

**Heretaunga Tiaki  
Tamariki Project**

**Outcome Evaluation**

**A report prepared by**

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**New Zealand Government**

This report has been produced by Bea Makwana of the Evaluation Team, Organisational Assurance: Police National Headquarters. The report is the final evaluation of the Heretaunga Tiaki Tamariki Project. It covers the period from programme inception on 10 February 2003 to 31 December 2005.

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# Section 1: Executive Summary

In 2002 Heretaunga Tiaki Tamariki project (HTT), based in Hastings was one of 14 community youth programmes selected nationally to reduce youth offending. The programme received \$510,000 over three years.

This outcome evaluation considers the effectiveness of HTT over three years, 2003-2005. During this time 26 clients aged between 11 and 16 years were accepted onto the programme; all but two identified as Māori.

This evaluation found:

- the success of the case plans was dependant on both the level of engagement by the client and the types of goals that were set.
- social and family environments are complex and the provision of holistic interventions is difficult.
- there is a need to clarify the client's responsibility within case plans, particularly in relation to educational outcomes and the reduction of offending and seriousness of offending.
- overtime interagency collaboration improved and HTT had more visibility in the community.
- the programme was not able to demonstrate a reduction in offending and seriousness of offending.

A strength of HTT was being located in a local police station and the consequent relationships that were established. The programme also had qualified staff and comprehensive filing and review systems. However, there was room for HTT to promote greater client responsibility, and awareness of HTT as a programme within the community. More generally, the evaluation has noted that both Police and Ministry of Justice can improve their ongoing monitoring and support of community youth programmes, particularly in the initial implementation and training stages.

## **Background**

In April 2002 the Ministers of Finance, Justice and Police received additional appropriations for 2002/03 and out-years to enhance the capability of Police and the Ministry of Justice to reduce youth offending and/ or general violence. A total of 14 community youth programmes were selected nationally to implement programmes aimed at reducing youth offending. This outcome evaluation is of the Heretaunga Tiaki Tamariki (HTT) project in Hastings which received a total funding package of \$510,000 over three years.

## **Evaluation Phases**

The HTT project had three evaluation phases: formative, process and outcome. The outcome evaluation, which is the focus of this report, covers the period from programme inception on 10 February 2003 to 31 December 2005. The aim was to assess the overall effectiveness of the programme by measuring its success in meeting the programme objectives, including any change in clients' offending behaviour.

The outcome evaluation included both qualitative and quantitative information. Qualitative information was collected via interviews, and quantitative data were primarily extracted from the HTT files, six-monthly reports, and the Police National Intelligence Application (NIA).

## **Heretaunga Tiaki Tamariki Project**

HTT is a community youth programme aimed at reducing repeat offending of high-risk young people aged between 11 and 17 years, and is located in the Flaxmere Police Station. The entry criteria required clients to have already offended; or to have come to police attention; to have truancy issues; and/or care and protection issues; and may experience substance abuse problems. There was a maximum of 5 families per caseworker, with an anticipated throughput of 15-20 clients per year.

The programme had two coordinators during the three-year evaluation period, and there was one full time caseworker at the outcome evaluation phase. During 2005 an office support staff member was appointed for five hours a week. The programme had two staff vehicles.

## **Objectives for Heretaunga Tiaki Tamariki**

- to tailor individual programmes and plans around the youth and their families taking into account their learning skills and facilitate appropriate intervention actions according to case plans;
- to improve education outcomes of the youth accepted onto the project (by improving school attendance or securing employment or training);
- to improve co-ordination across agencies when dealing with the youth (and their families) accepted onto the programme; and
- to reduce the rate of offending and/ or the level of seriousness of offending by the client group accepted onto the project.

## **Heretaunga Tiaki Tamariki clients**

Thirty-eight referrals were made to HTT, the majority by Police, and a total of 26 clients were accepted onto the programme. The clients ranged between 11 and 16 years of age, most were male (20 of 26) and all but two identified as Māori.

The most common reasons for referral were having 'come to police attention', 'antisocial' behaviour, and 'negative peer influence', which are consistent with having been referred by Police and the types of behaviour that typically attracts police attention.

Consistent with a holistic approach, caseworkers spent most of their time one-on-one with clients, while family members were also supported by HTT and were involved in meetings with both the client and agencies in regards to the client.

Although it was intended that clients would be on the programme for 12 months, 13 exited clients varied between 13 and 83 weeks on the programme, and 10 of the 13 current clients had already exceeded the 12 month contract period at the time of the evaluation.

Five clients and their families participated in case studies. Their stories are presented in this report.

## **Key programme objectives**

### **Developing Individually Tailored Interventions**

In the aim to develop individually tailored interventions a designated caseworker developed a case plan in consultation with the young person and their family. It was found that the family environment often limited client engagement with HTT, and it was common for families to experience health, employment, and drug and alcohol issues. Clients were influenced by local gangs prospecting youth and at times there were gang affiliations within families. However, there were clients who did achieve improved outcomes within their case plans, and HTT staff witnessed improved attitudes, improved health and hygiene, clients no longer coming to police attention, and reduced use of cigarettes, alcohol and drugs. In terms of activities provided by the programme, there were examples of clients joining cultural activities, enrolling in educational assessment and tutoring, and in stop-smoking programmes.

On reviewing the case plans, the Evaluation Team identified that the majority of tasks that were included in case plans were to be undertaken by the caseworker to support the client. The case plans seldom identified tasks specific to the client, therefore inadvertently absolving them of responsibility.

### **Improving Educational Outcomes**

HTT undertook a number of initiatives to improve the educational outcomes of clients. HTT worked with school Board of Trustees and management to reintegrate clients back into the education system; provided in-class support to clients; and assisted other clients moving into alternative education. The programme also sourced local educational assessments and tutoring services for clients.

Although improving educational outcomes was a key priority area, not all of the case studies had educational goals in their case plans. Overall, there tended to be a lack of detail about what clients intended to do to improve and achieve educational goals.

### **Improving Interagency Coordination**

During the previous three years HTT has improved the interagency coordination of work with youth at risk within Hastings. The programme has become more visible as a consequence of having organised several local Hui and community fora, and has continued to work with other

agencies and local community services. Key stakeholders identified a relationship with HTT that involved sharing clients, sharing information and providing support to one another. However, a number of stakeholders felt HTT needed to continue to raise its profile.

### **Reducing Offending and Seriousness Of Offending**

Offending records 12 months prior to joining the programme, during the programme and within the first 12 months of exiting the programme were analysed from the Police National Intelligence Application (NIA). It is important to note that recorded offending is only a proxy for actual offending and observed changes could be due to recording practices.

Of the 26 clients, 23 had offending histories in the 12 months prior to entry. Dishonesty was the most common offence pre, during and post programme, followed by violent offences and property damage.

Of the 26 clients who entered the programme during the evaluation period, 13 were followed up one year after exiting from the programme. The offending and seriousness of offending by the 13 exited clients showed that although the average number of offences declined while the clients were on HTT, the average level of seriousness increased. This indicates that on average clients had fewer offences (and fewer offended at all) while they were on the programme, but when they did offend the offences were more serious. The seriousness of offences declined within the first 12 months of exiting the programme, although the number of offences increased.

The programme was not able to demonstrate a reduction in offending and seriousness of offending as a consequence of the interventions provided by HTT. The case plans indicated that the caseworker attempted to reduce the opportunity to commit crime by keeping a client occupied through activities. However, once again the case plans did not identify goals that required the client to take greater responsibility for reducing offending, and seriousness of offending.

## **Conclusions**

The evaluation found that, in general, the success of the case plans was dependant on both the level of engagement by the client and the types of goals that were set. The evaluation highlighted the complexity of the social and family environments and the difficulties that are faced when trying to provide holistic interventions. The evaluation also identified the need to clarify the client's responsibility within case plans, particularly in relation to educational outcomes and the reduction of offending and seriousness of offending. However, the programme was not able to demonstrate a reduction in offending and seriousness of offending.

### **Strengths of the Programme**

Strengths of HTT included the location in the Flaxmere Police station and consequent strong relationships with the Police Youth Aid team which assisted with the referral process and timely management of clients. A comprehensive filing and review system helped caseworkers to be familiar and up-to-date with all the client files. Qualified and experienced staff helped to

build a strong and competent staff team, while the HTT Trust was a strong and supportive management team.

### **Areas for Improvement**

As mentioned previously, a move towards identifying client responsibility within the case plans will help to indicate a client's progress and personal achievement, and promotion of HTT within the community will continue to raise the profile of the programme. The majority of clients were on the programme longer than the contractually agreed 12 month period and this may need to be reconsidered, or the activities within it, to ensure clients are given the greatest opportunity to improve their life outcomes. Ongoing professional development and administrative assistance will help to strengthen the delivery of the programme.

### **Learnings for Police and CPU**

HTT has identified the need for Police and CPU to provide more intensive support in the initial stages of setting up a CYP, particularly in training on and implementation of the contractual reporting requirements, including the development of a client database, drafting expenditure forecasts, and completing six-monthly reports.

It is important to continue using core monitoring assessment tools across the evaluation phases to allow for pre and post analysis. Critical to this is the undertaking that the tools will not be modified by Police, CPU or the programme without full consultation.



# Section 2: Introduction

## Background to the Community Youth Programmes

In April 2002 the Ministers of Finance, Justice and Police received additional appropriations for 2002/03 and out-years to enhance the capability of Police and the Ministry of Justice to reduce youth offending and/ or general violence. Vote Police and Vote Justice were each allocated \$0.625 million for this purpose.

Officials from the Ministry of Justice and Police were directed, in consultation with local authorities and community groups, to develop programmes targeting youth offenders and/ or general violence in up to five high crime areas.

A report submitted to the Ministers of Finance, Justice and Police in May 2002, identified a number of potential youth programmes and discussed the rationale for the selection of five areas in which to locate programmes. Factors influencing the selection of programmes included the incidence and rate of youth and/ or violent offending, high levels of social and economic deprivation, adequate infra-structural support from relevant Safer Community Councils (SCC), and the local knowledge of Police District Commanders.

Based on these factors the following areas were selected:

- Northland;
- Auckland City;
- South Auckland (Counties-Manukau);
- Hastings; and
- Christchurch.

### Community Youth Programmes

A total of 14 community youth programmes (hereafter referred to as CYPs) from these areas were selected, four of which were evaluated by the Police Evaluation Team at the Police National Headquarters:

- Heretaunga Tiaki Tamariki project;
- Rubicon Youth Alcohol and Drug Support Services;
- He Waka Tapu Violence and Abuse Intervention Programme; and
- He Waka Tapu Wraparound Programme.

The programmes were also jointly overseen by officials from Police and the Ministry of Justice Crime Prevention Unit (CPU). Representatives from each agency were responsible for regularly visiting the selected CYPs and monitoring their progress<sup>1</sup>.

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<sup>1</sup> Programmes jointly funded by the NZP and CPU are referred to as Community Youth Programmes to differentiate them from earlier Youth at Risk and Youth Development Programmes.

## **Selection of Heretaunga Tiaki Tamariki**

In 2002 a charitable trust was established by the Hastings Police Area Commander and a Hastings District Councillor to raise funds to establish a community programme to reduce repeat offending of high-risk young people in Flaxmere, Raureka, Camberly and Hastings. With approved CPU and Police funding for three years of \$510,000 the Trust launched the Heretaunga Tiaki Tamariki project (HTT).

## **Report Structure**

This report discusses the evaluation findings for the HTT project based in Flaxmere, Hastings.

Section 1 is an executive summary.

Section 2 is a brief introduction to the report, including background to the selection of the HTT project.

Section 3 provides an overview of the evaluation approach, including the three phases of the evaluation, a summary of the findings and recommendations from the Process Evaluation (2005), the types of data that were accessed and analysed in the Outcome Evaluation, and the limitations of the methodological approach.

Section 4 provides a description of HTT project, its history and development, and organisational and staffing structure.

Section 5 provides a detailed description of the operation of HTT project, including an overview of the clients' demographic details, referral and acceptance of clients onto the programme and reasons for referral, programme delivery and duration on the programme. This section also presents five client case studies.

Section 6 assesses the extent to which the HTT project programme met its intended outcomes of individually tailored interventions, improved educational outcomes, improved interagency coordination, reduced re-offending, and reduced seriousness of offending.



## **Section 3: Evaluation Approach**

The HTT project was subject to a series of evaluations during the period for which it received funding. The evaluation phases are discussed below.

### **Heretaunga Tiaki Tamariki Project Evaluation Phases**

The HTT project had three evaluation phases.

#### **1. Formative evaluation**

The formative evaluation examined the initial 13 months of programme operation, from 10 February 2003 to March 2004. The evaluation focused on describing the programme's early implementation and development. A report prepared by the Evaluation Team was completed in March 2004. This report was an internal document only, to assist with developing and enhancing programme operations.

#### **2. Process evaluation**

A process evaluation was conducted, covering the period from programme inception until 30 June 2004, which focused in more detail on how the programme was being implemented and how it operated. This phase examined the practice of the programme and provided early indications of success or otherwise, with a view to providing guidance for future programme practice. A report was prepared by the Evaluation Team in September 2005. Like the formative evaluation, this was an internal document only, to assist with developing and enhancing programme operation.

#### **3. Outcome evaluation**

The outcome evaluation, which is the focus of this report, assessed the overall effectiveness of the programme by measuring its success in meeting the programme objectives, including any change in clients' offending behaviour. The outcome evaluation report covers programme operation from 10 February 2003 to 31 December 2005.

### **Findings of Process Evaluation**

The findings from the Process Evaluation (NZ Police, 2005) indicated that HTT had accepted clients that met the entry criteria, had increased client numbers since the Programme Description report (NZ Police, 2004) and was providing a culturally appropriate environment for clients.

However, the programme had accessed only a limited number of interventions and social services for clients within Hastings, particularly educational services, during the 12 months clients were intended to be on the programme. In terms of finance, CPU and Police requested HTT to resubmit an expenditure report for unspent funding during the first year of operation. After 17 months of operation, it was also noted that there had been limited interaction with stakeholders, with HTT identifying one key stakeholder, who had delivered holiday programmes. Overall stakeholders were supportive of the programme and the relationships were often strengthened by proximity and regular contact. A few stakeholders felt there had been a lack of consultation and communication with HTT. Based on the findings of the process evaluation, four recommendations were made to:

1. increase the number of external services made available to clients with an emphasis on providing services throughout the 12 months a client is involved on the programme;
2. consider additional office support (part time) to assist the coordinator with the administrative duties;
3. review the process used to record contact time to identify ways to minimise duplications; and
4. ensure all new staff receive an introduction to the programme processes, and that a 'dummy (imitation) file' is created to ensure the service delivery is as intended, and to promote a consistent programme philosophy to stakeholders.

HTT has subsequently implemented the majority of the process evaluation recommendations. HTT increased the number of external services available to clients as a result of their organising several community Hui that brought together local agencies and services in regards to youth-at-risk. In terms of administration support, a part time position was appointed to assist the coordinator to manage the office, and a 'dummy file' was being developed by the coordinator, although there did not appear to be any reduction in the duplication of client records.

## Methodology

The outcome evaluation included both qualitative and quantitative data collection. Qualitative information was collected via interviews with programme staff, stakeholders, clients and their families. Quantitative data were primarily extracted from the Heretaunga Tiaki Tamariki database, and the Police National Intelligence Application (NIA). In all, information for the evaluation was obtained from the following sources:

1. interviews with programme staff, stakeholders, clients and their families;
2. six-monthly monitoring reports;
3. client case notes and files;
4. the NIA database; and
5. document analysis including programme documents, the contract between CPU, NZ Police, and Hastings District Council for the provision of services for HTT project, and the formative and process evaluation reports.

