

OCEAN TIDES PHASE II EVALUATION REPORT

49278

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Submitted by the Task Force
on the Evaluation of Criminal
Justice Programs to the
Governor's Justice Commission
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ACQUISITIONS

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SUMMARY

Ocean Tides Phase I Evaluation Report pinpointed several areas in need of improvement within the program, having mainly to do with aftercare and family services, utilization of community resources, public school re-entry, record keeping (treatment planning and goal setting), and recruitment of minority clients and staff. Since that report was completed in December, 1976, the program has addressed all areas of concern and have made significant progress in building a quality service delivery system for their client population.

One major area of evaluation in the current report, in addition to the recommendations noted in the Phase I report, was with the "team approach" to treatment technique utilized by Ocean Tides staff. This aspect of the program was dealt with at length in the Phase II evaluation and was found to be working adequately.

In addition to program changes reflective of the recommendations in the Phase I report, Ocean Tides has added two new community programs which serve on both an outpatient and residential basis, to facilitate a client's transition back into his community and that of his family in adjusting to his return home. These facilities also serve to increase the community outreach potential of the program and to increase coordination of services with other community agencies.

The Ocean Tides program is not seeking its third and final year of LEAA funding since they have generated state support from Department of Corrections (Residential Services for Youth Division) and Child Welfare Services on a contractual, fee-for-service basis to serve their client population.

CONCLUSIONS

The Ocean Tides program is operating at a high level of quality and dedication in providing services to the juvenile offender population in Rhode Island. Program planning and evaluation occurs on a consistent basis to ensure the designing and implementation of services which can best meet the needs of the program's client population. The program has succeeded in providing a network of services to clients and their families which can have a pronounced effect in reducing recidivism and promoting productive, crime-free functioning in the youngsters they serve.

RECOMMENDATIONS

1. The Ocean Tides program is in a developmental stage, in which newly developed programs and services must be tested as they are developed to determine the best methods for achieving desired results. The public school re-entry program is one such example and may have to change its design as problems are encountered by clients in returning to the public school system. Specifically, those clients who have had the privilege of experiencing the individualized and remedial approach to education offered by the Ocean Tides school may have difficulties in adjusting to the more regimented and group-oriented structure of the public school system, and as a result may become frustrated and unmotivated to continue their education. One remedy for this may be to allow the client to remain in the Ocean Tides school until he has completed his education; another may be to work out an arrangement with the school system whereby the client spends only a portion of the week (e.g., two days) at public school and the remaining days at Ocean Tides school. Ocean Tides staff are aware of these potential problems and should maintain an advocacy role for their clients as well as utilizing the data they generate through the experiences of clients in the public school system to build in program modifications as needed.
2. Recruitment of minority clients to residential treatment programs is not a problem which is unique to Ocean Tides, but is in fact, a state-wide problem. Ocean Tides should continue their efforts to serve the minority client population in the state through increased outreach efforts and consultation with other agencies which can offer assistance in generating minority client referrals and recruitment of qualified minority staff.
3. Ocean Tides has demonstrated an expertise in developing and implementing programs for juvenile offenders which can serve as a model for other juvenile justice system agencies throughout the state and the nation. As research and evaluation data is gathered on the Ocean Tides client population, this information should be shared with the Governor's Justice Commission and with other juvenile service providers.

I. History and Development

Ocean Tides Phase I Evaluation Report was completed in January, 1977. Since that time the program has made significant progress in several areas, directly related to needs for improvement noted by the Task Force in the Phase I report. The following program components have been strengthened or added since January, 1977:

1. Aftercare Component- provision of continued supportive services to clients and their families after completing the Ocean Tides residential and education program.
2. Family Services-increased emphasis on family groups and support services, while a client is in residence and after program completion, including services for siblings.
3. Public School Re-entry Program- development of a coordinated system for a client to return to the public school system following program completion.
4. Treatment Planning and Goal-Setting Mechanism- Refinement and improvement of the treatment planning process and record-keeping system, to include the setting of short and long term client goals, methods for attaining goals and for measuring progress, and for coordinating the treatment planning process between internal program components and community agencies.
5. Expanded Use of Community Resources- implementation of a system for building a network of community support services and for integrating service delivery for in-program and post-program clients.
6. In-Service Training- designing of staff training experiences which build upon services to be provided and specific staff skill areas.
7. Expanded Facilities- development of two additional community facilities to serve aftercare clients in the transition back to home, school and community on both an out-patient basis, and a residential basis for those clients in need of a final phase of program services.
8. Progress Toward Self-Sufficiency - procurement of contractual agreements with Department of Corrections and Child Welfare Services to fund treatment slots for clients they refer, thus enabling the program to relinquish continued LEAA support.

These major areas will be described in detail in the Methods section of this report. In addition to the foregoing, Ocean Tides has clarified the use of the "team approach" to treatment and has coordinated the function of the team within the staff structure of the program to a fuller extent. This will also be described in the Methods section.

