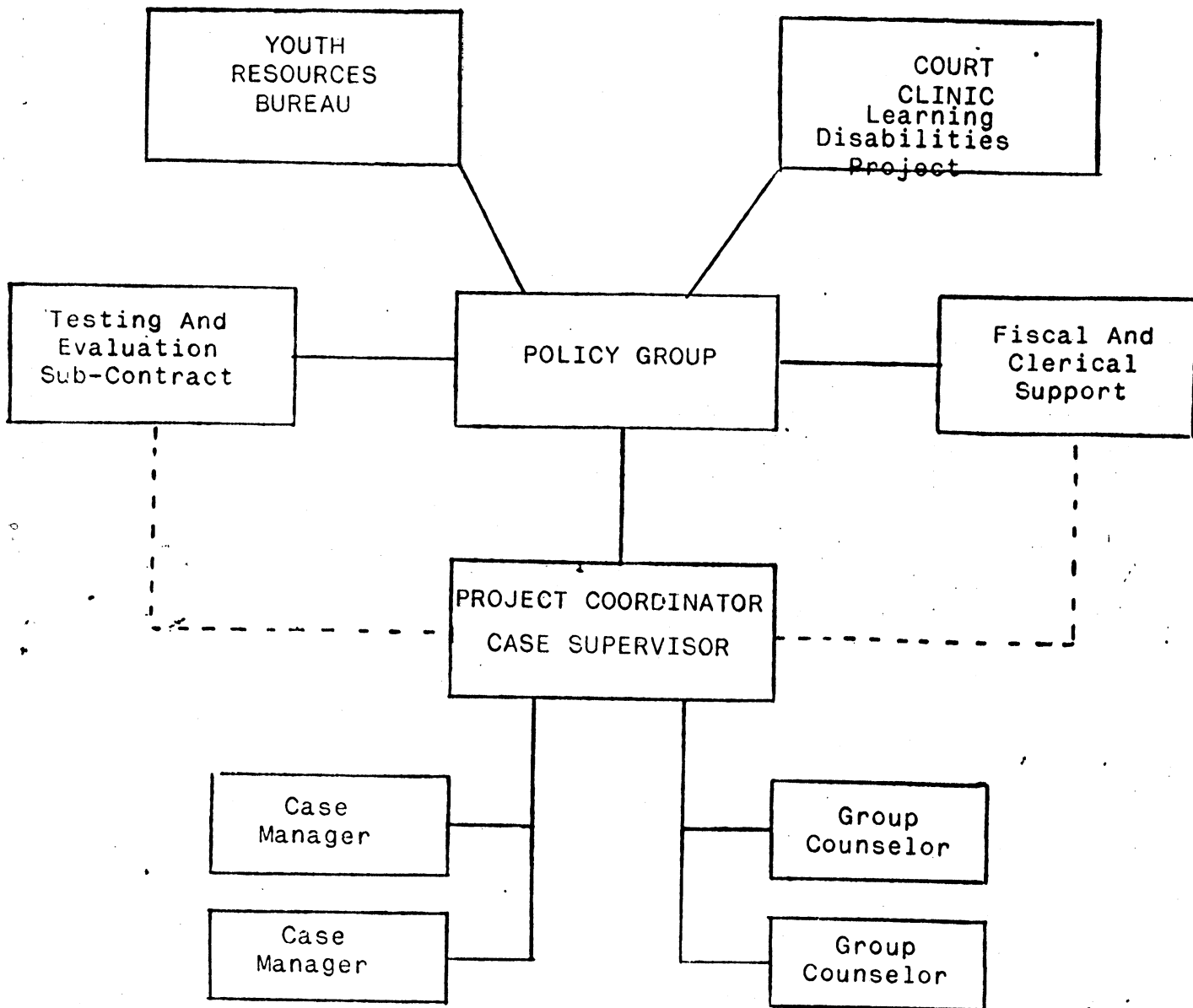
The two psychologists, one specializing in the interplay between learning problems and emotional problems in acting-out adolescents and the other specializing in neurodevelopmental

factors in psychological functioning, would be responsible for the diagnostic evaluations of the adolescents referred for interviewing and testing. The psychologist who also serves as the Learning Disabilities Project's Clinical Director has a CAGS in counseling psychology, certification as a school psychologist and as a WISC/WAIS examiner, one hundred supervised hours in personality testing, and nine years work experience with learning disabled and acting out adolescents.

The neurodevelopmental psychologist as a licensed psychologist, certified as a school psychologist as well as a Binet and WISC examiner. She brings to the program twelve years of experience, the last three of which have been of association with the Cambridge Court Clinic as a provider of neurodevelopmental evaluations.

The Learning Disabilities Project's consulting psychiatrist is the past director of the Court Clinic and is currently Director of Research at the clinic. Although he would not provide direct service in all of the evaluations, he would be available for providing the diagnostic evaluation in special cases and would be available for supervision of diagnostic work as well as case consultation.

The Curricula Vitae of the Learning Disabilities Project staff are attached in Appendix I.



———— Direct Responsibility
- - - - Indirect Responsibility

JOB TITLE: PROJECT COORDINATOR/CASE SUPERVISOR (Full-Time)

REQUIREMENTS: -Master's Degree in Social Work
-Four years experience in individual or group therapeutic counseling of dysfunctional families and hard-to-reach court related youth. Experience with supervision of other professionals and experience in an administrative capacity in a community based agency.