## **1) Interviews**

As part of the evaluation, interviews were conducted with HTT project staff, key stakeholders, and clients and their families.

### ***Heretaunga Tiaki Tamariki staff***

The coordinator was interviewed during each evaluation phase. An interview for the formative phase was conducted in early 2004. Interviews for the process evaluation were held during September 2004, and November 2005 at the outcome<sup>2</sup> phase. At the most recent interview, information was gathered about the programme structure including staffing, supervision, and professional development, the referral and selection process, the programme implementation and outcomes, identifying any issues with engaging with clients, and the provision of services. The co-ordinator was also asked about monitoring procedures, the development of case plans and procedure for exiting and follow-up of clients; identifying any changes to the implementation of the programme since it began; exploring the relationships with community support agencies and local government agencies; examining finance and funding for the programme; and finally, to consider the programme overview, exploring any issues the programme has faced, and identifying the factors that contributed to the success of the programme.

An interview was conducted with one of two caseworkers about the clients selected to be case studies at the outcome phase in December 2005<sup>3</sup>. The remaining caseworker was not available for a face-to-face interview, and was sent an interview guide during December 2005 to complete via email. Information from the caseworkers was gathered in regards to case study clients' family demographics; reasons for referral; the development of case plans; the clients' experience on the programme, including the support that was provided, and challenges that were experienced; involvement by community/ government agencies; and outcomes for the clients and families.

A representative of the Heretaunga Tiaki Tamariki Trust was interviewed in September 2004 during the process evaluation phase. Information was gathered about the involvement of the Trust; involvement of community groups and agencies with HTT; changes that the Trust was aware of during the previous 12 months; identifying any intended and unintended outcomes; and providing any suggested improvements for the programme.

### ***Stakeholders***

Stakeholders were included in the process and outcome evaluation phases. In the process phase 22 stakeholders, identified by HTT, were asked to respond to a questionnaire. The stakeholders were representatives from service providers, education services, agency workers, cultural development advisors, and referrers to the programme within the Hastings area. Seventeen questionnaires were returned and two face-to-face interviews were conducted with Māori providers. The questionnaire and interviews sought feedback on the perceptions of the programme's effectiveness for clients and the community.

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<sup>2</sup> See Appendix A for a copy of the coordinator outcome interview schedule.

<sup>3</sup> See Appendix B for a copy of the case worker outcome interview schedule.

Interviews for the outcome phase were conducted during November 2005 with five key stakeholders<sup>4</sup>. Four of these organisations had also responded to the questionnaire in the process evaluation phase. Stakeholders were asked to consider their interaction with the programme, including the frequency and reason for contact, the services and products that were provided, and the effectiveness of the relationship. Stakeholders were also asked about the impact HTT has had on the community, including positive outcomes and challenges for clients and families on the programme; and finally, whether interagency co-ordination had increased between agencies and community groups involved with HTT and their clients.

### ***Clients and their families***

A total of five interviews were conducted with clients and parents for the outcome phase during December 2005<sup>5</sup>. One written survey was also completed by a parent. One parent interview was conducted without the client as the client was imprisoned at the time. The parent interviews were, with the exception of one, conducted with the mother of the client. The information from these interviews was used in the case studies, which provide a detailed snapshot of individual clients' experiences on the programme.

The criteria for selecting clients for the case studies included a mix of three exited clients, and two current clients. The three exited were to have exited no more than six months prior to the outcome evaluation; to include a range of ages; to have different caseworkers; to be examples of successful and less successful case management; and to be accessible for interviewing. The two current clients were to have been on the programme for at least six months; to have different caseworkers; to be examples of successful and less successful case management; and to also be accessible for interviewing.

The interviews covered the following areas: reasons for joining the programme; client and parent involvement in developing a case plan; changes in their life as a result of being on the programme; staff; and for exited clients, whether they had ongoing contact with the programme and their experiences of being on the programme.

## **2) Six-Monthly Monitoring Reports**

Heretaunga Tiaki Tamariki was required to submit monitoring reports to CPU and Police every six months. As this programme began in February 2003, the six monthly periods included a total of thirty-five months operation, and were submitted for: February to June 2003, July to December 2003, January to June 2004, July to December 2004, January to June 2005, and July to December 2005. The information in these reports included the following: client referral and assessment information, intervention information, client exit information, offending records, and certificates of expenditure for the programme.

The information from the six-monthly reports that was analysed for this report included:

- demographic information;
- source of, and reasons for referral to the programme; and
- contact made by the programme with clients, their families, and agencies regarding clients.

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<sup>4</sup> See Appendix C for a copy of the stakeholder outcome interview schedule.

<sup>5</sup> See Appendix D for a copy of the client and parent outcome interview schedule.

These reports were used to build a demographic profile of clients on the programme and to assess the time that caseworkers spent working with clients. The reports were also used to cross-reference the database information.

### **3) Client Case Notes and Files**

A caseworker was required to develop a case plan for each client in consultation with the client and the family, and based on the needs identified in an initial Needs Assessment. The case plan involved setting goals and timeframes for working towards these goals by accessing local resources to provide skill based and support services.

Case files and case plans were accessed for five clients to be used as case studies at the outcome evaluation phase. For each case study, the contact records were entered from hard copy into Excel for analysis, and case plans were reviewed in terms of their appropriateness, and in terms of achieving both the goal and timeframes.

### **4) National Intelligence Application Database (NIA)**

The offending analysis was based on the offences that came to the attention of, and were recorded by Police on the NIA system. The NIA system was considered to be the most reliable means of collecting offending data about the clients on HTT rather than self reporting which is open to misreporting and misunderstanding.

The offending data for all clients were taken from NIA and entered into Excel. According to the exact entry and exit dates of each client, the actual offence, and type of offence (using the Police code book), and whether it occurred 12 months prior to, during, or 12 months after leaving the programme was entered for analysis.

### ***Seriousness of Offence Scale***

The seriousness of offence scale was developed by the Ministry of Justice and gives imprisonable offences a score according to how serious judges have deemed each offence in terms of the use of custodial sentences over a specific time period. These scores enable offences to be ranked in terms of their relative seriousness<sup>6</sup>.

The Ministry of Justice described the calculation of seriousness scores as:

*The 2005 seriousness scale is based on court sentencing data for the period 2000 to 2004. The seriousness score assigned to each offence is the average number of days of imprisonment imposed on every offender convicted of that offence between 2000 and 2004, where the average is taken over both imprisoned and non-imprisoned offenders... Although seriousness scores are based on judges' determination of seriousness in terms of the use of custodial sentences, there is an upper constraint on scores - i.e. the maximum penalties prescribed in legislation... [However] the seriousness score for burglary where more than \$5000 worth of goods are stolen is 369, while the score for rape is 3,012. This means that, on average, judges consider the rape offence to be nearly 9 times as serious as the burglary offence in terms of the sentence imposed. This is quite a different indication of the relative seriousness of offences that is indicated by*

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<sup>6</sup> Unpublished. Seriousness of Offence Scale, Ministry of Justice, 2005.

*maximum penalties prescribed in legislation. For example, the maximum penalty for burglary is 10 years' imprisonment, while for rape, the maximum penalty is 20 years' imprisonment.*

In this report each offence committed by clients has been given a seriousness score, as prescribed in the 2005 Seriousness of Offence Scale. The total seriousness scores were added for offences committed 12 months prior to entry, during the programme and 12 months after exiting. The score was then divided by the number of offences committed during these three periods to give the average seriousness score. The average score was then compared to ascertain whether there had been a change in the type of offending, i.e. whether the seriousness of offences had changed (as opposed to the number of offences committed) prior to, during and after exiting the programme.

## **5) Document Analysis**

Document analysis included referring to the following:

- contract between CPU, NZ Police and Hastings District Council for the provision of services for Heretaunga Tiaki Tamariki Project, and Charitable Trust Deed: to identify the contractual requirements and obligations and assess whether these were met;
- programme documents: to develop detailed understanding of the organisational structure and programme operation; and
- evaluation reports: to consider the changes made over the evaluation period.

## **Limitations of the Methodological Approach**

### **Offending Analysis**

Although the prevention and reduction of offending were objectives for the CYPs, there is limited scope to effectively assess a programme's ability to do so. The most reliable method to assess offending outcomes for clients is to use an appropriate control or comparison group with which CYP clients are matched and compared. However, this was not an option for this evaluation.

Therefore, the analysis of the offending information needs to be considered with several caveats in mind. First, because it was not possible to compare the CYP clients with an identical group of young offenders who were not on the programme, it is very difficult to determine the extent to which changes in offending are due to the CYP or other factors. Increases or decreases in offending may be affected by a number of events occurring in young people's lives, of which the CYP is only one. Second, being on the programme may mean that offending more readily comes to notice, as the young people are under greater surveillance. Third, offending prior to the programme may not have come to Police attention and may not be disclosed by the young person. Therefore, offending detected during the programme may give the appearance that a young person 'began' offending while on the programme. It may also detect an increase as clients on the programme get older and begin to have an offending history recorded on NIA. Each of these factors affect the ability to determine whether changes in offending can be attributed to the programme and also the extent to which it can be determined that offending has definitely decreased or increased for particular clients.

It is important to note that one offence can be recorded multiple times if there is more than one victim, which increases the perceived frequency of offending, and offending rates. Similarly, one incident can result in multiple charges. For example, a young person may have been apprehended for disorderly behaviour, *and* resisting police, but both offences occurred at the one incident. The offending data in this research has only considered the total number of offences.

### **Needs Assessment**

Clients and parents/caregivers were asked to complete a Needs Assessment<sup>7</sup> at both entry to and exit from the programme, as one method of assessing whether the programme effected change in the clients' needs. This assessment was intended to measure various risk factors associated with youth offending. It was intended to compare the 'before' and 'after' Needs Assessments to determine whether there is a statistically significant difference between the assessments, thereby determining whether the programme effected change in the clients' needs.

The Needs Assessment form was developed by Police in consultation with a number of social workers, youth workers, and was based on an earlier Needs Assessment form that was used for the original Police Youth at Risk (YAR) programmes. The YAR scale was developed from work in England and Wales for children placed in the care of the state<sup>8</sup> and previous work on needs undertaken in the Office of the Commissioner for Children in New Zealand<sup>9</sup>.

However, the Needs Assessments were not used at the outcome phase as changes were made to both the questions in the assessments, and to the categories during the evaluation, limiting the number of clients with the same version at both entry to and exit to the programme. The completion rates were so low that statistical testing was not appropriate.

### **Ethics Statement**

The evaluation was conducted in adherence to the guidelines outlined in the Australasian Evaluation Society Ethical Code of Conduct.

All interview participants were informed of the purpose of the evaluation, and were asked to sign a consent form prior to taking part in an interview. Participants were also informed of their right to withdraw consent at any stage.

Clients and their parents who participated in a case study interview have had identifying information removed from the case studies and their names have been changed so as to ensure confidentiality.

Clients were sent \$30 CD voucher following the interview, in appreciation of their time and their willingness to share their experiences. They were not told of the koha prior to the interview so that it would not be seen as inducement.

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<sup>7</sup> See Appendix E for a copy of the Client entry/exit Needs Assessment.

<sup>8</sup> Parker, R; Ward, H; Jackson, S; Aldgate, J and Wedge, P (1993). Looking After Children: Assessing Outcomes in Childcare. London: HMSO.

<sup>9</sup> Maxwell, G M; Robertson, J and Shepherd, P (1996). Focus on Children: Reports on the South Canterbury Project. Wellington: Office of the Commissioner of Children.





# **Section 4: Description of Heretaunga Tiaki Tamariki**

HTT is a community youth programme aimed at reducing repeat offending of high-risk young people aged between 11 and 17 years, in the Hastings district, including Flaxmere, Camberly, and Raureka.

## **Heretaunga Tiaki Tamariki History**

Heretaunga Tiaki Tamariki was officially launched with one full time staff member on February 10 2003, and the programme first took clients on April 18 2003.

In the original project plan in 2003, it was stated that young Māori in Hastings were apprehended at nearly double the national average. As such, HTT was aware that their clients would include young Māori. However, although Māori protocol was a key component to the programme delivery, it was not a kaupapa Māori programme, as there were other Māori providers in Hastings and HTT did not want to duplicate services, or be seen to take clients from other established services.

At the outset, there were reportedly concerns by some in the social services community about whether the programme would be able to deliver a service that included Māori when the original coordinator was not Māori. By the completion of the formative evaluation these concerns seemed to have been resolved as HTT was co-located for the first 10 months of operation with the Māori Health provider Taiwhenua, which provided adequate support for the first programme coordinator.

During the programme's operation it has been based in two sites; the first as mentioned above was in a open plan office in Taiwhenua, followed by a separate office within the Flaxmere Police station. The programme also secured two vehicles for staff.

## **Services**

The overall objectives of the programme were to reduce youth offending and/or general violence. To achieve this the programme tailored individual programmes and case plans for youth and their families, taking into account their learning skills and facilitated appropriate interventions; to improve co-ordination across agencies when dealing with the youth (and their families); and to improve education outcomes of the youth accepted onto the project (by improving school attendance or securing employment or training).

## **Staffing**

### ***Staff Members***

During the three-year evaluation period HTT had two programme coordinators. The first held the position from programme inception in February 2003 until November the same year. The second was originally appointed as a caseworker in June 2003 and moved into the coordinator role in November 2003 and continued in this role until July 2006. In January 2004 a full time case worker was recruited.

The coordinator had a National Certificate in Adult Teaching, Bachelor of Māori Studies, was completing papers towards a Bachelor of Social Work/ BA Social Policy and had taken a management paper through Massey University to support her management position. The caseworker was completing a Bachelor of Mātauranga Māori Studies and was fluent in te reo and Māori custom.

In addition to these two roles at HTT, a .5 caseworker was also employed between June and December 2004. A recommendation in the Process Evaluation report in April 2005 also suggested HTT consider additional office support (part time) to assist the coordinator with the administrative duties of the programme. In late 2005 a casual administrator was appointed to provide five hours office support each week.

The appointment of caseworkers has been without major incident, with most staff committed to the programme philosophy and clients. However, one staff member struggled with the computer-based management of client files and the amount of paperwork that was required for case files. The issue of paperwork being duplicated was identified in the process evaluation in April 2005 which included a recommendation that all staff receive an induction to the programme processes and a 'dummy file' to be established for future reference; and that a review of processes be undertaken to minimise duplication.

In terms of staff numbers, there was not an intention to increase the size of the team as the coordinator was not able to confirm whether funding for the programme from Police and CPU would continue past the three-year pilot period.

### ***Supervision and Professional Development***

All staff received internal supervision at weekly meetings when they reviewed client case plans, and externally, at fortnightly meetings. The coordinator's external supervisor was the original project coordinator, and they met on average, for two hours every three weeks.

Professional development continued to be a part of the work programme for the coordinator and caseworker. The coordinator had undertaken papers towards a Bachelor of Social Work/ BA Social Policy, while the caseworker had taken papers towards a Bachelor of Mātauranga Māori at Otaki which is related to culture, social work and New Zealand history. The programme Trust provides staff with \$1000 per year for study, and provides study hours.

In addition to these more formal undertakings, staff had also attended conferences, including a three-day seminar in Auckland on addiction, and attended presentations by Nigel Latta and Mason Drurie, both of which were related to social work, with the latter having a greater Māori

focus. Staff also attended local council workshops, and local meetings to network within the community.

### **Heretaunga Tiaki Tamariki Trust**

As mentioned previously, HTT has a Trust that oversees the programme. The Trust has grown from five to eight members with the Chair and Treasurer remaining unchanged.