From December of 1976 to April, 1977, the program has had six clients complete the program, who are currently in the newly developed aftercare phase. All six have returned to the community and have had no further law violations. A total of 16 clients have completed the program since it began and all but three have remained out of trouble. The three who had further law violations are currently back in the training school and one will be considered for re-admission

to Ocean Tides in September. It is to be noted that in these three cases the clients were not recommended for discharge by Ocean Tides staff but were up for court review and were released by the court, upon the recommendation of their families. More recently (within the past month) seven additional clients have been released and are not included in computing a recidivism rate since they have been so recently discharged. Basing a recidivism figure on the 16 completions (this does not include clients who eloped from the program before completion), the recidivism rate would be approximately 19% (3 out of 16) and the success rate would be the resulting percentage of 81%. Staff indicated that those boys released prior to implementation of the aftercare component may be experiencing some difficulties in the community but have remained crime-free or at least conviction-free based upon monthly Probation and Parole reports.

II. Methods

A. The Team Treatment Approach: Ocean Tides continues to utilize a departmental system for providing residential, educational, and family services to youthful, male clients referred to them by Department of Corrections (Training School) and Child Welfare Services. Each department, or component, is staffed by a department head and counseling (or ~~for~~ teachers in the Education component) personnel. The counseling and teaching staff function as a Treatment Team in providing services to the client population and an Administrative Team, headed by the program's Treatment Director and comprised of each department head, perform treatment planning and service coordination functions. The philosophy behind the "team approach" to treatment is based upon the multi-modality structure of the program which encompasses three distinct aspects of a client's adjustment: home/family/community; education; and peer relations/self-improvement. It is felt by staff that treatment is more effective when counselors with an expertise in any of these areas can concentrate their efforts on that particular aspect rather than attempting to work with all adjustment areas simultaneously. The one central difficulty with this concept in practice is the coordination of all components into an integrated and effective service delivery system. Staff have experienced problems in the past with maintaining communication within and between program components which would enable joint planning to ensure accomplishment of the overall treatment plan for each client. The Treatment Director has assumed a coordination role in an attempt to overcome these difficulties and this has served to facilitate the team process. The teams meet bi-weekly on a formal basis to coordinate their efforts and staff consult: informally both within and between components to deal with specific behavioral problems of clients, etc. In some cases a staff person who has not been assigned to a particular client's treatment team may develop a relationship of rapport with him which would lead to effective counseling and when this occurs that staff person will be included as part of the client's treatment team. The Administrative Team, assigned to each client, meets once a week to develop overall rehabilitative plans for each client, discuss possible modifications in the treatment plans, and to monitor general client progress. Input from the Treatment Teams is part of the goal-setting process, but the Treatment Director approves all treatment plans and authorizes any modifications. A copy of the Role of the Team, submitted by Ocean Tides Director, is included in Attachment A and an outline of the Treatment Planning Process will be submitted by the Treatment Director as an addendum to the full report.

B. Treatment Planning Process: The treatment planning process employed by Ocean Tides staff consists of several steps. First, the principal team worker from each component, who is a member of the client's Treatment Team, evaluates the client's performance during the first three or four weeks of his placement at Ocean Tides, prepares a narrative report containing his/her assessment of the client's needs and goals, with input from other team members from each component into an overall treatment goal and resultant short and long-term goals and objectives, along with recommended services or methods to be used in attaining the stated goal(s). The treatment team (staff from each component) meets to review the treatment plan and develop specific strategies to be employed by each component in carrying it out. The Administrative Team reviews and approves all treatment plans at their weekly meetings, as indicated earlier. The Treatment Team continues to meet every two weeks to review client progress toward the goals and make necessary modifications in the treatment plan. The treatment plan remains a part of each client's treatment file as well as counselor progress notes and results of the team meetings. An attempt is made to individualize each client's treatment plan and to coordinate the planning process, through the Treatment Director, to ensure the implementation of the treatment plan for each client. Specific treatment goals and strategies within each program component for each client are part of the client's records as well as the overall treatment plan. General education component goals focus on independent learning, self-control and self direction; group living (residential) goals emphasize relationship with peers, ability to relate to authority, and setting behavioral controls; and social service (family) goals stress family relationships, community re-entry, and self to other social/emotional growth. Goals between components may overlap but counselors attempt to concentrate on goals which are directly related to their component.

Treatment strategies include once-a-week client large and small group meetings, once/week individual counseling sessions with the client's team worker from each of the program components, and any specially structured counseling sessions set up to deal with specific behavioral problems. The large group meeting is mandatory for all clients and focuses on problem areas with regard to peer or family relationships, drug or alcohol problems, or any disciplinary problems. The small group meetings are also mandatory and involve 5-6 clients per small group. Three general areas are stressed at these meetings: peer relationships, relating to authority, and behavioral control. Individual counseling sessions may deal with any problems the client is experiencing in meeting his goals or in adjusting to the program, etc. Family counseling sessions occur throughout the client's stay at Ocean Tides and include biweekly parent groups and individual sessions with the families. The program plans to begin a Parent Effectiveness Training (P.E.T.) group for families of aftercare and in-program clients in the near future.

Ocean Tides places an emphasis on physical education activities as part of the total treatment plan of their clients. The physical education events are accredited through the Rhode Island Department of Education so that clients get credit for their participation for use in public school re-entry. According to staff, most clients have had very little, if any, participation in structured physical activities and staff view this aspect of 'treatment' as being beneficial for instilling self-discipline, constructive use of leisure time, and an increased sense of mastery and self-confidence. A daily outdoor recreation period, from 3:30-5:00 p.m., is mandatory for all clients and includes such activities as soccer, football, softball, hiking, tennis, golf, bike-riding, skate-board exercises, surfboarding and swimming. On Monday nights there is a

half-hour self-improvement exercise program, on Wednesday nights a one-hour organized basketball or floor hockey game and instruction on trampoline or stilts exercises, and on Thursday nights a session on weightlifting, karate or other self-competition and self-improvement skills.