JOB DESCRIPTION: -Direct administrative responsibility for the project.
-Supervise Case and Group Work staff.
-Assume financial management for project.
-Participate in weekly case conferences.
-Provide monthly reports of overall operations to policy group.
-Provide direct case supervision to both case workers.

JOB TITLE: CASE MANAGERS (2) (Full-Time Positions).

- REQUIREMENTS:
- BS/BA Masters preferred
 - Two years experience working with families. Would prefer four years experience.

- JOB DESCRIPTION:
- Work under the supervision of the Project Coordinator/Case Supervisor.
 - Participate in the assessment procedure of the client.
 - Provide direct counseling to clients.
 - Participate in weekly case conferences with Group Workers, Screener, Project Coordinator/Case Supervisor.
 - Work with all family members.
 - Constant monitor progress of cases.
 - Assure service delivery to clients.
 - Assume responsibility for management of cases.
 - Provide written evaluation of family work.
 - Provide written report monthly on program to the Program Coordinator/Case Supervisor.

JOB TITLE: CASE MANAGERS (2) (Full-Time Positions).

- REQUIREMENTS:
- BS/BA Masters preferred
 - Two years experience working with families. Would prefer four years experience.

- JOB DESCRIPTION:
- Work under the supervision of the Project Coordinator/Case Supervisor.
 - Participate in the assessment procedure of the client.
 - Provide direct counseling to clients.
 - Participate in weekly case conferences with Group Workers, Screener, Project Coordinator/Case Supervisor.
 - Work with all family members.
 - Constant monitor progress of cases.
 - Assure service delivery to clients.
 - Assume responsibility for management of cases.
 - Provide written evaluation of family work.
 - Provide written report monthly on program to the Program Coordinator/Case Supervisor.

JOB TITLE: GROUP COUNSELORS (2) (Part-Time Positions)

- REQUIREMENTS:
- BS/BA Masters preferred
 - Two years experience working with adolescent or adult groups. Would prefer four years experience.

- JOB DESCRIPTION:
- Participate in the intake and assessment procedure of the clients.
 - Provide counseling individually with clients in consort with Case Managers.
 - Participate in weekly case conferences with Case Managers, Screener, Project Coordinator/ Case Supervisor.
 - Provide an evaluation of group at the group's end.
 - Follow-up on participant three weeks after completion of group.
 - Prepare a final group follow-up six weeks after the group has ended.

Family Services Coordinator of the Cambridge Youth Resources Bureau (YRB) works directly with the Outreach staff and the Youth Employment Readiness Counselors in the targeted neighborhoods resolving family related problems which have caused disruption within the family. Families serviced by the YRB who are experiencing lack of communication in relationship to one another, stress, and the omission of appropriate services, are referred to the Family Services Coordinator.

Counseling, supportive services, referrals and follow-up to the appropriate community based and city agencies to ensure service delivery that will strengthen and enhance family and community relationships, are provided by the Family Services Coordinator. These services and follow-up have been delivered to families in the areas of truancy, tutorial service for youths in conjunction with Lesley College, child abuse, foster care, emergency shelter, care and protection, alcoholic youths, homemaker/caretaker service, family evictions. Families receiving the services of the YRB often express feeling of alienation and lack of power to obtain much needed services from schools, the Welfare Department and other social service agencies. Families seen and serviced by the YRB have a multiplicity of problems with limited capability of coping with bureaucracies. Families seen by the Family Services Coordinator have expressed and

demonstrated a feeling of trust in the ability of the YRB to provide and procure services needed which they find difficult to secure themselves.

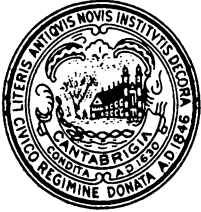
Implementation of "Project Together" would provide an expansion of current services for dysfunctional families as a constructive alternative to further penetration into the juvenile justice system.

RECRUITMENT AND SELECTIONS

The recruitment and selection process for staff will occur as follows:

1. Internal city process for soliciting qualified city employees.
2. Advertise for qualified candidates requesting resumes.
3. Screen resumes.
4. Set up appointment for interviews.
5. Make selection and hire.

Persons responsible for staff hiring will be Ronald Silva, Executive Director of Cambridge Youth Resources Bureau, Barbara Carter, Family Service Coordinator, and Rebecca Pries, Learning Disabilities Program of the Cambridge Court Clinic.



CITY OF CAMBRIDGE

CAMBRIDGE, MASSACHUSETTS 02139
Tel. 498-9011

EXECUTIVE DEPARTMENT
JAMES L. SULLIVAN
City Manager

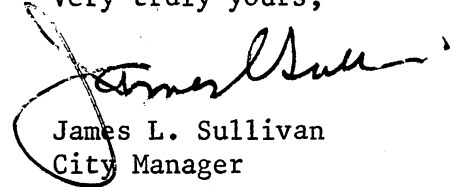
February 4, 1980

To the Honorable, the City Council:

Attached is an order of acceptance and an order requesting appropriation of a grant from the Law Enforcement Assistance Administration for \$67,154.00 and a State match of \$3,731.00 for the "Project Together" Program under the Youth Resources Bureau. This program will provide services for fifty dysfunctional families in Cambridge.

Passage of the appropriation order and acceptance of the grant are recommended.

Very truly yours,


James L. Sullivan
City Manager

JLS/b

Agenda # 6

F-35

Acceptance and
Appropriation of \$70,885 to the Youth
Resources Bureau.

In City Council,

February 4, 1980

~~MD~~
A 2/4/1980

Two Orders Adopted

9-0-0