### **Funding**

Heretaunga Tiaki Tamariki had a total operating budget of \$510,000 at \$170,000 per annum. There had been no additional income and/or donations. During the last three years the greatest proportion of expenditure had been on staff salaries<sup>10</sup>. Other significant expenditure included: funding for programmes, travel and accommodation, photocopying and telecommunications. Miscellaneous items, while generally small items, also accumulated over the three-years, to a total of \$15,980 or 3 per cent of total funding.

During the programme's operation, there was unspent funding in the first year, to the value of \$60,855. In response, Police and CPU withheld a payment to HTT, and directed the coordinator to resubmit an expenditure forecast for the unspent funding. To enable the programme to complete this task, a revised Certificate of Expenditure form was developed to help identify the budget line items to ensure subsequent six-monthly instalments of \$85,000 would align and balance. While the programme coordinator and HTT Trust representative continued to feel frustrated by having to justify and reallocate the unspent money, the issue was resolved and the programme received the remaining funding for the full three-year term. However, the coordinator felt the programme had consistently been cost effective;

*We do not spend more than we have to. We source out free providers, we do not spend for the sake of it... I think it is value for money because we have engaged kids, reduced re-offending. We have kids that are communicative and have increased their responsibility in their own lives. You could throw a lot more money at it, or you could probably survive with less.*

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<sup>10</sup> Figures taken from the Certificate of Expenditure in six-monthly reports to Police and CPU.



## **Section 5: The Programme and Clients**

Section 5 provides a detailed description of the Heretaunga Tiaki Tamariki project, including demographic information of the clients who participated in the programme, and what their participation in the programme encompassed. The section concludes with five case studies that provide a detailed picture of the experiences of clients who participated on the programme.

### **Aims of the Heretaunga Tiaki Tamariki Project**

All of the CYPs had the same overarching objectives, which were to support the families and communities of CYP clients; prevent or reduce clients' offending; and develop positive relationships between the CYPs and community agencies and initiatives. Falling out of these broad objectives, were aims specific to each programme.

The objectives for Heretaunga Tiaki Tamariki were:

- to tailor individual programmes and plans around the youth and their families taking into account their learning skills and facilitate appropriate intervention actions according to case plans;
- to improve education outcomes of the youth accepted onto the project (by improving school attendance or securing employment or training);
- to improve co-ordination across agencies when dealing with the youth (and their families) accepted onto the programme; and
- to reduce the rate of offending and/ or the level of seriousness of offending by the client group accepted onto the project.

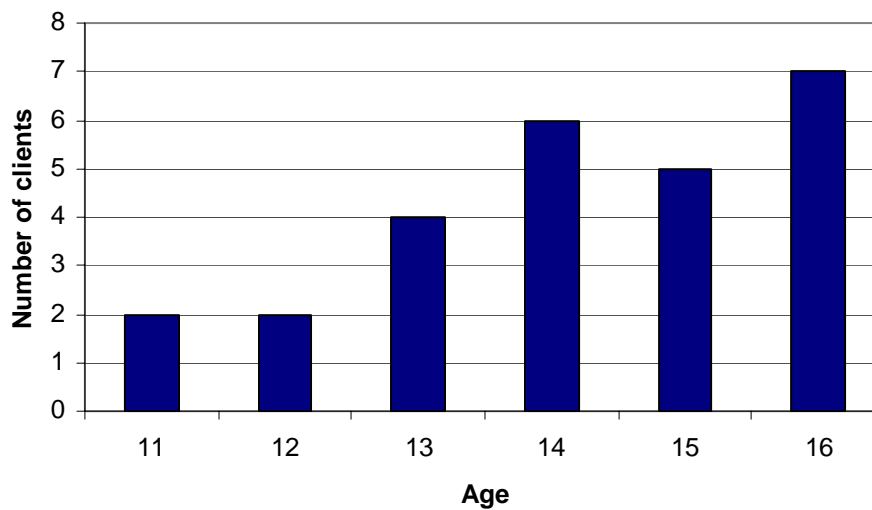
### **Client Information**

The Heretaunga Tiaki Tamariki project was contracted to provide services for young people aged between 11 and 17 years of which they were to work with a maximum of 5 families per caseworker, with an anticipated throughput of 15-20 clients per year.

A total of 26 clients were accepted onto the programme over three years which is less than expected given there were two caseworkers appointed to cater for five families each, with an anticipated throughput of 15-20 clients per year.

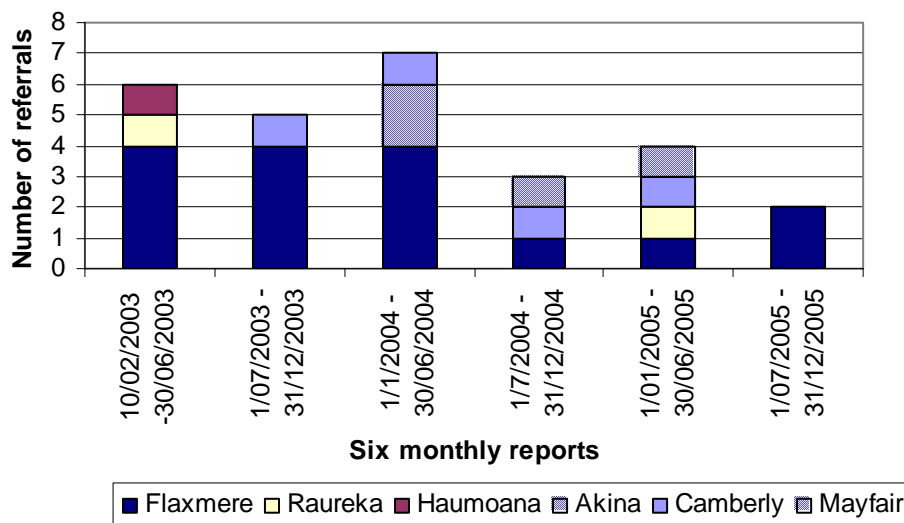
The age of the 26 clients over the three-year period ranged between 11 and 16 years, with the majority aged between 14 and 16 years (see Figure 1). The majority of clients were male (20 of 26) and all but two identified as Māori.

**Figure 1 Age at entry to the programme**



The programme was intended to recruit clients from Flaxmere, Raueka, Camberly or Hastings. Over the three-year evaluation the majority of clients were from Flaxmere (16) where the programme is based, with remaining clients from Camberly (4), Raueka, Akina, and Mayfair (2), and Haumoana (1),<sup>11</sup> see Figure 2.

**Figure 2 Residence of clients**



<sup>11</sup> In the six monthly reports there were discrepancies between the number of clients on the programme (n=26), and the residential and referral data (n=27).

## **Referral and Acceptance into the Programme**

Heretaunga Tiaki Tamariki was intended to accommodate 5 clients per caseworker (as specified in the contract), which included working with family members/siblings and peers at a less intensive level.

For a young person to be accepted onto the programme s/he needed to meet at least two of the three primary criteria as follows:

- that the young person is considered to be 'Category 3' (already offending and who has repeatedly come to Police notice, but has yet to offend in such a manner that warrants more serious criminal justice/ court interventions);
- s/he is truanting; and/ or
- has care and protection issues.

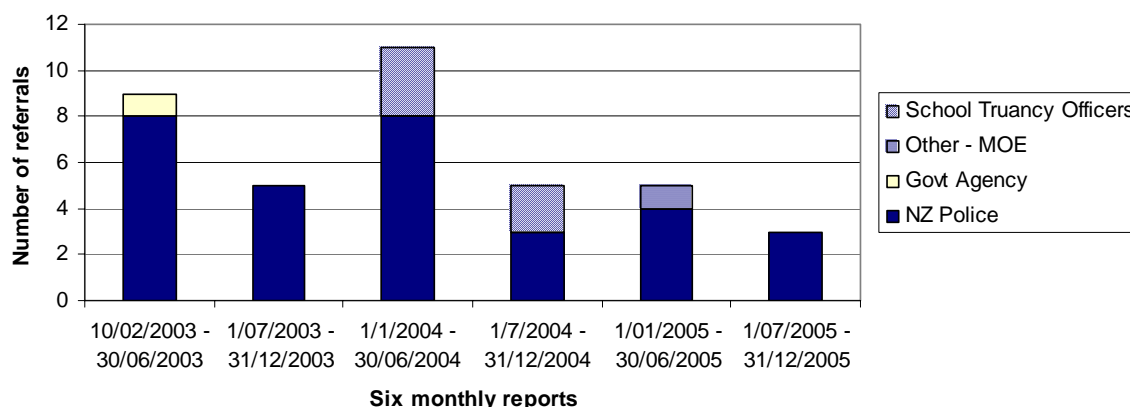
Other criteria that were used to determine eligibility to be involved with the programme included:

- the young person is aged between 11 and 17 years;
- the young person may be displaying behaviour problems within the family, school and community;
- the young person may have substance abuse problems.

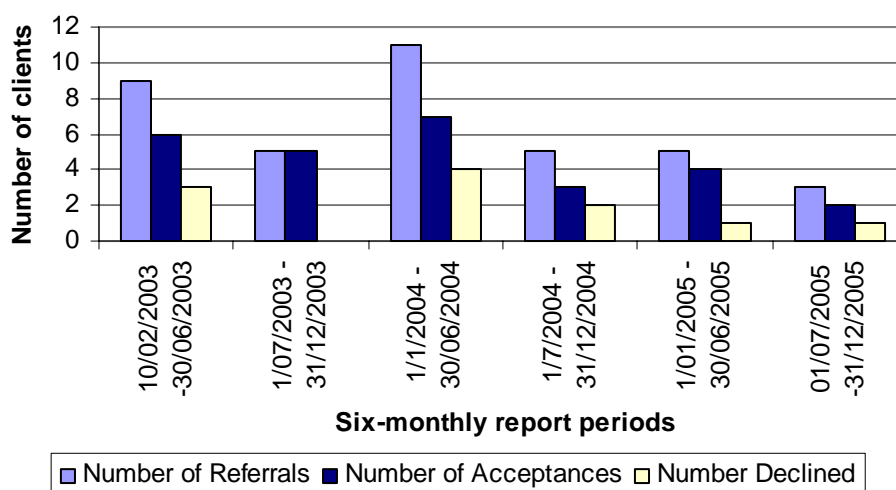
The process for referring young people onto the programme did not alter during the three-year evaluation period. Between February 2003 and 31 December 2005 there were 38 referrals and 26 young people accepted onto the programme.

Police made the majority of referrals (31 of 38), with school truancy officers making five referrals, Ministry of Education and another government agency each referring one young person (see Figure 3).

**Figure 3 Referral Source**



On average, the programme accepted four clients per six-monthly reporting period. However, as illustrated in Figure 4 the actual breakdown of referrals in each six month period is more varied.

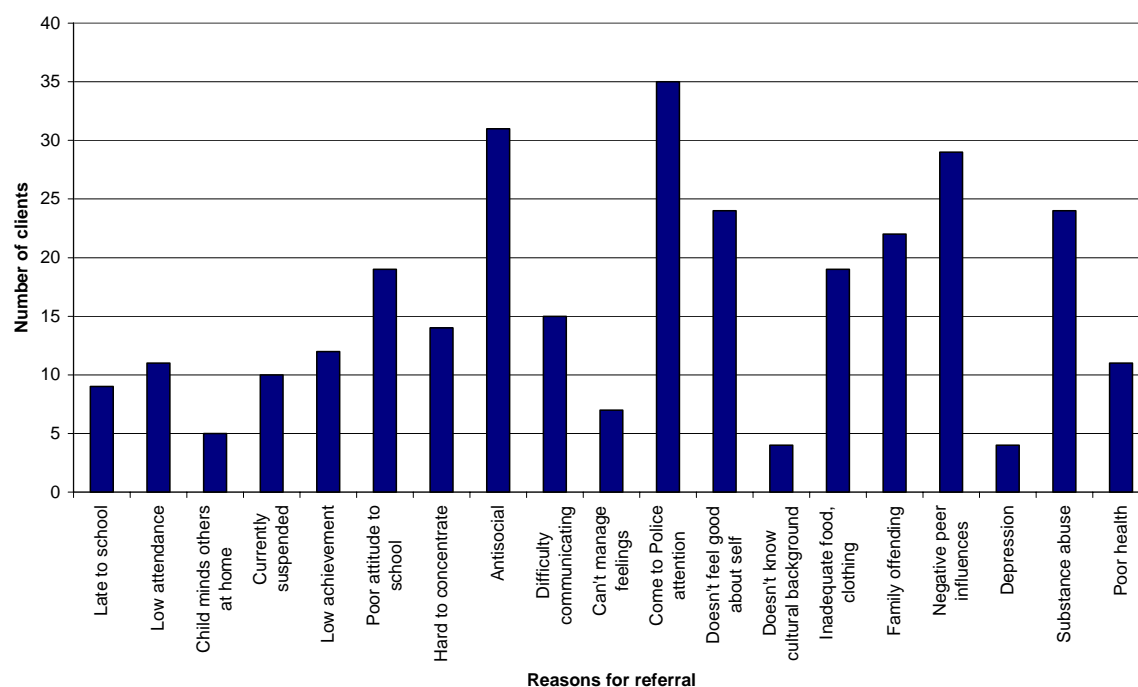
**Figure 4 Referral information****Reasons for Referral**

A referral was initiated by a referral letter submitted to the programme. Staff would then contact the referrer, Police Youth Aid, schools and truancy services to ascertain the risk of the young person. The staff would then contact local government services to ascertain whether the young person and their family were involved with other agencies, and to confirm that the young person met the entry criteria prior to completing a police referral form.

As part of a referral process a 'reasons for referral' section was completed by the referrer. There were four key categories included in the form: school; education; social presentation and identity<sup>12</sup>. Of the twenty reasons for referral, the most common were 'coming to police attention', 'antisocial', and 'negative peer influence', see Figure 5. These reasons were all consistent with having been referred by Police Youth Aid and the types of behaviour that typically attracts police attention. There were 11 referrals that were not accepted onto the programme. If referrals were not accepted, HTT provided the referrer with a list of alternative agencies in the community.

<sup>12</sup> Appendix F: Referral form.



**Figure 5 Reasons for referral**

## Programme Delivery

Once the referral form was completed and the caregiver had provided written consent, the client was invited to participate on the programme. When the young person became a 'client' staff began to build a rapport, at which point it was intended that both the client and their parents completed an Entry Needs Assessment, and a client case plan was developed to identify the goals for the client.

### Needs Assessment

As mentioned in the methodology section, a primary measure of assessing whether or not the programme was successful in creating change for clients was to be based on a statistical comparison of clients' Needs Assessments (NA). The NA is a questionnaire that should have been asked of both the client and his/her parent/caregiver (about the client) at both entry to and exit from the programme to compare the level of need pre and post programme intervention.

HTT has maintained that this was not the most appropriate tool for their clients as the format of the NA form asked a lot of questions all at once which was not the most reliable way in which to gauge a clients needs, *'I actually do not think the kids tick them correctly - that is my gut feeling, and 'to do all those questions in 10 minutes without any interaction and understanding of the kids is to me, not very useful'*. Instead HTT suggested that the topics within the NA are moved into units *'...if you had a bullying thing, a drug and alcohol thing, and you could work that into your programme'*. It was also felt that the clients would not always acknowledge experiencing particular aspects of the NA. For example, a young person may say they do not get bullied, yet their old brother picks

on them, so they do not see the spectrum of behaviour that may in fact fall into more bullying behaviour, rather than brotherly rivalry.

HTT did not consider the NA to be a culturally appropriate way to discuss personal issues with the client as it did not provide an adequate or timely opportunity to explore any issues that were identified. HTT felt the NA was not necessarily getting reliable information from the young people when the relationships were still being established.