The education component strategies are based upon a 'step system' where the client moves through successive phases of self-competition, leading to a level of readiness for public school re-entry. This system will be explained more fully in the subsequent sections of this report dealing with public school re-entry.

C. In-Service Training: Ocean Tides staff submitted an outline of their in-service training schedule which is included in Attachment B. This includes all training events attended by staff since January, 1976 and those planned through June, 1977. The program appears to offer a comprehensive strategy for on-going staff development through the scheduled training events, weekly staff meetings, and the services of a consultant psychologist from URI who is available for the staff meetings and for an additional five hours per week to work with staff from each program component. In addition, Ocean Tides has a contract with a group called University Consultants for Psychological Services who are skilled in alcohol treatment, family counseling, testing, interpretation of testing, diagnostic treatment, and adolescent behavior. These consultants are used both as a part of a client's treatment plan and as a resource group for staff development.

Teaching staff attend monthly three-hour sessions at Rhode Island College on special education techniques and utilize video-tape equipment to tape their program each week for review and discussion with the Education Director. Group living (residential) staff spend the first two weeks of involvement with the program on an observational basis with no supervisory responsibilities, and work with an experienced staff member. The third week is spent under staff supervision with limited responsibilities and thereafter they are given full responsibility with other staff on duty. There is a daily one hour meeting with the director of the group living component for new staff, and all residential staff attend a one-hour formal planning meeting each week. Each member of the group living staff has at least one thirty-minute conference with the group living supervisor each week. Social Service component staff spend their first week at Ocean Tides observing the program, reviewing client records, etc., and spend the next two weeks accompanying the department head on family visits to families the new worker would subsequently be working with. Department staff meet together three days each week, and the director of Social Services reviews all staff reports. The Administrative Team meets regularly with program consultants and accountants, and visit other similar programs and related training events. Ocean Tides subscribes to the National Criminal Justice Reference Service and selects current literature from this source for use in staff and program development. Ocean Tides Director indicated that next year's program budget will be set up to assign training funds to each program component to be used for sending component staff to special conferences and workshops geared toward each program area.

D. Aftercare Program: The overall philosophy of the aftercare component which is run by the Social Service Department of Ocean Tides, is to begin, during treatment, to prepare the client and his family for his return to the community and to offer continued support services, on a gradually decreasing basis, to clients and their families once a client has completed the

residential phase of the program. In addition to working with the client's family while he is in residence, Ocean Tides also maintains contact with the referring agency(s) and other community agencies, such as the public school system, boys' clubs, family agencies, etc. which can offer supportive services during the aftercare phase. The program has built and continues to maintain particularly strong ties with the Juvenile Probation and Parole Department both while a client is in residence and during aftercare. This mechanism will be explained fully in the section on utilization of community resources.

As indicated earlier, aftercare begins as a preparation for release back into the community very early in a client's stay at Ocean Tides. The overall goal for each client upon which the treatment plan is based, is directly related to preparing him for productive functioning in all aspects of his life (home, school, community, etc) once he has completed the Ocean Tides program. One aspect of this preparation involves the families of clients. Parent groups meet bi-weekly while the client is in the program, at a convenient location in Providence, and these groups continue to meet on a bi-weekly basis during the aftercare phase until the parents decide, individually, that they no longer need the supportive assistance of the group. Parents can receive individual counseling at any point during aftercare or client residency phases and Social Service staff frequently make home visits and offer consultative services on a continual basis. When the client is ready for discharge and before he leaves the residential program, Social Service staff and the Probation/Parole worker meet with the client and his family to explain the aftercare program to them and to solicit their input as to their needs for continuing supportive services. The complete aftercare plan and specific procedures are spelled out and narrative copies given to Probation and Parole, the family and client and any other referral or supportive agencies. An attempt is made to involve siblings in the aftercare plan and throughout the program, whenever possible.

Aftercare services to the client, himself involve, as mentioned, overall preparation for release. This effort intensifies during the last six weeks of residency through special group sessions for all clients scheduled for release at a given time, which are designed to deal with specific topics relating to home and community adjustment. Examples of such topics include communication skills, parental conflict, peer relationships, drugs and alcohol, and community resources. The groups meet bi-weekly for one-two hours during this six-week period. Once a client enters the aftercare phase he meets once a week with a Social Service counselor and continues his biweekly group session for six months to one year, depending upon his need. Community or family adjustment problems, personal problems, etc. constitute the substance of these group meetings. The aftercare phase, itself, is set up to run a minimum of six months and up to one year for all clients and their families.

All aftercare records are kept as a part of the master file on each client and would include counseling sessions with the client, his family and siblings, other agency information such as school records, CWS reports, if any, and the monthly summaries from the Juvenile Probation/Parole Officer. Any further law violations would be immediately apparent as well as personal, family, school, or employment problems. The statistics generated after a one-year follow-up (aftercare) contact with a client should be of particular value for research/evaluation purposes, but even more importantly the maintained contact of Ocean Tides staff with the client and his family should serve to prevent further recidivism and strengthen the entire rehabilitative effort on a more total basis.