Collection and analysis of entry and exit NA data was complicated by the forms having undergone revisions during the three-year pilot. As such, the number of assessments that were comparable at entry to and exit from the programme was too few to conduct an analysis<sup>13</sup>.

### **Development and Implementation of Case Plans**

The development of case plans was undertaken by a designated caseworker in consultation with the young person and his/ her family based on the needs identified in the NA, and with needs identified by the client and their family. It was intended that the case plan would identify goals and allocate timeframes. The client and their family would work towards these goals by accessing local resources that provided skill-base and support services.

The case plans were pivotal to how the programme identified ways to improve a client's behaviour, their life skills, education and home life while on the programme. At the outcome evaluation phase the coordinator described the case plans as a three-legged approach, by involving HTT staff, the client, and their family, *'so it is a compromise between the three things'*. Staff indicated that clients were involved in writing the case plans, and some (depending on the caseworker) were given copies of the case plan. Review of client case plans were undertaken at each staff meeting, while the primary caseworker was responsible for a more formal review each school term, although the coordinator indicated her reviews were six-monthly.

### ***Monitoring Clients and Case Plans***

The monitoring of clients on the programme required caseworkers to complete a contact file<sup>14</sup> each time they met with a client. This file was then duplicated onto a separate sheet where the caseworkers detailed who the contact was with and the outcomes that were achieved. This additional sheet was signed by the caseworker, and then by another staff member as part of an ongoing peer review and support process. This process also ensured another staff member was sufficiently up-to-date with clients on the programme, should the primary caseworker be absent. In addition, a list of clients (identifiable by alphabet letter) was kept on a whiteboard which outlined the goals of each client to inform staff about all clients on the programme.

As noted in the process evaluation, the monitoring and review of case plans depended on the caseworker, with one tending to work more closely with the families, while another worked more closely with the client although this was more often was due to the willingness and ability of the family to participate. On reviewing the case plans of the five case study clients, it was found that case plans were more often working documents for the caseworkers, rather than goal-setting for clients. For example, to reduce offending, it was stated in one case plan that

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<sup>13</sup> Pre and post Needs Assessments were completed by one parent interview and two client interviews.

<sup>14</sup> See Appendix G for an example of the programme contact sheet.

HTT would provide regular support to the client and whānau, that HTT would find a suitable programme and be responsible for minimising the idle time of the client. Similarly, to support a client with improved educational outcomes, HTT stated that they would visit the school weekly, and that HTT would provide support to whānau and the school - neither of which identify tasks specific to the client. Therefore clients were often absolved of any responsibility. Closer monitoring of client case plans by Police and CPU may have highlighted that the case plans needed to be aimed more directly at the client, and more specific goals set for them to achieve.

The six-monthly reports were amended by Police monitoring staff in 2004 to include a qualitative description of client goals to enable Police and CPU to have better information about the clients on the programme. The revised six-monthly reports required the programme to identify whether the goals were being achieved within each six-monthly period. The reports included information about how each client set goals and performed in the following three key areas: goals that target the reduction of re-offending and seriousness of offending; goals to improve educational and health outcomes; and goals to improve interagency support for the client and family.

### **Contact Hours**

The programme was required to monitor contact hours which were included in the six-monthly monitoring reports. The contact hours included time spent with the young person, with the family, or with agencies which provided services to the client. At the formative stage, the programme aimed to have at least weekly contact with each client, although it was noted that this would be driven by client need. There was an expectation that there would be more frequent contact with the client and agencies at the beginning (building relationships between young people and agencies). The level of intensity and frequency of contact with clients would then reduce over time as the client began to maintain trust and build relationships with other agencies, and to move towards exiting the programme.

Table 1 presents the amount of time caseworkers spent with different groups in regards to HTT clients over the total evaluation period. Most time was spent one-on-one with the client (38 per cent). A similar amount of time was spent with just the client and family, as with agencies, clients and their families (18 and 16 per cent of total time respectively). Caseworkers also spent a similar amount of time with both the referral agencies and family of the client (13 and 12 per cent of total time respectively). Overall, the least time was spent with referral agencies independent of the client and family.

**Table 1     Contact hours with client, family or agency**

<b>Contact Hours</b>	<b>Total Hours</b>	<b>Percentage</b>
Client	312	38
Family of client	98	12
Clients and family of client together	150	18
Referral agency	106	13
Agencies (in regards to the clients)	17	2
Client, family of client and agencies	134	16
<b>Total</b>	<b>817</b>	<b>100</b>

Overall, the breakdown of time indicates that the majority of work done by staff was provided in a context that was consistent with a holistic approach, more often involving the families in both the client setting, and with agencies in regards to the client. However, as noted in the process evaluation, secondary clients were often family members and their contact was recorded as ‘family contact’ which disguises the exact amount of time staff spent with family ‘in regards to the primary client’ throughout their time on the programme.

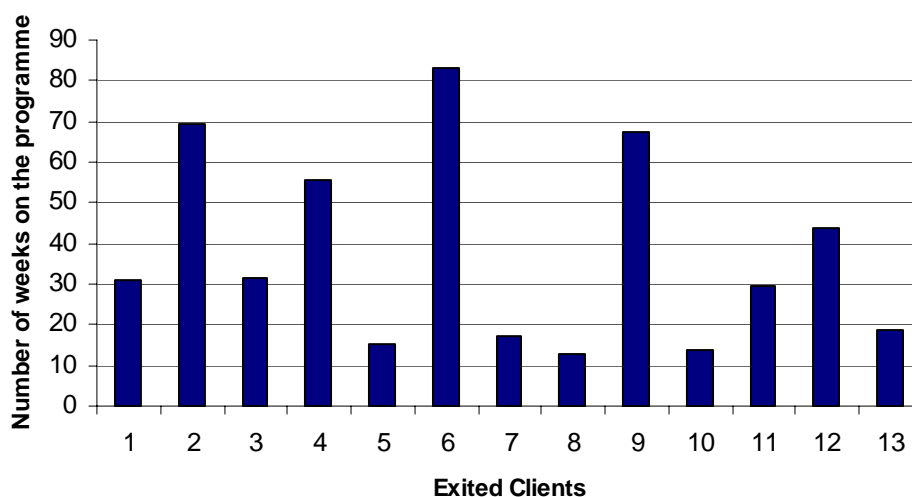
### **Length of Time on the Programme**

The contract between CPU, Police and Hastings District Council for the HTT project specified that the maximum length of an intervention with a client was 12 months. However in the formative evaluation, programme staff indicated that this would depend on each case.

### ***Exited Clients***

As of 31 December 2005 13 clients had exited the programme and had varied between 13 and 83 weeks on the programme, with an average of 38 weeks per client, see Figure 6. There were occasions when clients exited prior to 12 months on the programme which was due to a client leaving the district, difficulties getting a client to engage on the programme, and another client who was also on the Supported Bail Programme<sup>15</sup> and was therefore receiving adequate support within the community.

**Figure 6 Number of weeks on programme**



<sup>15</sup> Supported Bail Programme is a CYF funded programme which provides funding to community social service providers for the delivery of social welfare programmes to young offenders who have been granted bail with the programme as one of their conditions.

## ***Current Clients***

Of the 13 current clients 10 have been involved with the programme for over 12 months despite the contract stating a maximum of 12 months. As indicated in the formative evaluation, HTT stated they made 'judgement calls' to keep clients longer than contractually expected and funded for. For example, a client was kept on the programme when their parents separated, and when a sister was imprisoned. When asked what the impact was of keeping clients longer than 12 months, the coordinator indicated that the priority was the clients, and that being up-to-date with paperwork would be the main casualty and was not concerned with the contractual agreement. In addition, the coordinator felt that the clients that exited early compensated for clients that stayed on longer, and did not feel that this conflicted with accessing new clients or with overall client numbers.

## **Exit Process**

It was intended that an exit process would include follow-up contact every three months for the following year, regardless of the type of exit (i.e., if the client moves to another town, HTT staff will make a phone call to follow up with the client). HTT felt that if a client needed to formally re-enter the programme and continued to meet the entry criteria, this may also occur.

At the outcome evaluation phase HTT indicated that on exiting the programme a case plan is developed to help clients continue working on goals that require minimal HTT support, contact also becomes client initiated, and the 0800 number remains accessible. Contact data continues to be recorded for exited clients therefore there is some ongoing administrative time invested into these exited clients.

## **Case Studies**

As part of the evaluation, case studies were used to explore the services of HTT in more detail. Five clients and their families participated in interviews, two of whom were current clients and three exited. Case plans were examined and youth workers were interviewed specifically about their work with the selected client<sup>16</sup>.

A summary of the time the five clients spent on the programme is provided below, with a breakdown of how many contacts the caseworker had with each client, their family and agencies during their time on the programme.

The three exited clients, spent 31, 44 and 83 weeks on the programme, while as of 16/12/2005<sup>17</sup> the two current clients had already spent 90 and 92 weeks on the programme indicating that there was a tendency for clients to continue past the maximum of 12 months on the programme. The time spent with clients tended to increase over the three years which may reflect the availability of staff as they increased in number, but is contrary to the expectation that with time, the programme would have less contact with clients as they moved towards

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<sup>16</sup> Aspects of the client's details, including their names, have been changed to protect their identity.

<sup>17</sup> All contact data was collected for the case study clients on 16/12/2005. Therefore the current client contacts are a culmination of their contacts with the programme up until, and including this date only.

exiting the programme. Table 2 illustrates the breakdown of contacts for each of the case study clients.

**Table 2 Number of contacts in regards to five case study clients**

<b>Client</b>	<b>Weeks on programme</b>	<b>Number of contacts with client</b>	<b>Number of contacts with client family</b>	<b>Number of contacts with agency</b>	<b>Overall number of Contacts</b>
<b><u>Exited</u></b>					
<b>1</b>	31	80	34	41	<b>155</b>
<b>2</b>	44	102	58	47	<b>207</b>
<b>3</b>	83	68	75	105	<b>248</b>
<b><u>Current</u></b>					
<b>4</b>	92	178	94	115	<b>387</b>
<b>5</b>	90	317	137	237	<b>691</b>

In addition to recording information about whether the contact was for a phone call or meeting, the five case studies have also detailed other reasons including: going to a camp, going to Court, a programme day, travel, a visit, holiday programme, email/fax/letter/internet/phone, community hui, concert, Family Court, holiday activities, and an interview.

Below is the story of five clients that went on the HTT programme. Each case study includes different family dynamics, and different needs and outcomes.

### **Case Study 1**

Lucy is a young Māori female who entered the HTT programme at 15 years of age and was on the programme for 31 weeks. Lucy had two caseworkers during this time.

When Lucy began the programme she lived at home with her mother, her mother's partner and four half-siblings. Lucy did not have contact with her biological father.

Lucy was referred to HTT by Police and had a long history of dishonesty offences prior to the programme, with 21 NIA entries, of which 5 were within 12 months prior to entry. In addition to Police, Lucy was in contact with other government agencies, including CYFs.

HTT began by establishing a relationship with Lucy and her mother to identify the wider issues that existed within the family that may impact on the programme's ability to engage with Lucy. From the outset, HTT identified a lack of structure within the family. There was no stable income in the household and limited budgeting skills. There was a lack of education within the family and health problems stemming from poor nutrition, hygiene and drug use. There was also limited interaction and connection within the wider community. HTT identified the family as having risks of addiction, criminal behaviour, pregnancy, unemployment and structural poverty.

Given the complexity of the issues identified in the family in addition to Lucy's offending, HTT intended to engage with the family to encourage and support both the mother and Lucy in setting some goals. Initially HTT encouraged Lucy to reintegrate into the education system

as she was no longer enrolled at school, and the mother into employment. It is important to note that at the time the family was alienated from their Māori culture, so there was not an initial plan to attend to any cultural and identity issues.

The goals that were set for Lucy included: no re-offending, involvement in education or work, no substance abuse and a realistic view of the future. The caseworker intended to achieve at least three of these within 12 months. Specific goals were also set for the family including: reducing substance abuse; improved hygiene; providing health services for siblings; driver licence for the mother; employment opportunities for the mother; and family planning advice.

During the programme the caseworker indicated an improvement in health and hygiene within the family, while still poor, the house was cleaner and the siblings better cared for. The mother was working, and Lucy had not re-offended. Lucy was also working, and was attempting to reduce substance abuse. A sibling was also supported to seek medical care for an ongoing health issue. At this point, Lucy exited the programme although it was intended that HTT would continue to monitor Lucy until the end of 2005.

During the 31 weeks that Lucy was on the programme, HTT met with her weekly, had 22 contacts with family, and 16 with agencies with regard to Lucy. On average, HTT spent a total of approximately 2 hours per week with Lucy or on her behalf. The reasons for making contact with Lucy included the following: camp; Court; meeting; phone; programme day; travel; and visits. Lucy enjoyed having this contact with HTT as it is *'someone that I can talk to that is not part of my family'*.

By 2004 contact was client initiated, primarily through the 0800 phone number. However, HTT began working more closely in 2005 as a result of a Police incident in which Lucy was involved. Lucy was charged with two offences. It was HTT that assisted Lucy to complete tasks ordered by the Court, including completing an awareness programme relating to her offence. As a result, the number of contacts more than doubled with Lucy and with agencies, while contacts with family also increased (49 more contacts with Lucy, 25 more with agencies, and 12 more contacts with family).

At the time of the interview, Lucy did not recall the specific reasons for having contact with HTT but did recall it having helped her join a local theatre group. Looking back, Lucy had enjoyed this group, although she had difficulties attending due to a lack of transport. Lucy never really felt like a proper client of HTT as she did not join in on the trips away.

Overall, positive changes were made with both Lucy and the family; Lucy did not offend during the programme and other than the one Police incident, and she had not offended during the first 12 months after exiting the programme. Lucy and her mother had both been employed, and Lucy had reduced her use of alcohol and marijuana. Her mother said *'Lucy's behaviour has calmed down a lot since being on the programme'*, particularly as the family relationships had improved.

Lucy fell pregnant while she was in a relationship and continued in employment until she got noticeably pregnant. Although the pregnancy was not planned, her mother feels that the responsibility might help her to grow up. The mother seemed positive and was grateful to HTT,

*Thank you for all your supportive help and the positive outcomes you have had on my daughter. I hope your programme helps someone else as much as it had helped my daughter, you had a great influence.*

## **Case Study 2**

Tony is a young Māori male who was 16 years old when he entered the HTT programme. Tony lived with his father and was the youngest of three half-siblings. His family had problems common with many clients in terms of alcohol and drug use, and unemployment.

Tony was referred to HTT by Police Youth Aid. He was involved in petty crime, was prospected by local gangs, and the programme had concerns about parental attitude. Tony's father felt his son's offending was the primary reason for being involved with HTT, although he described him as a product of a difficult local environment,

*[you have] got to start looking at where the problem is stemming from, what is creating these problems because you have to change that environment otherwise these kids - you can take them away on a programme all day, you can show them a good time - but then in the evening what do you do?, you take them back to their environment where they do not like being and then they go off out the gate and then are down the road with their mates, getting into trouble.*

In addition to Police, Tony had also previously had contact with Work and Income. Prior to entry, Tony had 22 incident/offences, mostly for dishonesty, 17 that had occurred 1 year prior to entry.

While on the programme Tony had three case plans, although they were interrupted while he was remanded in custody for several months. At entry to the programme the goals included: No re-offending; gaining a restricted licence; registering with Work and Income job seeker; and developing a CV. Four months later and Tony had only achieved in getting a CV, he did attend driver lessons but did not turn up to take the driving test. He had difficulties living in his family situation, and the caseworker often found it difficult to locate Tony as he continued to keep poor company and was re-offending. Over these initial months the programme found the family became more receptive to being involved with HTT.

A second case plan was developed with new goals including: finding employment/course; making payments towards fines; and enrolling in a work skills course. Ten months later Tony had registered with Work and Income and had enrolled in a horticultural course. Tony's engagement with HTT seemed to improve, he became more family focused, and the gang influences were not so obvious. He completed the course and started work experience which lasted nearly a season, although when his girlfriend became sick he did not return. His father also re-entered the workforce after a long absence, and became more supportive of his son and the HTT programme.



However, during the 83 weeks Tony was on the programme his offending continued, with 18 recorded incidents/offences. During the 83 weeks, HTT made contact with Tony 68 times, had 75 contacts with his family, and 105 with agencies in regards to Tony. This equated to an average of 3 contacts a week at a total of 1.5 hours.

Tony's exit plan continued to aim for no re-offending; obtaining a restricted licence; developing positive parenting skills; and maintaining employment. Important to note, is the integration of Tony's 'real life' experiences into his exit plans, particularly as he was about to become a father. One year after exiting the programme and Tony had 19 recorded incident/offences, he was imprisoned and had his second child on the way. The caseworker had struggled to work with Tony and did not consider Tony to have been a successful client.

The father felt for HTT, *'they try and provide as much as they could as way of direction and they made all the resources - they put all the resources there in front of him - but you know, he could not follow through and that is where I feel the only failure. I mean it is nothing they did not try to do'*. His father also felt positive about what HTT had given his son, *'I do think that there have been positive things for him, whether or not he is showing it at the moment'*.

Even though the client was not seen as a 'success' the father was grateful for the involvement of HTT and for having included him in the process, *'it is lovely to have feedback as to what is happening, to let you know where things are at. I think [caseworker] was always honest, and looked at the positive sides'*.

Unexpectedly, the relationship with the father continued. He became more involved with the programme and helped set up a meeting with hard-to-reach young 'mob bosses' to give the HTT programme coordinator the opportunity to tell them about other options outside of local gangs. The father saw skills in himself, *'I think my involvement with [HTT] has continued because they have seen my ability with young people and that is what has interested [HTT]'*. He even suggested ways to improve the programme in the future, *'a bit more knowledge on local areas that they visit, to give us a bit of whakapapa on the background of those areas'*.

### **Case Study 3**

Awhina is a young Māori female who entered the HTT programme at 13 years of age. Awhina has a complex family background as she was given to an older relative when she was young (Whangai). However, she did have contact with her birth family. Awhina had siblings from both her birth mother, and biological father.

Awhina was referred to HTT by Police for theft, although it was also a preventative measure to stop her behaviour getting worse. Awhina had 2 offences and 2 incident records on NIA during the 12 months prior to entry although there were no other presenting issues at the time of entry. Awhina felt that she was involved in HTT because she had been put in a home and arrested by Police. She recalls that HTT had initially wanted to get her back to school, and the caseworker had attended meetings with the school principal and Board of Trustees. The caregivers had also identified help with school, but had also suggested counselling, and involvement in activity programmes.

Awhina is a current client, and at the end of December 2005 had been on the programme for approximately 92 weeks. Unlike a lot of HTT clients, Awhina and her family were willing to be

involved and very supportive. The priority for HTT was to establish a relationship with Awhina, *'in anticipation of school holidays, to keep her active'*, while the family also needed skills to manage and discipline Awhina.

The caseworker spent time one-on-one with Awhina, working through her family tree to understand her whakapapa. They also spent time recognising that her biggest challenge was her self control and self discipline. By late December 2005 Awhina had received 5 case plans. The first included the following goals: no offending; to reduce truancy; to improve behaviour at home; to have a health assessment care; attendance in a community group; to formalise a relationship with her biological mother; to set up a 12 month plan; and to minimise drug and alcohol use. Thirteen months later, at the next case plan, Awhina achieved all, except she had re-offended. A new plan was developed that included: to research genealogy; to arrange a Leg Up Trust<sup>18</sup> holiday; to attend and participate in drug and alcohol education; and reduce her stand down at school.

Awhina and her family have had access to a large number of activities while on the programme, including Hawke's Bay drug and alcohol education services, Māori counsellors, a group camp, and the Leg Up Trust working with horses where Awhina's family noted she came home *'talking about some of the naughty wee quirks that the horses have and she could see some of those in herself, so it gave her a good reflection'*. Her family were surprised to learn that there were so many support networks and activities available in the community.

Awhina was stood down from HTT one year into the programme, for inappropriate behaviour, she was also unable to reduce her stand down period at school. During the stand down period other agencies recommended HTT resume working with Awhina to work on her behavioural issues. Awhina rejoined HTT and a fifth and current case plan identified new goals including; attending a week's residential holiday activity; attending parent line counselling; reinitiating contact with her case worker; and participating in goal setting challenges.

Although there were times on the programme when Awhina's behaviour was not ideal, generally she improved overtime. The caregivers felt that Awhina's behaviour levelled as the caseworker was *'hers and hers only'*, as it gave Awhina a person to talk to away from the family, it was *'piece of mind because at least we knew where she was and she was not getting into trouble'*. Awhina's behaviour improved so much that a holiday programme asked her to return as a mentor for other young children; she was also able to participate in school sport teams.

At the end of 2005 there had been 178 contacts with Awhina, 94 with family, and 115 with agencies. On average this was 4 contacts a week for approximately 2.4 hours. During this time her offending increased, as she committed 8 offences which also increased in seriousness. However, Awhina is considered an example of successful case management by her caseworker, *'because this is the one caregiver type situation where I have 100 per cent control and co-operation. They have kept every appointment, and the fact they have a phone has been huge'*. Similarly the family also felt that their involvement with HTT had been a success, *'it is not going to get better overnight, but it will with time because things have improved a whole lot compared with a year and a half ago'*.

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<sup>18</sup> Leg Up Trust is a programme that uses horses therapeutically to help young people to communicate.

## **Case Study 4**

Simon is a young Pakeha male who was 16 years old when he joined the HTT programme. At the time he lived with his mother and younger siblings. His mother was concerned about his behaviour and the police had visited on numerous occasions when there had been concerns for herself and the younger siblings. The mother also raised concerns with Child Youth and Family because of his behaviour within the home. Simon was therefore referred to HTT through the Police Youth Aid Section although he had come to Police attention for 5 offences prior to joining HTT which included property damage, violence, and dishonesty.

To develop a relationship with Simon, the caseworker first spoke with Simon, his siblings, and mother to assess his needs. As a result, HTT was able to identify the following areas of need: the need to support the whānau; the need to mentor Simon to improve his behaviour; the need to support Simon with school attendance; to set up one-on-one counselling; to provide assistance to help reduce smoking, alcohol and marijuana use; and to find work after school.

The atmosphere of HTT was important to Simon, whereby the caseworker was able to talk to him, teaching him communication skills on how to handle confrontation, *'I walk away from it now, I can not even be bothered half the time'*. He felt that the caseworker had given him useful advice, *'he just gave me different alternatives to solve problems and he just gave me answers practically and I just had to put them into action'*. When considering the strength of the programme his mother was particularly keen on the role modelling the caseworker was able to provide, *'it was really awesome the way [caseworker] built up a rapport with Simon and Simon got to trust him. The way he responded to [caseworker] was just absolutely magic in my eyes because it was a role model, whereas he did not have his father to fall back on'*.

Simon received two case plans. The case plans were developed around the key areas of family, education, peers and health. The first case plan identified the following goals: no offending; obtaining a learners licence; maintaining school attendance; finding after school work; joining a karate club; HTT to provide weekly incentives; and Simon to participate in HTT holiday programmes. The case plan also identified family goals that included: the mother supporting Simon; assisting a sibling gain a learner licence; and HTT organising family days. Simon attended several youth awareness programmes and work experience courses and developed a positive peer group and was able to meet all his goals, except finding after school employment. His family goals were also met, with his mother being kept informed of Simon's progress when he moved out of the family home. The following agencies either provided a course or offered specialist advice to Simon and his caseworker: Special Education Services, Alternative Education; Trade and Commerce (course); Land Skills Trust (course); Leg Up Trust (programme); Flaxmere Community Centre (local gym); Ngā Ouna Wai Aroha Services (youth addictions services), WINZ, and CYF.

The second case plan differed only slightly from the first, with new goals only being set up for his interest in karate and his involvement in an after school programme. The new goals included: building a rapport with the staff at karate, beginning to manage his own transport to, and becoming a member of the karate group. Simon also began an after school programme. An ongoing challenge continued to be his attendance at counselling.

Simon spent 44 weeks on the programme. During this time HTT had 102 contacts with Simon, 58 with his family and 47 with agencies in regards to Simon. Each week HTT spent on

average 2.6 hours working with Simon, with on average nearly 5 contacts each week. He has left school and was working full time with an electrical company. The relationship with his mother had improved; he had obtained a driver licence and joined a karate group. Simon did not offend during the programme, and committed 2 police incidents during the first year after having exited the programme. His mother was adamant that the decline in offending was a result of HTT, *'I honestly feel that it has basically kept Simon out of the Police records and that was my main goal'*. His mother was surprised at how well Simon had responded to HTT, *'I just could not believe how wonderful it had been. At our break up dinner I cried because I didn't want to break up'*.

### **Case Study 5**

Joshua is a young Māori male who entered HTT at 11 years of age. He lives with his mother and father, both of whom are involved in seasonal work. He has three older siblings, one of which had helped to care for him before he went onto HTT. His other siblings were under 20 years of age, and had experienced issues common to other families on the programme, including unemployment, and becoming teenage parents.

Joshua was referred to the programme by Police as he had come to their attention for being out late and causing disruptions in school. The school also had concerns about the family wellbeing and had been in touch with CYF. Prior to entry Joshua had three Police offences, for dishonesty and property damage. Joshua thought his referral had come through the school and was not clear about the goals he had, but did remember that they had helped him join a local sport club.

The caseworker was able to identify a number of key 'needs' by first speaking with the mother, father and siblings of Joshua, his school, and by Joshua completing a needs assessment. The caseworker identified that the family had experienced some instability with unemployment, being known to police, a lack of transport, and alcohol use. The caseworker identified the need to develop the support of the whānau as seasonal work often meant Joshua was in the care of his siblings who were responsible for his attending school. His behaviour at school was at times unacceptable; his peers were older gang affiliates; and neither he nor his family were involved in any community groups. Joshua was also smoking, drinking alcohol, and using marijuana.

Joshua received five case plans. Within these plans there have been goals to reduce offending and truancy, to develop a cultural identity, to participate in horse treks with the Leg Up Trust.

To support cultural identity HTT referred to nga kaumatua of Ngati Kahungunu to link to his whakapapa, iwi protocols and traditions. The caseworker took Joshua to the Mau Rākau Club (cultural weaponry) and his sibling to visit marae and cemetery and used Te Hauke Marae (cultural ground). To assist with educational goals, Joshua undertook weekly literacy and numeracy course with Kip McGrath and began attending alternative education. He also had contact with Kimi Ora Community School; National Education Truancy Services, Trade and Commerce (course), and Special Education Services. He attended Ngā Puna Wai Aroha Services youth addiction services to assist with his drug and alcohol use and had access to Te Whānau house (support group for youth); parent line (youth awareness programme). However, drug addiction services were a challenge given that Joshua did not feel he had a problem with drugs. More successful was the Global Smoke Free Stop smoking programme he attended. Joshua participated in holiday programmes and joined a local gym. HTT also made contact

with CYF; Youth Aid; Work and Income, Flaxmere Community Centre (local gym); and Marlon Hodges (mentor program).

At the time of the evaluation Joshua's offending had increased, with seven offences including property damage, drug and anti social behaviour, violence, and property abuses. However, his attendance with alternative education improved, and he had stopped smoking. His mother also felt his behaviour had improved, *'he used to be a very violent boy... he still has a temper now and again but not like what he was during school days...it used to be his brothers and sisters... now he takes it somewhere else'*. Overall, his caseworker felt that Joshua had formed stronger relationships with his family, that he had become involved in community groups, and was addressing his addictions.

His mother found the 0800 number useful, and she was aware that Joshua had been on many trips which he enjoyed. In terms of how it had helped the family, his mother was aware of Joshua keeping in contact with this caseworker,

*'I think [the caseworker] is the person that he can talk to when he is angry. He will just jump on the phone and ring the 0800 number and [the caseworker] can sort of calm him down, so it is good just knowing that they are there at the other end of the phone and there when you need them'*. Both would recommend the programme to others.

Joshua is a current client, and at the end of 2005 had been on the programme for 90 weeks. During this time his caseworker had 317 contacts with Joshua, 137 with his family, and 237 with agencies in regards to Joshua. On average this amounted to over 7 contacts a week, for an average of 5 hours.



# Section 6: Outcomes of the Programme

Section 6 discusses the extent to which the Heretaunga Tiaki Tamariki project achieved its intended outcomes. To reiterate, the aims of the programme were as follows:

- developing individually tailored interventions;
- improving educational outcomes;
- improving interagency coordination;
- reducing offending; and
- reducing the seriousness of offending.

Interviews were conducted with HTT staff, clients and stakeholders, and six-monthly reports and case study client contact data were analysed to assess the extent to which there were improvements in individually tailored interventions, educational outcomes, and interagency coordination. NIA data were used to assess whether there was a reduction in the frequency of offending and a Seriousness of Offending Scale developed by the Ministry of Justice (2005) was used to assess any changes in the seriousness of offending.

## Aim 1: To Develop Individually Tailored Interventions

The programme intended to tailor individual programmes and plans around the youth and their families taking into account their learning skills, and to facilitate appropriate intervention actions according to case plans.

The coordinator described the case plans as having the flexibility to create the most appropriate milestones and methods to achieving goals. However, the coordinator felt that it had taken time to learn to be more determined about clients committing to activities,

*In the past it was “what are you interested in - okay we will get you in”, but now we feel that it is quite important that we say “well we want you in something - what is it? We are not really giving them the choice.*

The impact of the programme for clients varied depending on both their level of engagement and the types of goals that were set. Both the coordinator and stakeholders were aware that it was common for families involved in the programme to not be receptive, supportive or conducive to change. Often families would have low educational achievement, had alcohol and drug issues, were experiencing other health issues and irregular employment, all of which contributed to a lack of stability. In some cases, the coordinator felt that working with the parent or caregiver would be a project on its own, dealing with their adult issues that impacted on the home environment and the wellbeing of the clients.

Similarly, a stakeholder noted,

*it is not about zero offending for these kids because the kids who have been referred to the Trust (HTT) are not average youth offenders, they are our top tier offenders as a rule... [you] have got to be conscious that these kids are dysfunctional, their families are dysfunctional. There is probably not a lot in their life that is going right, so you can not expect miracles.*

Another serious and ongoing issue for HTT was the influence of local gangs. Often families were affiliated to the local gangs which at times made relationships and interventions more difficult to set up. In one example a client was doing well when he lived with a caregiver and was reintegrated into the education system. However, the ‘family pull’ resulted in him getting in trouble again. There was also an increasingly overt recruitment of young people into local gangs within the Hastings area. The coordinator felt that there would be advantages in having a younger age criteria for the programme, as this may have made the clients more easily influenced by the HTT programme.

However, the caseworkers noted clients had an improved attitude; had improved health and hygiene; no longer came to Police attention; and had a reduced use of drugs. At times, working within the wider family helped to support this change. For example, HTT worked with the mother of one client to teach her about setting examples, like keeping the house tidier so that the kids were encouraged to look after themselves.