The procedure for aftercare consists of a recommendation by the Social Service Department indicating readiness of a particular client(s) for discharge on a specified date. Each program component submits a 'transfer to aftercare' report on the client which is incorporated into the aftercare plan developed by the Social Service Department. This plan is submitted for final approval to the Administrative Team. The plan is then reviewed by Juvenile Probation and Parole and/or other appropriate agencies (CWS, MHRH, etc.) and the family before the client's court hearing so that it has been agreed to by all parties involved prior to formal court disposition of the case. A draft of the aftercare program concept and application is included as Attachment C.

E. Public School Re-entry: The school re-entry program, like the aftercare component, begins as a preparation for return to his school system, while a client is participating in the education program of Ocean Tides. At the time of the Phase I Evaluation Report Ocean Tides had a very low rate of return to school among their completing client population because clients seemingly were unmotivated toward school in general and had histories of failure or disruptive school behavior, truancy, quitting school, etc. The academic progress made by clients while attending the Ocean Tides school did little to encourage them to pursue their formal education once they were released. Recently (within the past five months), a strong effort has been initiated by Ocean Tides staff to encourage the transition of clients into their local public schools and this effort is begun early in a client's program. Utilizing their education program structure of individual, self-paced learning and remedial work where indicated, teaching staff now employ a 'step system' as an incentive and a preparation for gaining entry into public school. The 'step system' fosters independent learning through completion of successively more difficult learning tasks which are individually assigned according to the student's ability and achievement level. Each student is in competition with himself in completing his learning tasks and earns points for the successful completion of each task. Once he has earned sufficient points, based upon his own performance, he moves on to the next task and in this way progresses from one phase of the education program to the next. Feelings of failure or inadequacy are minimized by omitting competition with other students and each student maximizes the achievement of his own potential. According to Education Component staff, the point system employed quickly becomes secondary to the student's internal satisfaction with the progress he is making and his feelings of mastery with the course material. A progress chart is kept on achievement of the various educational tasks and goals and clients also prepare a 'Self Evaluation Sheet' every morning and afternoon to rate their own performance (anticipated problems, former problems, general goals and a specific individual goal). The teacher fills out the same form on the performance of the client and these are then compared to arrive at a true perception of progress made. A copy of the Self Evaluation Sheet is included as Attachment D. Teachers meet once a week to discuss client progress and plan for subsequent learning tasks and phases. At the conclusion of the school year students fill out rating forms on the effectiveness of the teacher(s), the utility of the various subjects or classes, and the performance of the education component team member assigned to them during the year. These forms should be particularly useful for feedback to staff on their effectiveness and on the relevance of course material. The evaluation forms have only been administered once since this new program began and results are now in a process of interpretation. Two pieces of data have emerged to date: seven out of eight students reported that the phase system helped them learn better, and eight out of eight said the daily self-evaluation sheets provided them with good feedback on their personal progress. Sample copies of these rating forms are included as Attachment E.

All school records from Ocean Tides are maintained as part of a packet which will be transmitted to the public school to which the client is returned. Education component staff stress their philosophy of presenting positive feedback to the schools on their clients rather than spelling out problems and negative information. In this light, they prepare a list of behavioral strategies which they have found to be effective in dealing with a particular client. Included in the transmittal packet are all academic credits earned, comparative achievement test scores from pre- and post-tests administered at time of program entrance and release, and general school performance, including social adjustment information. An interview is held with public school teaching and guidance personnel to discuss the teaching and behavioral strategies and make transfer arrangements prior to the client's release from Ocean Tides. Following his release and return to the public school, school personnel (particularly guidance staff) will be contacted weekly for the first month by Ocean Tides staff to check on client progress and to offer consultative services. Contact is maintained at least once a month for six months and up to one year thereafter. A list of the guidance person for each client is kept as part of the client's file during follow-up.

Education component staff see a need to expand the re-entry program to private educational facilities, such as hairdressing, mechanics or other vocational and trade schools. These linkages will be developed during the coming year. The teaching staff at Ocean Tides will be involved this summer in setting up the education curriculum for implementation in the Fall.

F. New Programs: Two new program components are nearing the implementation stage after six or more months of planning by Ocean Tides staff. These components are a second community residential facility (Annex House is the first) and an outpatient facility which is called a Social Service Center.

The Social Service Center is an outpatient facility for provision of community outreach services, family and client support services for those in residence and in the aftercare phase, and liaison services with the public school re-entry program such as tutoring, job development and placement, and a separate school program for clients not enrolled in the public school system. The facility is located on Elmwood Avenue in downtown Providence, making it more accessible to families while their sons are in placement at Ocean Tides for conducting the family group sessions, Parent Effectiveness Training, and other related services, as well as for aftercare clients and their families in the delivery of supplementary and direct support services. It also provides a facility for family and educational services for clients in Annex House or the new residential facility, X House. The Education and Social Service components of Ocean Tides will work cooperatively in the operation of the Social Service Center. As the program is implemented and additional staff are hired, all public school re-entry clients and aftercare clients will be handled through the Social Service Center, which is viewed as a community transitional facility.