The five case study case plans identified interventions that were tailored to the clients. For example, one client was involved in Mau Rākau to develop their cultural identity; Kip McGrath to undergo educational assessments; and a stop smoking programme.

## **Aim 2: Improve Educational Outcomes**

The HTT programme intended to improve the educational outcomes of the youth accepted onto the project, by improving school attendance or securing employment or training.

The programme was able to assist clients and their families by working with schools to reintegrate clients back into the education system, and provided in class support for clients. Staff had supported parents by offering advice and/or supporting them at school meetings. For instance, *‘sometimes they ring up the school but they just don’t have the confidence to tell you what is wrong, but if you say to them ... “ask for ... because he is the counsellor” then they know what they are actually supposed to do’.*

Caseworkers would visit schools to ensure clients were attending class; outside of school the caseworkers set up educational assessments and tutoring for clients, mainly through Kip McGrath and developed alternative education plans for clients that had moved out of mainstream schooling. Caseworkers had assisted some clients to register with Work and Income and enrol in courses if they had left school and were not intending to return.

The programme also sought different ways to educate clients. Initially the programme used holiday programmes, but later used local activities and trips away, including Māori weaving and stick games at Wananga in Hastings, and walks around Waikaremoana. The links with the



community provided HTT with more opportunities to be involved in activities that mixed a range of issues,

*It has taken us [a while] to find things, that we can mix education, environmental issues, health and fitness and social change into a programme and we have found a mixture of using local activities and taking them away totally out of their environment has been really good.*

In the process evaluation it was noted that more education interventions were required within client caseplans. To consider how the caseworkers supported improved educational outcomes, five client case plans were looked at in detail. Not all of the five clients had educational goals in their case plans. Of those that did, often the goals related more to the support the caseworkers provided, rather than goals that the clients needed to achieve. For example, a case plan stipulated that HTT would provide transport to tutoring, would provide the whānau with educational needs, and would follow-up with schools regarding a client's attendance, none of which were goals for the youth to achieve. Overall, the case plans tended to lack detail about how the clients intended to achieve improved educational outcomes, and what a client was required to do to meet these goals.

### **Aim 3: Improve Interagency Coordination**

Improved interagency coordination was an aim of the HTT project. From the outset, the contract between Police, CPU and HTT stipulated that 'the workers are expected to access and mobilise local resources to provide appropriate skill based programmes and support where necessary to achieve the goals identified in the plan'.

Heretaunga Tiaki Tamariki aimed to access a range of services, particularly within the client's own community (e.g., school, church, sport) to support families creating community ties and connections. During the process evaluation it was identified that more could be done to provide services throughout the 12 months a client is involved on the programme, and a recommendation was made to HTT to increase the number of external services made available to clients.

At the outcome evaluation phase, questionnaires and interviews were conducted with key agencies to gain an understanding of the programme's profile in the community, the relationships HTT had with other organisations, and whether HTT had responded to issues identified in the process evaluation.

HTT staff felt they had ongoing and effective relationships with Police, CYF and the Ministry of Education; they also at times worked within the justice system, providing supervision of court orders, and discipline hearings. In addition, the programme had sought the services of other agencies, including:

- 'Choices' for group counselling;
- Non Enrolment Truancy Service (NETS);
- Te Taiwhenua o Heretaunga (TTOH) Hawks Bay Māori Health Provider;
- Alternative Education;
- Perfecta Driving School;
- Trade and Commerce tutor;

- Ngā Punawai Aroha Alcohol and Drug counsellor;
- Putanga Gym;
- Bush Ventures;
- Kip McGrath;
- Flaxmere College/ Learning Unit;
- Te Ao Marama Therapeutic Art;
- Kimi Ora School;
- Peterhead School;
- Leg Up Trust;
- Parent Line; and
- Te Waireka drug and alcohol assessment.

At the outcome phase, stakeholders described HTT as accepting clients at-risk of offending, and understood that the programme took a holistic approach, working with the families to help integrate them (the client) into the community. Three key reasons for their interaction with HTT were identified: that they shared clients; that they shared information; and that they supported each other within the community.

The stakeholders involved in the outcome evaluation offered holiday programmes that used horses therapeutically, a youth training company, a school tuition facility, guidance counsellor, and Police Youth Aid.

Stakeholders described the importance of sharing information as a key reason for interacting as it enabled ongoing and regular communication about the wellbeing of clients, it provided information that facilitated the different agencies and community groups to work cohesively, and it enabled stakeholders (for example, schools) to have an element of sensitivity around issues that may exist in the client's personal life.

During the three-year evaluation the programme has encouraged community members to be involved in HTT activities, with Police Youth Aid officers, parents, and students having participated on trips away. This has helped to facilitate social change and community integration as they have time to get to know adults in the community, and police 'off duty'. More recently, the coordinator has made a rule that for each client taken away on a trip, there is a volunteer to assist to ensure these opportunities continue.

In the last year, HTT became more visible due to organising several local hui to spearhead community interest in youth wellbeing. The hui brought together different agencies in the field of youth offending and most recently had keynote speakers Judge Becroft and Auckland Youth Development Officer Senior Constable Nick Tuitasi.

### **Change in Effectiveness - Interagency**

During the three years of operation both HTT staff and stakeholders have recognised that relationships in the community have taken time to develop but HTT are seeing instances of social workers writing supervision plans tailored to HTT. Stakeholders have also noticed strong relationships.

*They seem to have an extremely good rapport with the Taiwhenua. They certainly call on them or some of the key workers within Taiwhenua to help them out and that is really important because the bulk of our kids are Māori.*

However, stakeholders felt there was still more that needed to be done to further develop the interagency collaboration to attend to clients within the community. As one stakeholder states;

*I think it has improved but could improve even further. There are many cases where several organisations have worked with a family and neither of them knew of the existence of the other. That is still a problem today for whatever reason - either the family did not say anything or the practitioner is not as proactive as they should be, for whatever reason'*

### **Benefits of Interagency Approaches**

Stakeholders identified benefits of developing an interagency approach with HTT when they were working with the same clients. More often it was the ongoing support that they could offer each other that was seen as a strength. For example,

*The impact from ... [HTT] in terms of when they give us a child, it is a great source of comfort to know that they are there. They can, if need be, pick up the pieces... they are an excellent support.*

*I know for a fact that without [HTT] support of this particular student, that student probably would not be at this school anymore.*

*They can be part of a supervision order and that is made by the Youth Court. That takes the burden away from CYF and it can probably be a wee bit more intensive than the average social worker can deliver'.*

Benefits of interagency work also helped to identify shared goals, providing a forum in which to meet like-minded people in the community and build networks, as well as being good for local business and seeing progress in client wellbeing.

Similarly the coordinator felt there were benefits in interagency work, *'We are eyes for them, and they are eyes and ears for us'.*

### **Challenges of Interagency Work**

Interagency work does have challenges, and stakeholders were also aware of some difficulties they shared with HTT. Limited resources in terms of staff and funding was the most common concern, and providing continuity and consistency of services,

*'there is only two of them so they are a limited resource'*

### **Suggested Changes to the Programme**

Several suggestions were made to improve HTT. Two stakeholders were aware that HTT had a high administrative workload and suggested that a 'smarter way' of operating be found to reduce the office-based tasks required of staff. This was also noted by the Evaluators in the

process evaluation phase, and recommendations were made to reduce duplication of paperwork by HTT staff.

Others stakeholders felt that HTT needed to continue to raise their public profile through Hui and public meetings to increase the opportunity to have a shared vision. Some stakeholders also suggested the programme having more direct relationships to psychological and drug testing services.

Looking forward, the coordinator also thought the programme would benefit from the development of an operating manual to tighten procedures and encourage consistency in programme delivery, and to assist with staff induction.

## **Aim 4: Reduction in Reoffending**

This section presents the number of offences, and types of offences committed by clients. Offending committed one year prior to, during, and one year following exit from the programme are compared.

As mentioned in the Methodology section, the analysis of the offending information needs to be considered with several caveats in mind. First, because it is not possible to compare the clients with an identical group of young offenders who were not on the programme, it is not possible to determine the extent to which changes in offending are due to HTT or other factors. Increases or decreases in offending may be affected by a number of events occurring in young people's lives, of which the HTT is only one. Second, being on HTT may mean that offending more readily comes to notice, as the young people are under greater surveillance. Third, offending prior to the programme may not have come to Police attention and may not be disclosed by the young person. Therefore, offending detected during the programme may give the appearance that a young person 'began' or increased offending while on the programme. It may also detect an increase as clients on the programme get older and begin to have an offending history recorded on NIA<sup>19</sup>. Each of these factors affect the ability to determine whether changes in offending can be attributed to the programme and also the extent to which it can be determined that offending has definitely decreased or increased for particular clients.

### **Offending Prior to Joining, During, and Post Programme**

Of the 26 clients, 22 had offending histories 12 months prior to entry, 18 offended while on the programme, and all but one of the exited clients re-offended within the first 12 months of exiting the programme.

A total of 449 offences were committed at the time the data was collected in April 2006. Of these, 140 occurred 12 months prior to joining the programme, 207 were committed while clients were on the programme, and 102 offences were committed within the first 12 months of exiting the programme by 13 exited clients.

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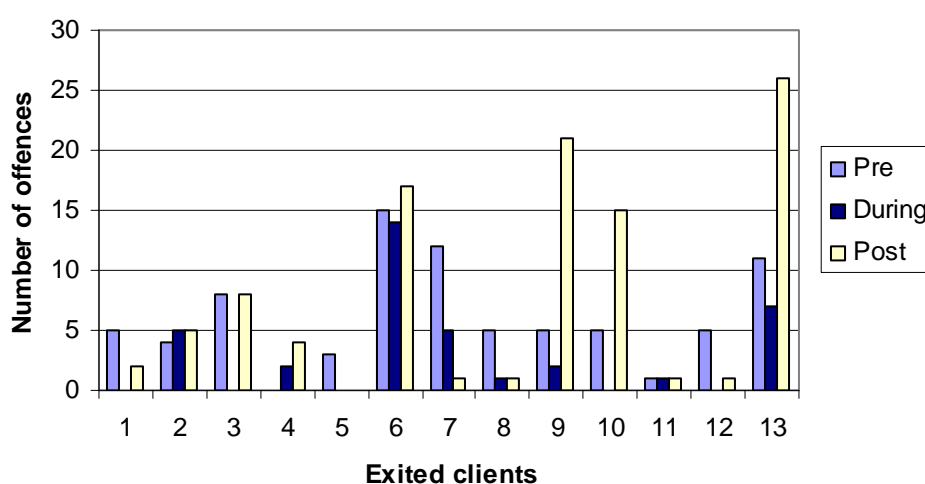
<sup>19</sup> Due to the small sample the offending data has not been broken down by age.

### ***Detailed Breakdown of Offending by Exited Clients***

Figure 7 presents the offending pattern of the 13 exited clients. Offending overall reduced while clients were on the programme, but increased after exiting. Five clients committed more offences prior to joining the programme, while another five clients committed more within the first 12 months of exiting. One client offended once at each time period, while the remaining two clients varied in that one client committed the same number of offences during the programme and within the first 12 months of exiting the programme (client 2), while client 3 committed the same number of offences prior to, and within the first 12 months of exiting the programme.

The number of offences committed by each exited client varied between 0-15 in the 12 months prior to joining HTT, 0-14 during the programme, and 0-26 within the first 12 months of exiting the programme.

**Figure 7 NIA offending records of exited clients prior to, during, and post programme**



In order to standardise the time period for the measurement of offending by the 13 exited clients, the average number of offences per month per client was calculated for the period 12 months prior to the programme, during the programme, and 12 months after the programme. See Table 3 below. Results indicate that although the overall average number of offences committed per month per client declines while they are on the programme, the average increases again within the first 12 months of exiting the programme.

**Table 3 Average number of offences committed 12 months prior to, during, and 12 months post programme by exited clients**

<b>Clients</b>	<b>Average number of offences per month, 1 year prior to entry to HTT</b>	<b>Average number of offences per month during HTT<sup>20</sup></b>	<b>Average number of offences per month 1 year post HTT</b>
<b>1</b>	0.42	0	0.17
<b>2</b>	0.33	0.28	0.42
<b>3</b>	0.67	0	0.67
<b>4</b>	0	0.14	0.33
<b>5</b>	0.25	0	0
<b>6</b>	1.25	0.67	1.42
<b>7</b>	1	1.25	0.08
<b>8</b>	0.42	0.33	0.08
<b>9</b>	0.42	0.12	1.75
<b>10</b>	0.42	0	1.25
<b>11</b>	0.08	0.14	0.08
<b>12</b>	0.42	0	0.08
<b>13</b>	0.92	1.4	2.17
<b>Average number of offences per month per client</b>	<b>0.51</b>	<b>0.33</b>	<b>0.65</b>

***Detailed Breakdown of Offending by Current Clients***

Figure 8 illustrates the offending patterns of the 13 current clients 12 months prior to entry and during the programme. Two clients committed more offences 12 months prior to entry, while 9 clients increased the number of offences committed while on the programme. Two clients did not offend either prior to, or during their time on the programme.

Offending rates for current clients varied between 0-13 offences each prior to entry and 0-94 offences each during the programme.

<sup>20</sup> The number of offences were divided by the number of months each exited client was on the programme.

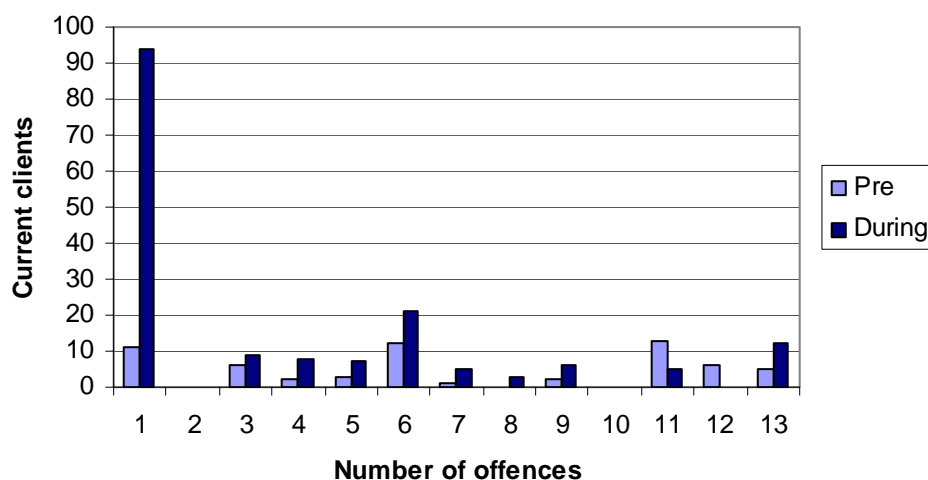
**Figure 8 NIA offending records for current clients prior to, and during the programme**

Table 4 details the average number of offences per client per month. Overall, the average number of offences per client increased while the clients were on the programme.