X House is the newly developed residential program currently in the development and planning stages by Ocean Tides. The program has been designed and will begin as soon as a suitable facility can be found in the same general location as Annex House and the Social Service Center. The capacity of X House will be seven clients and this facility is designed to provide supportive services to maximize community re-entry for those clients who need an extended

phase of treatment in the community before final release from the program to the aftercare phase. This facility will differ from the currently existing Annex House community extension in that it will be a short-term program (average length of stay 3 months and up to 9 months) geared toward community re-entry on two levels: 1) a phase-in for resolving family difficulties and easing the transition back into the family, and 2) a re-introduction into school and community where special emphasis will be placed on educational tutoring and other appropriate supportive services which will facilitate the school/community transition. Whereas X House is designed for the client who has a workable family situation and goals of returning to public school, but needs further supportive services to maximize his community re-entry, Annex house is designed for the client who needs longer term residential services (one-two years) in order to function independently when no functional family situation exists and there is less motivation to return to public school. Annex is, therefore, geared toward an emphasis on fostering skills in independent living and employment-related goals, although Annex clients do receive tutoring and some attend public school (three currently). Ocean Tides staff feel that by having the two residential community extensions with their differing emphases, they can better match client needs to available services as part of the total program goal of successful community adjustment for completing clients.

Clients currently at the Ocean Tides program in Narragansett are being set up for entrance into X House as part of their treatment planning process, as with Annex House clients and those scheduled for aftercare services at the Social Service Center. Once in X House clients will attend their respective schools during the day and reside at X House for individually set periods of time, based upon readiness for release and goal attainment. The facility will be fully staffed as a residential program, with a staffing pattern similar to that of Annex House. Ocean Tides will receive Department of Corrections and Child Welfare Services reimbursement for clients in residence at X House, but will not receive this funding for those clients receiving aftercare services at the Social Service Center or in the community. A draft of X House Philosophy is included as Attachment F.

G. Utilization of Community Resources: Ocean Tides has put considerable effort and planning into the building and strengthening of community resources and in intergration and coordination of their services with those of other community social service agencies. One clear example of this is with the public school re-entry program in which a close liaison has been established with the school system. Another example, described earlier, is the aftercare program which seeks to involve and include all other relevant agencies having relevant services to provide completing clients. All referral agencies (principally Department of Corrections and Child Welfare Services) receive reports on client progress on a quarterly basis, as well as copies of the client's overall treatment plan when he enters Ocean Tides. The Juvenile Probation and Parole Department worker assigned to each client also receives progress reports, treatment plans, and any other dispositional information, and Probation/Parole Officers frequently visit the program to consult with staff or meet with the client while he is in residence. Prior to discharge of a particular client the aftercare plan is carefully coordinated with all appropriate agencies (CWS, MHRH, Probation and Parole, the Courts) and the plan must be reviewed and agreed upon by all agencies involved. As indicated earlier, the Probation/Parole worker participates in a meeting with the family, client, and Ocean Tides staff where the final aftercare program is discussed and approved before the client is released to the aftercare phase. The Probation/Parole Officer is a significant part of the aftercare

plan and his contacts are included in the plan (e.g., bi-weekly or once a month contact for six months to one year). His monthly summary reports are routinely sent to Ocean Tides as part of the follow-up (aftercare) records for a client. All agencies involved receive monthly aftercare client progress reports from Ocean Tides.

The two new facilities will provide vital community linkage points with a network of community service providers since they are designed to integrate and coordinate an array of community support services to aftercare clients, in particular, and to in-residence clients as appropriate. They will also fill a gap in community services by providing an additional service resource to clients and their families.

III. Evaluation

The Ocean Tides program has demonstrated, over the past six months since the Phase I evaluation report was completed, that they have the capability of providing model program services to youth within their target population of juvenile offenders. Areas noted as needing improvement in the Phase I report have been addressed very adequately and program services appear to be of an exemplary quality.

One recommendation in the Phase I report, having to do with recruitment of minority staff and clients, has not been mentioned in the body of this present report and will be dealt with at this time. Based upon discussion with staff of Ocean Tides, it appears that this is still a problematic area for them despite their efforts in recent months to generate more minority referrals. The problem, as presented by staff, is that Department of Corrections and Child Welfare Services do not refer black client to the Ocean Tides program, although the program has indicated their desire to serve this population. Possible reasons for the lack of these referrals cited by Ocean Tides staff, are the low number of black clients currently in the training school, the large number of black youngsters diverted through the O.I.C./Youth Diversion program who do not receive residential treatment, and the continued reluctance of some black clients to enter the Ocean Tides program at Narragansett. Staff are currently working with O.I.C. (Opportunities Industrialization Center) staff and URI Minority Affairs personnel to generate more minority clients and staff and feel some progress is being made. They feel that with the implementation of the new Social Service Center program in its South Providence location, the greater outreach potential will yield an increased number of minority referrals. This resource should be utilized for this purpose as much as possible. There is currently one black client in the Ocean Tides program and one in the aftercare phase. Staff indicated that although the numbers of minority referrals, themselves, are low the overall percentage of black client referrals accepted (38%) is higher than the number of white client referrals accepted (35%) from the period of July, 1975 through December, 1976.

The public school re-entry program currently has eight out of twenty-one clients who are planning to return to the public school system. Two of these have been admitted, two are in the process of admission and the remaining four will work out their re-entries in the Fall. It will be interesting to note how many of those returning to school will remain to complete their education and this information will be useful for research evaluation purposes as it is gathered over time. The program will be addressing problems clients face in returning to their public schools which may affect the design of the re-entry program.

Two out of twenty-one clients have plans to go to work, with one having procured employment and one seeking a job. There are currently seven clients in the aftercare program (since April, 1977) and an additional six since December, 1976, before the new aftercare program was fully implemented as well as another ten who were discharged prior to December of 1976 before a formal aftercare program existed. As indicated in the History and Development section, three out of a total of sixteen (excluding the seven more recent releases) have returned to the training school, for a recidivism rate of 19% for all completing clients since the program began in 1975. Ocean Tides staff routinely prepare statistical reports on client status of completing clients and these should be shared with the Governor's Justice Commission and other appropriate juvenile justice system agencies (Courts, Corrections, etc.) for informational purposes.

Ocean Tides is nearing the conclusion of their second year of LEAA funding (September 30, 1977) and have made the decision not to re-apply for their third and final year of LEAA support. Over the past six months or more, they have been negotiating with Department of Corrections (Residential Services for Youth Division) and Child Welfare Services to obtain a purchase of services (fee per client) contract with each agency for serving clients referred by that agency. Negotiations have been completed at the time of this writing and Ocean Tides has received verbal assurance that the contracts will be approved. Staff indicated that the final contract(s) are expected to be approved and signed by July 1, 1977. This state funding from D.O.C. and CWS will pay for all clients in residence at the main Narragansett program or the two community extensions but will not fund any clients entering the aftercare phase, including those receiving services at the Social Service Center. Ocean Tides staff will seek additional funding from private sources or other state or federal agencies to pay for these services and any future program expansion. It is to be noted that by relinquishing continued LEAA support the Ocean Tides program is honoring the true 'seed concept' of LEAA funding and is also successfully demonstrating the state and local support which they have gained in their two years of operations. The "freeing-up" of the monies they would have requested for their third year will enable the establishment of other services for the youthful offender population in the state, which are so sorely needed. The expertise gained by Ocean Tides in providing services to this population should be tapped by other juvenile justice system service providers in the form of a consultative resource. Research/evaluation data generated by the Ocean Tides program over time should be made available to other such agencies and the Governor's Justice Commission for use in planning and developing other model programs.

Attachment A

4/26/77

William Harkins, Acting Treatment Director

RE: Treatment and The Role of the Team - Working Draft

1. Background

a) General

It is essential to realize that Ocean Tides differs from many other programs in its attempt to meet the goal suggested by Congress and noted in the Ocean Tides GJC Grant, namely "to provide the necessary resources, leadership and coordination... to develop and conduct effective programs to divert juveniles from the traditional juvenile justice system and to provide critically needed alternatives."

Where Ocean Tides differs is that it attempts to provide a program whose total effect is to meet the multiple needs of the young person. Basically treatment takes place by, in, and through the coordinated program components - not through a segregation of treatment from program. The elements of the education, group living, and family service programs are the constitutive elements of the treatment program. In summarizing the "Rationale" of our program (CJC Grant, P15D) we note that "the rationale for a three-part treatment program in dealing with education/group living/and family is almost self evident. Many studies indicate that problems in these three domains almost invariably overlap in the lives of wayward youth."

b) Program Coordination

The coordination of the three departments is in many ways the most essential part of a treatment program. The prime tool in assuring such coordination is the weekly administrative meeting. This assures not only that the individual departments are developing habilitative plans, but also that the planning is coordinated.

2. The "team" structure.

The team can best be understood as an effort to assure that the programming and planning of the separate departments are coordinated at the level of the individual boy. The team is comprised of three members - one each from education, social service and group living.

3. The "team" - function.

a) Within the department -

Each team member monitors a boy's progress in a particular department. The team member, in cooperation with the department chairperson, gets input from other members of the same department. The team member may suggest program modifications; or may reflect on modifications suggested by other department members - with input from the team meeting.

b) In relation to other departments -

The team member attends bi-weekly team meetings. There is discussion with the other team members and with the boy himself of the boy's progress. Long-term goals are projected and monitored. Short-term goals are established.

When necessary, especially in light of the monitoring of the boy's behavior (daily sheets, etc.), goals may be revised or rewritten. The team meetings provide the occasion for both accountability and encouragement, supplementing (not supplanting) the work done within the departments. In a word, the function of the team is to see that the boy's day-to-day experience is monitored and coordinated in a way that benefits his treatment. As noted above, this coordination takes place initially through good administrative planning. But the team structure has the benefit of providing additional inter-departmental coordination at the staff level. The total effect, a goal stated in our Grant (P59), is "to avoid fragmentation or compartmentalization of programs and staff."

The actual "treatment" occurs through the boy's everyday experience in the program, supplemented as necessary by special resources - and directed by the Treatment Director.