**Table 4 Average number of offences committed 12 months prior to, and during the programme by current clients**

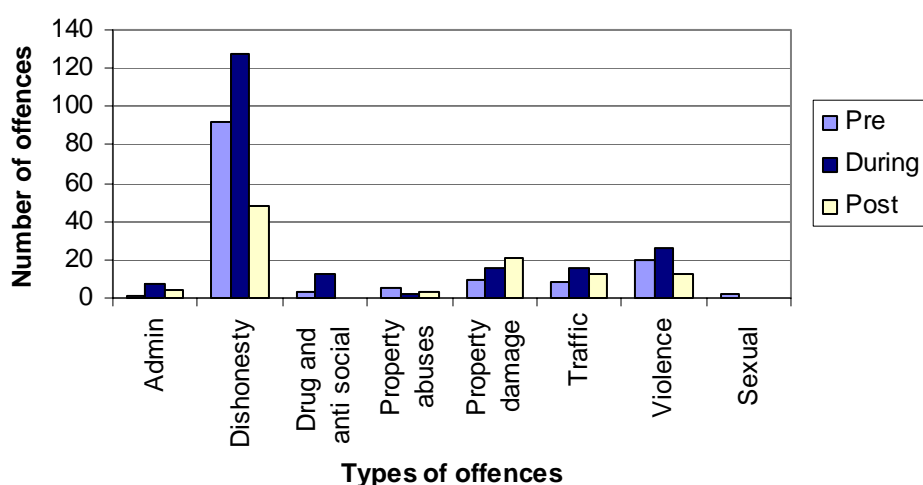
Clients	Average number of offences per month, 1 year prior to entry to HTT	Average number of offences per month during HTT <sup>21</sup>
A	0.92	2.54
B	0	0
C	0.5	0.27
D	0.17	0.30
E	0.25	0.26
F	1	0.80
G	0.08	0.2
H	0	0.14
I	0.17	0.26
J	0	0
K	1.08	0.38
L	0.5	0
M	0.42	1.33
<b>Average number of offences per month per client</b>	<b>0.39</b>	<b>0.50</b>

<sup>21</sup> The number of offences were divided by the number of months each current client had been on the programme as of 20 and 21 April 2006.

## Types of Offending

Figure 9 illustrates the type of offences that were committed by clients 12 months prior to the programme, during and within the first 12 months of exiting the programme. The most common type of offending overall was dishonesty offences (59 per cent), followed by violent offences and property damage (13 and 10 per cent respectively). More property abuse and sexual offences were committed prior to joining the programme, while more offences in admin, dishonesty, drug and anti social, traffic, and violence were committed while clients were on the programme. Only offences in property damage increased by clients within the first 12 months of exiting the programme

**Figure 9 Types of offending by current and exited clients**



Clients had also come to Police attention for 54 Incidents prior to April 2006<sup>22</sup>. Incidents included the recovery of motor vehicles (46 per cent), Court Orders (11 per cent), notices of missing person (11 per cent), and other incidents relating to warrants, drunk/custody detox centre, traffic incidents, other service requests and juvenile complaints involving CYFS.

## Aim 5: Reduction in Seriousness of Offending

As mentioned in Section 3, a Seriousness of Offence Scale was used to calculate whether the seriousness of offending by clients changed over time. The seriousness scale was developed by the Ministry of Justice and gives imprisonable offences a score according to how serious judges have deemed each offence in terms of the use of custodial sentences over a specific time period. These scores enable offences to be ranked in terms of their relative seriousness (MoJ, 2005).

For each offence committed 12 months prior, during and 12 months after exiting, a seriousness score was allocated. The total score within each period was added, and divided by

<sup>22</sup> Incidents are matters other than offending for which individuals have come to Police's attention; therefore they have not been included in the offending analysis.



the number of offences, to give the average seriousness of offences committed by each client, prior, during and after exiting the programme. The number of offences was calculated for each client, plus the total number of offences and seriousness scores of all clients, to consider whether there was a change in the seriousness of offending as a group.

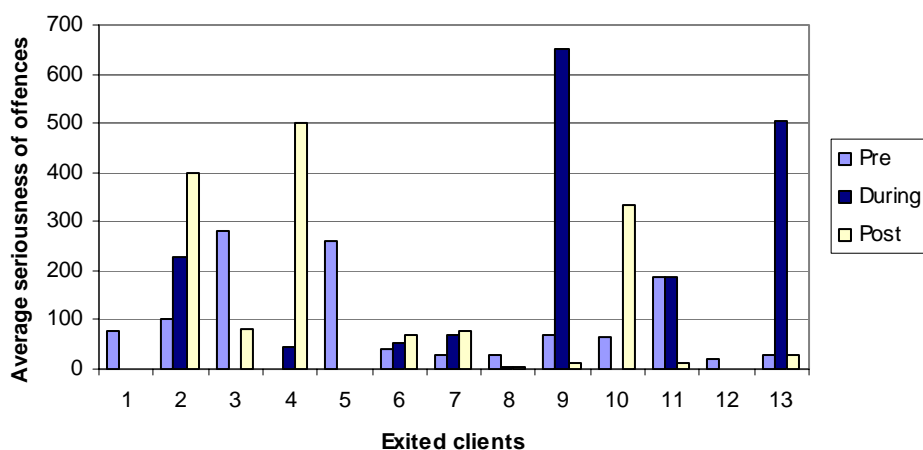
### **Exited Clients**

For the 13 exited clients who were followed up for a year after exiting the programme, the seriousness of offences changed over time, increasing during the programme, and declining within the first 12 months after exiting the programme (see Table 5). Although the average number of offences declined while the clients were on HTT, during the same period the level of seriousness increased. This indicates that clients on average had fewer offences while they were on the programme, but when they did offend the offences were more serious.

**Table 5 Average seriousness of offending by exited clients**

<b>Exited Clients</b>	<b>12 months prior to the programme</b>	<b>During programme</b>	<b>Within first 12 months post programme</b>
	Average Seriousness	Average Seriousness	Average Seriousness
<b>1</b>	79	0	0
<b>2</b>	103	226	400
<b>3</b>	280	0	81
<b>4</b>	0	46	501
<b>5</b>	260	0	0
<b>6</b>	39	53	69
<b>7</b>	29	70	79
<b>8</b>	29	3	3
<b>9</b>	70	653	14
<b>10</b>	66	0	335
<b>11</b>	187	187	14
<b>12</b>	19	0	0
<b>13</b>	27	503	28
<b>Overall average seriousness score per exited client</b>	<b>91</b>	<b>134</b>	<b>117</b>

Figure 10 depicts the seriousness of offences broken down by exited clients prior to, during, and within the first 12 months of exiting the programme. Overall the seriousness of offending for six clients decreased after exiting the programme. However, five of the 13 exited clients committed more serious offending within the first 12 months of exiting, than the offences they committed both before and during the programme.

**Figure 10 Seriousness of offending of exited clients**

### **Current Clients**

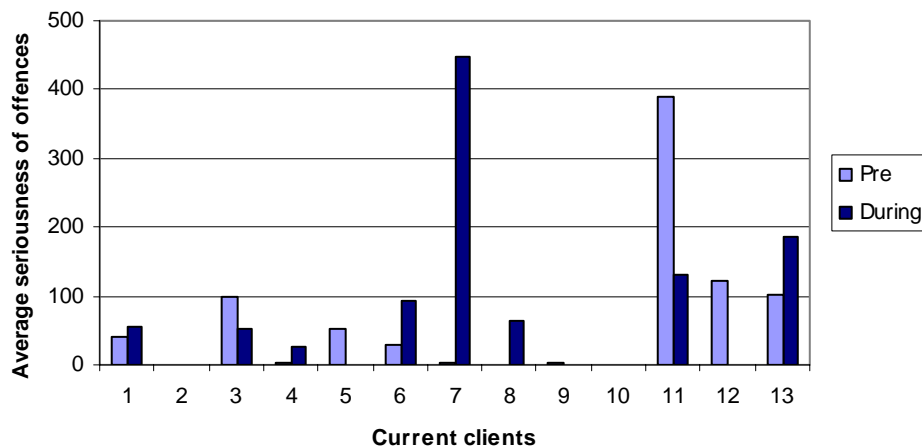
Average seriousness of offence scores were collated for current clients and are presented in Table 6. On average, the number of offences committed by clients increased during the programme. In addition, of the 9 clients that committed more offences during the programme, six had increased the average seriousness of the offence. Therefore the majority of clients were offending more, and two-thirds of these clients were committing crimes of greater seriousness while they were on the programme.

**Table 6 Offending and Seriousness of offending by current clients**

Current Clients	12 months prior to the programme Average Seriousness	During programme Average Seriousness
<b>A</b>	41	54
<b>B</b>	0	0
<b>C</b>	98	51
<b>D</b>	2	25
<b>E</b>	52	1
<b>F</b>	30	92
<b>G</b>	2	448
<b>H</b>	0	65
<b>I</b>	2	1
<b>J</b>	0	0
<b>K</b>	390	131
<b>L</b>	123	0
<b>M</b>	102	186
<b>Overall average seriousness score per exited client</b>	<b>65</b>	<b>81</b>

The seriousness of the offences committed by clients currently on the programme is broken down per client in Figure 11. The offending of six of the thirteen clients had increased in seriousness during their time on HTT.

**Figure 11 Average seriousness of offending of current clients**



Although there seems to be a rise in the seriousness of offending, there were a few clients that managed to make positive changes.

*Her seriousness of offending has reduced markedly, from serious assaults to disorderly behaviour... I think she engages a lot better, she looks after herself a lot better. She has got older too, but the Police say "if it wasn't for you guys she would be doing so much worse".*

Overall, the programme has not been able to demonstrate that the exited clients have reduced their seriousness of offences as a consequence of the interventions provided by the programme although there have been other positive impacts, including a better home environment and improved health of clients.

The case plans of five case study clients indicated that the caseworker would attempt to reduce a client's 'idle' time in order to reduce the opportunity to re-offend. Caseworkers identified goals to enrol clients in art programmes, driver training, or after school work. The case plans also stipulated the HTT would maintain regular contact with the client and whānau. The case plans did not identify goals that the client was required to achieve in order to reduce offending and/ or seriousness of offending.

## Conclusions

This section presents a summary of the findings, considers some of the strengths and areas for improvement, and identifies some key learnings for Police and CPU.

### ***Developing Individually Tailored Interventions***

In general, the success of the case plans was dependant on both the level of engagement by the client and the types of goals that were set. The family environment often confounded clients engaging with HTT, and it was common for families to experience health, employment, and drug and alcohol issues. Some clients were influenced by local gangs prospecting in the area and with gang affiliations within families. However, there were clients who did achieve improved outcomes within their case plans, and HTT witnessed improved attitudes, improved health and hygiene, clients no longer coming to police attention, and reduced use of cigarettes, alcohol and drugs. In terms of activities, there were examples of clients joining cultural activities, enrolling in educational assessment and tutoring, and in stop-smoking programmes.

The evaluation identified the complexity of the social and family environments that clients live within and the difficulties that can be experienced in trying to provide interventions that encourage the involvement of whānau. The re-offending analysis supports the premise that change takes time, and that clients may continue to present challenging behaviours while they learn new skills.

### ***Improving Educational Outcomes***

HTT undertook a number of initiatives to improve the educational outcomes of clients including working with school Boards of Trustees and management to reintegrate clients back into the education system; providing in-class support to clients; and assisting other clients to move into alternative education. The programme also sourced local educational assessments and tutoring services for clients.

### ***Improving Interagency Coordination***

The programme has become more visible as a consequence of having organised several local Hui and community fora, and has continued to work with other agencies and local community services. Key stakeholders identified a relationship with HTT that involved sharing clients, sharing information and providing support to one another.

### ***Reducing Offending and Seriousness of Offending***

The programme was not able to demonstrate a reduction in offending and seriousness of offending as a consequence of the interventions provided by HTT. The case plans indicated that the caseworker attempted to reduce the opportunity to commit crime by keeping a client occupied through activities. However, the case plans did not identify goals that required the client to take greater responsibility for reducing offending, and seriousness of offending.

### **Strengths of HTT Programme**

In 2003 HTT received one of the bigger three-year funding packages from Police and CPU to implement a youth development programme in Hastings. This enabled the programme to operate with comparative ease, given that they did not have to seek additional funding as other CYPs have had to do.

By being based in the Flaxmere Police station, HTT has also had the benefit of having maintained close links with the Police Youth Aid Team. HTT has had access to information about clients when they have come to the attention of Police, which assisted the referral process and the timely management of clients.

The programme kept a comprehensive filing and case management system. All client files were kept in locked filing cabinets, and the files contained consistent category dividers, although it did remain paper-based. The programme had a comprehensive review system - with caseworkers signing off each other's contact files to ensure all staff were aware of the progress and wellbeing of other clients on the programme. Although there was some duplication of contact data which at times kept staff more office bound than necessary, it was a thorough case management system.

HTT employed staff with considerable experience in working with youth and has supported staff in ongoing professional development. As a consequence the administration and management of case files has been overseen by competent staff.

The governance structure of the HTT Trust has provided a supportive environment with consistent membership which has assisted the coordinator to manage the community youth programme.

### **Areas for Improvement**

As mentioned previously, the case plans often did not identify specific steps for the client to achieve in order to reach the stated goals within their case plan; rather they stated how HTT would support the client. Although it is important for the programme to be aware of the interventions that the caseworkers are implementing in terms of appropriate case management and productivity, a move towards identifying the client's responsibilities within the case plan would help to focus on client progress and personal achievement.

Although improving educational outcomes was a key priority area, not all of the case studies had educational goals in their case plans. Overall, there tended to be a lack of detail about what clients intended to do to improve and achieve their educational goals. Case plans would be improved by including specific and detailed educational goals.

Although there was support for HTT from key stakeholders in the Hastings community, a number of stakeholders still felt that the HTT profile needed continued promotion.

The majority of clients were on the programme longer than the contractually agreed 12 month period. HTT may need to reconsider the contractual agreement, revising the expectations of client involvement, or becoming committed to a more intensive 12 month period.

The programme had experienced initial difficulties with expenditure forecasts and with having to balance the management of the office with client caseload. Administrative support and the development of managerial skills will continue to strengthen the operating practice of the programme.

### **Learnings from HTT Programme for Police and CPU**

HTT has helped identify the need for Police and CPU to provide more intensive support in the initial stages of setting up a CYP, particularly in training on, and implementation, of the contractual reporting requirements, including the development of a client database, drafting expenditure forecasts, and completing six-monthly reports.

It is important to continue using core monitoring assessment tools across the evaluation phases to allow for pre and post analysis. Critical to this is the undertaking that the tools will not be modified by Police, CPU or the programme without full consultation.

## Section 7: References

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- Parker, R; Ward, H; Jackson, S; Aldgate, J and Wedge, P (1993). Looking After Children: Assessing Outcomes in Childcare. London: HMSO.





# Section 8: Appendices

## Appendix A: Programme Coordinator Interview Guide

Code of the person being interviewed: \_\_\_\_\_

### ***The Programme***

1. Please explain the staffing changes that have occurred during the programme?
  - How have these changes affected the programme?
2. Is supervision provided for the staff?
  - By whom?
  - How frequently?
3. What professional development have staff members undertaken during the programme?
  - How frequently?

### ***Referral and Selection***

4. Has the referral process changed since the start of the programme?
  - If so, how?
  - What were the reasons for the changes?
5. Have the acceptance criteria for selecting participants changed since the start of programme?
  - If so, how?
  - What were the reasons for the changes?
6. Have there been instances where young people were accepted onto the programme when they did not meet the entry criteria?
  - How often did this happen?
  - Why were these decisions made?
7. What happens to young people who do not meet the entry criteria?
  - Are they referred elsewhere?
  - If so, where?
  - Is this a formal relationship?
8. Are there any changes you would have made to the selection criteria? Please explain.

### ***Programme Implementation and Outcomes***

9. Have there been issues with reaching/engaging with clients? If so, what are these issues?
10. Have there been any additional services in the last year that have been provided by the Programme that are in addition to what is in the contract?
  - What are they?
  - Why were they provided?
11. Please describe the monitoring procedures Heretaunga Tiaki Tamariki has to assess the clients and their families. (For example, Needs Assessments, Case Plans, etc.).
12. Are clients and their families involved in the development of their own Case Plans?
  - If so, please explain how?
  - How do you account/include different learning skills in developing case plans?