Attachment B

THE OCEAN TIDES
RESIDENTIAL EDUCATION PROGRAM

635 OCEAN ROAD
NARRAGANSETT, R. I. 02882
PHONE: 789-1016

OCEAN TIDES - In Service Training

Professional Visitations and Exchange, Meetings

6/13/77

1. Michael Reis, President

3 visits to Lincoln Hall (RESidential Treatment Program)
A facility for court-referred adolescent offenders in
New York State - November 19, January 15, March 19. Meetings
with Brendan Breen, Executive Director and other administrators.

2. Michael Reis - four visits to Bronx and Queens, New York
group residences for teenage males; Timothy Murphy, Residence
Director. In addition Michael Reis had phone conversations
relating to the Apartment Living Program of LaSalle School,
Albany, N. Y.; and he received detailed written descriptions.

3. William Harkins, Executive Vice-President and Treatment Director

Visit to St. Gabriel System, Group Residence - Two days of
meetings with James Bonilla, Director of the group residence
and designated principal (for 77-78) of "in-town" school. The
visit was February 11 and 12.

4. William Harkins - Participation in Training Workshop of NJDA
(National Juvenile Detention Association), New Orleans, La.,
June 7-11, 1977.

Topics: Team Concept, Management by Objectives; Preventive
Intervention Techniques (see attached sheet)

Preventive Intervention Techniques will form the basis of
some staff in-service work for 1977-1978.

5. William Harkins - Workshop on Assertiveness Training -
Massachusetts Psychological Center, Boston Mass. May 21, 1977

6. William Harkins, Joyce Smith (Social Service Director),
Charles Toolan (Education Director) - Visit to Caritas House
Cranston, R. I. - Group Residence

7. Joyce Smith and Peter McGrath (Social Service) - Parent
Effectiveness Training Workshop, Boston, Mass. - June 5-10

8. Steven McGowan (Group Living) Youth Effectiveness Trainers Workshop, New York City, June 5-10.

Mr. McGowan will do in-service work with the Group Living staff, in conjunction with staff direction of small groups of boys next year.

9. Charles Toolan and Steve Mansfield - Introduction to University Year Action - 1/76
10. Virginia Kneeland - Visitation of Science Class - 10/76
11. Nancy Vanacore - Al Fusco
State Dept. of Education - Teachers Institute - 10/76
12. Virginia Kneeland - Special Education Materials for Secondary School Math - 3/77
13. Alfred Fusco, Charles Toolan, Nancy Vanacore, Virginia Kneeland
Spec. Ed: Materials for Secondary School Children 3/77
14. Alfred Fusco, Nancy Vanacore - Introduction to Education of Exceptional Children - 4/77
15. Alfred Fusco, Nancy Vanacore - Teaching Children with Special Needs - 10/76
16. Charles Toolan, Steven Mansfield, Nancy Vanacore
Affective and Humanistic Education - 6/77

Attachment C

TO: Joyce Smith, R.S.M. .

4/22/77

FROM: Michael Reis, F.S.C.

RE: Aftercare Program

At the present time we are anticipating several youngsters returning to their homes in June. [redacted] was released by the Court to his home on April 20, 1977. We requested and received permission to remain involved for a minimum of six months. Starting with [redacted] I would like to formally begin our aftercare program. Bill and I met with Frank Murray on 4/21/77 and discussed in principle some questions regarding joint supervision. Basically the Parole Unit is the responsible agent in the eyes of the Court. Frank was very open regarding the actual involvement of his workers. His preference would be that we make specific recommendations in writing to him and outline the number and frequency of probation visits. Frank did mention that initially the boy must meet his probation worker and the terms of probation clearly explained to him. Other than this initial meeting, Frank is very open to our recommendation for additional involvement.

Currently, probation workers submit a monthly written report on all youngsters. Our reporting system should probably be the same. I would like to suggest a possible format for reports on youngsters.

1. Transfer to Aftercare Report (due two weeks prior to discharge).
 - a) Brief summary of initial difficulties encountered with both family and youngster.
 - b) Progress made
 - c) Current status
 - d) Prognosis
 - e) Goals for youngsters and family when he returns.
 - f) Frequency and types of contact while youngster is on aftercare.
 - g) Recommended involvement of supervisory agency (CWS, Probation, etc.)

NB: Each department will be asked to do a transfer to aftercare report on each youngster exiting the program. The format will be basically the same as above with the exception of family material and recommendations for agency involvement.

Every six weeks we should have a written report updating the care and possibly a meeting with the representative of the supervisory agency (review or team meeting). The format would be similar to our current reports.

- a) Number and types of contacts
- b) previous goals
- c) Up date of six week period
- d) Determination as to whether new goals are needed or the same will remain in effect.
- e) Goals for the next six weeks.

If the youngster is involved in the education component, we will request similar report from that component.

The above is merely my suggestion. We should get together on this and finalize a plan. We should then meet with Frank Murray and discuss it with him. Once we come to an agreement, we should then implement the plan in case. In all cases thereafter, we will follow this finalized plan.

cc: William Harkins
John McHale
Charles Toolan

Attachment 3

June 1477

THE OCEAN TIDES
RESIDENTIAL EDUCATION PROGRAM

635 OCEAN ROAD
NARRAGANSETT, R. I. 02882
PHONE: 789-1016

Subject _____

In this class I have learned:

nothing

a little

a lot more than I
knew before

What I learned will help me later on in my life.

Yes

No

I was treated in this class:

as if I was worth nothing

as if I was respected for being
what I am

I liked this class

never

sometimes

almost all the time

This person:

planned their lesson

made up things as they went along during class

When I got my work in this class each day I usually thought that
this teacher :

1. was too easy
2. knows just how much I can do during that time
3. was too hard

In this class:

1. I usually like to do well
2. I don't care
3. What I accomplish depends on my mood.

The kind of work I get:

1. Bore me
2. Is usually interesting to me.

DATE _____

PHASE _____

: for Self-Evaluation

Circle A.M. P.M.

	Mon.		Tues.		Weds.		Thurs.	
	S.	T.	S.	T.	S.	T.	S.	T.
on Time								
Independent (can finish work without nagging teacher-finds ways to learn on own without cheating)								
Language (quiet disposition)								
Language (not swearing)								
Completes work or assigned task								
Becomes involved in improvement activity when work is finished								
Agreeable to teacher/staff requests								
Maturely addresses problems to B. Charles								
Is a positive influence on others								
Remains at the place he is assigned								
Fills out this sheet honestly								
Handles anger adequately								
Individual Goal								
Returns on time from 5 minute break								
Can accept work returned with errors to correct								
19.								
20.								

Attachrent E

June 1/77

THE OCEAN TIDES
RESIDENTIAL EDUCATION PROGRAM

635 OCEAN ROAD
NARRAGANSETT, R. I. 02882
PHONE: 789-1016

Teacher _____

1. This person knew what they were teaching
 didn't know what they were talking about
 pretended to know what they were talking about
2. When I see this person together with the other teachers I think this
 teacher
 gets along with the other staff
 doesn't get along with the other staff
3. This person
 enjoys other people around them
 would hope that they weren't near kids all day
4. This person
 likes Ocean Tides and the people here
 dislikes Ocean Tides and the people here
5. This person
 knows how to talk to me
 doesn't know how to talk to me
6. This person
 encourages me during school by telling me how good I'm
 doing
 always tells me my mistakes
7. This person
 tries to treat me good
 doesn't try to treat me good
8. This person
 listens to me
 doesn't bother to listen to me
9. This person
 makes me feel like I am a member of a class
 makes me feel like I can only do work when I'm left alone
10. In this persons eyes
 I was an individual
 I was just like any other kid
11. When a small thing comes up this person
 makes a big thing out of it
 treats it like a small thing
12. Now that the year is over, I think that this person has helped me
 feel that I can accomplish school work
 feel that I can't accomplish what I'm asked to do
13. This person is
 a boring person
 interested in new and different things

14. This person

tries lots of different things in class
is always doing the same things

15. This person

makes me want to continue to learn
hasn't helped me think that it's important to learn

16. This person

thinks that education is important for me
doesn't think that it is important for me to go to school
to be educated

17. This person

knows what is going on in class and takes care of behavior
problems in class
is always being conned by the students and can't take care
of our behavior in class

18. This person acted

in a way that could teach me the way adults should act
as if they were a kid too

in a way that made me think that they should not try to
help me change because they don't act the way they should.

June, 1971

THE OCEAN TIDES
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Team Member _____

1. Has helped me at team meetings understand how I'm doing in school.

Yes No

2. Spends time with me to help me accomplish my team goal in school.

Yes No

3. Is someone special to me because they are at my team meetings.

Yes No

Br, Charles

1. Tries to make sure that all the students at Ocean Tides is getting the best education possible.

Yes No

2. Spends enough time with the students during the school day

Yes No

3. Interferes with what the teachers are doing in their classes.

Yes No

4. Is available to me when I want him.

Yes No

5. Respects the other teachers.

Yes No

PHASES

1. BEING in different phases has helped me understand that I'm making progress in school. Yes No

2. FILLING out the evaluation sheet helps me know how good I'm doing each morning and afternoon Yes No

Attachment F

- I. To provide a community-based residence and behavioral treatment facility for residents of Ocean Tides whom the Treatment Director judges ready to move to this phase of their program; a short-term residence emphasizing both a more total community experience, and flexible programming, as determined by the treatment needs of individual residents (i.e. length of placement and special program components).
- II. To provide for these adolescent residents a socially healthy and personally therapeutic environment, which has definite structure and controls, but within which residents may function with ease and a sense of personal freedom, i.e., an environment which avoids both laxity and regimentation.
- II. To continue the development of warm and meaningful relationships with adults and peers; and to help the boy establish new relationships that will continue upon leaving. This will be done through group meetings, relations with residential and educational staff and the coordinated efforts of the social service staff.
- IV. To teach the resident additional adaptive behavior patterns through association with staff and peers as "behavior change agents."
- V. To encourage the educational, vocational and work potential of each resident, and to implement and monitor the treatment plans established to attain this goal.
- VI. To provide positive experiences in the community to which the resident will return.

- VII. To involve the resident in the community as much as possible; thus, by exposing him, to prepare for his return to his own immediate community or for another form of responsible living.
- II. To maintain a staff characterized by personal maturity, responsibility, clarity, and strong self-concept; a staff able to deal with anger in a non-hostile manner and to establish mutually non-draining relationships with troubled persons.
- IX. To assure a coordinated effort on the part of all Ocean Tides staff involved in the treatment program of residents in X House.

NOTE: The last part of #1 ("and flexible") is an addition based on our last discussion.