13. Have there been clients who have exited the programme earlier than planned?
  - If so, what have been the reasons?
14. Have there been clients who have exited the programme later 12 months?
  - If so, what have been the reasons?
15. What, if any, are the follow-up procedures for clients who have exited the programme?
  - Have you kept any records of these clients/ record ongoing monitoring? Please explain.
16. Have there been any changes in the implementation of the programme since it began? If so, what were the changes and why were they made? (Funding, Needs Assessment forms, programme activities, programme approach/ philosophy, governance/ management structure, other)
17. Were the needs of the clients and their families identified and met successfully? Please give some examples.
18. What outcomes have been achieved by Heretaunga Tiaki Tamariki for:
  - a. the clients
  - b. their families
  - c. the community
  - d. the client and their educational needs
19. What have been some unintended outcomes for clients and their families as a result of Heretaunga Tiaki Tamariki?

### ***Relationship with Community Support Agencies and Local Government Agencies***

20. Describe the relationship your programme has with community support agencies and local government agencies. Please provide examples.
21. Why did you develop relationships with these groups?
22. What have been the benefits of these relationships?
23. What have been the challenges of these relationships?
24. Are there communities or government agencies that you would have liked to work with more?
  - If so, which groups?
  - Why is Heretaunga Tiaki Tamariki not reaching these groups?
25. Do you think there has been any change in the effectiveness of how different agencies coordinate when dealing with Heretaunga Tiaki Tamariki?

### ***Finances and Funding***

26. Do you think Heretaunga Tiaki Tamariki provides 'value for money'?
  - If so, in what ways?
27. Has Heretaunga Tiaki Tamariki had the appropriate financial support?

### ***Programme Overview***

28. What have been the issues that Heretaunga Tiaki Tamariki has faced since it started and how were they resolved?
29. What, in your view, are the factors that contribute to the success of a programme such as this one? (For example, meeting its objectives, etc.).
30. Do you think Heretaunga Tiaki Tamariki is a success?

## Appendix B: Caseworker Interview Guide

### ***Family Demographics***

1. Please provide a background of the client - *i.e., number of siblings, who the client lives with, information about the parents/caregiver, and any other relevant information about the family.*

### ***Referral***

2. Why was the young person referred to the programme?
3. Were there any issues that made it difficult for the client/family to join the programme?
  - What were these issues?
  - How were they resolved?
4. What were the needs of the client and family?
5. How were the needs of the client/family identified?
  - What processes did you use to gather this information?
6. How did you prioritise the needs of the client?

### ***Case Plans***

7. What was the 'plan of action' for the client according to the Case Plan? - *Please provide a summary of what the programme intended to do to work with the client/family.*
8. Was the client/family involved in developing the Case Plans?
  - If so, in what ways?
9. Did you consider the cultural needs of the family and client when developing the Case Plan? If so, in what ways?

### ***Experience on the programme***

10. To what extent was the Case Plan followed by the client/family? Did they receive a copy of the Case Plan?
  - If not, why not?
11. Do you think their cultural needs were met by the actions/activities that you put in place?
12. In what ways did you support/assist the client/family to follow the Case Plan?
13. In what other ways did Heretaunga Tiaki Tamariki support the client/family?
14. What were some of the challenges faced by the client/family while on the programme?
15. How were these challenges overcome?
  - How did you assist the client/family in overcoming these challenges?

### ***Involvement by Community/Government agencies***

16. Which community support agencies or local government agencies did Heretaunga Tiaki Tamariki put the client/family in touch?
17. What were the reasons for the referral to these agencies?
18. What has changed for the client/family as a result of interaction with these agencies?

***Outcomes for the client/family***

19. What progress has the client/family made since entering Heretaunga Tiaki Tamariki?
20. To what extent has this client been a successful/unsuccessful example of case management? Please describe.

## Appendix C: Stakeholder Interview Guide

**Confidentiality (use of tape recorder): Y / N**

**Code of stakeholder completing questionnaire:**

### ***Stakeholder Interaction with the Programme***

- Please provide a brief description of your organisation.
- 1. How frequently does your organisation have contact with Heretanga Tiaki Tamariki?
- 2. What is the reason for the interaction between your organisation and Heretanga Tiaki Tamariki?
- 3. What services or products has your organisation provided to the programme? (prompt from Q 2).
- 4. What is your understanding of the services provided by the Heretaunga Tiaki Tamariki (i.e. target group, core services)?
- 5. In what ways has the programme impacted on your organisation and the services you provide?
- 6. Do you feel that your organisation has a good/effective relationship with the programme?
  - If there is, what makes it so?
  - If not, how do you think it could be improved?
- 7. What, if any, have been the *positive* outcomes for your organisation and the services that you provide as a result of your relationship with the programme?
- 8. What, if any, have been the *challenges* for your organisation and the services that you provide as a result of your relationship with the programme?

### ***Impact of the Programme on the Community***

- 9. In your opinion, how effective do you think the programme has been in your community?
  - In what ways?
- 10. In your opinion, what *positive* outcomes have there been for clients and their families on the programme?
- 11. In your opinion, what *challenges* have there been for clients and their families on the programme?
- 12. In what ways do you think the programme could be more effective for its:
  - clients?
  - their families?
  - the community?

### ***Relationship between Agencies***

- 13. In your opinion, do you think there has been a change in interagency coordination (government and community groups) that deal with clients through the programme? (holistic approach, sharing clients, working with families together)
  - If so, in what ways?
- 14. Are there any further comments you would like to make?

*Thank you very much for participating in this stakeholder interview.*



## Appendix D: Current and Exited Client and Family/ Parent/ Caregivers Interview Guide

### Client Code:

### *Joining the programme*

1. Why did you/ your son/daughter join the programme? How did you feel/ your child/family about becoming involved with the programme e.g., did you want them to join?
2. What did you know about the programme before you/ your family got involved?

### *Involvement in your Case Plan*

3. What goals did you and the caseworker identify for you/ your child
  - Did you make suggestions? Is so, what were they?
  - Did you agree with the things that the caseworker suggested? Why/Why not?
4. What goals did you and the caseworker identify for you / your family
  - Did you make suggestions? Is so, what were they?
  - Did you agree with the things that the caseworker suggested? Why/ Why not?
5. Do you feel that you/ your family were included in all the decisions that were made about you/ your son/daughter; your family? In what ways?
6. How have the staff helped you/ your son/daughter to meet their goals/ or helped your family on the programme?
7. In what other ways did HTT give you/ your son/daughter; your family support?
8. How has HTT been culturally supportive of you/ your child; and your family? In what way? (i.e. Health providers, culturally respectful in the home, educational support, courses)

### *How have things changed in your life as a result of being on the programme?*

9. Have there been changes with the following for you/ your family
  - Education: i.e. enrolled on a course/ stopped skipping school
  - Health: i.e. stopped smoking, gone to Dr, course in parenting skills
  - Family: i.e. relationships
  - Community/Recreation: i.e. play sport/have a hobby
  - (anything previously identified as a goal)
10. What experiences with HTT have helped you/ your son/daughter; your family? Positive/Good/memorable (trips, courses)
11. What has changed as a result?
12. Were there any challenges by being involved with the programme? Anything that you didn't like?
  - How did you deal with these challenges/problems?
  - How did the staff help you to sort out these challenges/problems?
13. Have there been unintended outcomes? (things that you did not expect to happen) If so, what are these?

***Staff***

14. How often do/did you/ your son/daughter see the staff? Would you like to see them more/less?
15. Do you think the staff at HTT are approachable? Friendly?

***Post Programme***      (*exited only\**)

16. Have you/ your family had any follow up contact with HTT since you have exited the programme?\*
17. Initiated by whom? Why?\*
18. Do/did you enjoy your family being involved with the programme/ think it was successful? Why/why not?\*
19. Would you recommend this programme to other parents/families? Why/why not?
20. Is there anything that would improve the HTT programme?

***Is there anything that you would like to add?***



## Appendix E: Consent Forms

### HERETAUNGA TIAKI TAMARKI - EVALUATION CONSENT FORM

***An evaluation of the Heretaunga Tiaki Tamariki youth development programme is being conducted to assess how effective it has been during the past three years.***

***Please read the following statements. If you are happy to take part in the evaluation of the project, please sign at the bottom of the page.***

1. Your involvement in the evaluation is voluntary and everything you tell the evaluator will be confidential and used only for the purposes of the evaluation.
2. You are free to stop being involved in the evaluation at any time and you do not have to answer any particular questions that may be asked of you.
3. You can ask to look at, or have corrected if necessary, any information held by the evaluator about yourself.
4. Interviews will be conducted by an evaluator from the Office of the Commissioner.
5. When the evaluation is finished a report will be published with the results. The report will not identify any individual person or family. You will be able to have a copy of this report if you wish.
6. With your permission, we would like to tape record the interview to use as backup to the written notes. No one other than the Evaluation Unit will have access to these tapes.

**I agree to the following:**

		<b>Please tick</b>
a.	I have fully understood the above information.	
b.	I will take part in the evaluation.	

Client Signed: .....	
Name (print): .....	Date: .....
Caregiver/ Parent Signed: .....	
Name (print): .....	Date: .....



## Appendix F: Entry Interview with Child/Young Person

### 1. CHILD/YOUNG PERSON'S DETAILS:

What is your full name?	
-------------------------	--

### 2. NEEDS ASSESSMENT

*This next part is to help us work out what your needs are. I'm going to read you a list of different things relating to feelings and behaviour, relationships, education, and health. I'd like you to choose from a scale how much like each one you are - whether something is **definitely like you, quite like you, a bit like you, or not at all like you.***

**How much is each of the following like you?**

	Definitely like you	Quite like you	A bit like you	Not at all like you
<b>FEELINGS AND BEHAVIOUR</b>				
Usually behave OK	[ ]	[ ]	[ ]	[ ]
Can usually manage your feelings	[ ]	[ ]	[ ]	[ ]
<b>RELATIONSHIPS</b>				
Feels close to at least one parent/caregiver	[ ]	[ ]	[ ]	[ ]
Liked by adults	[ ]	[ ]	[ ]	[ ]
Liked by other children	[ ]	[ ]	[ ]	[ ]
Have friends your own age	[ ]	[ ]	[ ]	[ ]
<b>EDUCATION</b>				
Doing well at school	[ ]	[ ]	[ ]	[ ]
Learning special skills/gaining interests	[ ]	[ ]	[ ]	[ ]
Taking part in lots of different activities	[ ]	[ ]	[ ]	[ ]
Happy at school	[ ]	[ ]	[ ]	[ ]
<b>IDENTITY</b>				
Feel OK about yourself	[ ]	[ ]	[ ]	[ ]
Know about your family background	[ ]	[ ]	[ ]	[ ]
Know about your cultural background (like being Māori or coming from another country)	[ ]	[ ]	[ ]	[ ]
Feel good about your cultural background	[ ]	[ ]	[ ]	[ ]
Interested in learning more about your cultural background	[ ]	[ ]	[ ]	[ ]
<b>HEALTH</b>				
Usually healthy/well	[ ]	[ ]	[ ]	[ ]
Growing/developing well	[ ]	[ ]	[ ]	[ ]
<b>SOCIAL PRESENTATION</b>				
Behaviour (eg manners etc) is acceptable to other young people	[ ]	[ ]	[ ]	[ ]
Behaviour is acceptable to adults	[ ]	[ ]	[ ]	[ ]
Can communicate (be understood) easily with/by others	[ ]	[ ]	[ ]	[ ]

**How much is each of the following like you?**

	<b>Definitely like you</b>	<b>Quite like you</b>	<b>A bit like you</b>	<b>Not at all like you</b>
<b>NEGATIVE BEHAVIOURS</b>				
Find it hard to trust people	[ ]	[ ]	[ ]	[ ]
Often get into trouble at school	[ ]	[ ]	[ ]	[ ]
Often get into trouble at home	[ ]	[ ]	[ ]	[ ]
Find it hard to mix with other children	[ ]	[ ]	[ ]	[ ]
Get into fights with other children	[ ]	[ ]	[ ]	[ ]
Wag school	[ ]	[ ]	[ ]	[ ]
Find it hard to control anger	[ ]	[ ]	[ ]	[ ]
Aggressive	[ ]	[ ]	[ ]	[ ]
Bully other children	[ ]	[ ]	[ ]	[ ]
Is bullied	[ ]	[ ]	[ ]	[ ]
Find it hard to concentrate/pay attention	[ ]	[ ]	[ ]	[ ]
Sometimes steals things	[ ]	[ ]	[ ]	[ ]
Sometimes destructive at school	[ ]	[ ]	[ ]	[ ]
Sometimes destructive at home	[ ]	[ ]	[ ]	[ ]
Very restless or fidgety	[ ]	[ ]	[ ]	[ ]
Not interested in eating/food	[ ]	[ ]	[ ]	[ ]
Often worried/anxious	[ ]	[ ]	[ ]	[ ]
Make excuses to avoid going to school	[ ]	[ ]	[ ]	[ ]
Not interested in learning/school work	[ ]	[ ]	[ ]	[ ]
Tell lies/can't be trusted	[ ]	[ ]	[ ]	[ ]
Often complain of aches and pains (including headaches and stomach aches)	[ ]	[ ]	[ ]	[ ]
Don't sleep well	[ ]	[ ]	[ ]	[ ]
Feel sad a lot	[ ]	[ ]	[ ]	[ ]
Get frightened easily	[ ]	[ ]	[ ]	[ ]
Have mood swings	[ ]	[ ]	[ ]	[ ]
Often seek attention	[ ]	[ ]	[ ]	[ ]
Use alcohol	[ ]	[ ]	[ ]	[ ]
Use glue	[ ]	[ ]	[ ]	[ ]
Use drugs (eg. dope)	[ ]	[ ]	[ ]	[ ]
In trouble with the police	[ ]	[ ]	[ ]	[ ]
Unpredictable	[ ]	[ ]	[ ]	[ ]
Get into situations where you are likely to get hurt	[ ]	[ ]	[ ]	[ ]
Find it hard to get on in the family	[ ]	[ ]	[ ]	[ ]
Run away from home	[ ]	[ ]	[ ]	[ ]
mm)Feel that you don't belong	[ ]	[ ]	[ ]	[ ]
Other ( <i>please specify</i> ):	[ ]	[ ]	[ ]	[ ]

Thank you very much for answering all these questions. Is there anything now that you would like to ask me or any comments that you might like to make?

## Appendix G: Referral Form

Referral Date: .....											
Referral Source: (name of school/organisation) .....											
Young person's name: .....											
Date of Birth: ..... Age ( <i>in yrs</i> ): ..... Male <input type="checkbox"/> Female <input type="checkbox"/>											
Ethnicity: ( <i>please tick one</i> ) <table border="0"> <tr> <td><input type="checkbox"/> New Zealand Māori</td> <td><input type="checkbox"/> Cook Island Māori</td> </tr> <tr> <td><input type="checkbox"/> New Zealand European/Pakeha</td> <td><input type="checkbox"/> Niuean</td> </tr> <tr> <td><input type="checkbox"/> Samoan</td> <td><input type="checkbox"/> Fijian</td> </tr> <tr> <td><input type="checkbox"/> Tongan</td> <td><input type="checkbox"/> Chinese</td> </tr> <tr> <td><input type="checkbox"/> Tokelauan</td> <td><input type="checkbox"/> Indian</td> </tr> </table> Other (specify): .....		<input type="checkbox"/> New Zealand Māori	<input type="checkbox"/> Cook Island Māori	<input type="checkbox"/> New Zealand European/Pakeha	<input type="checkbox"/> Niuean	<input type="checkbox"/> Samoan	<input type="checkbox"/> Fijian	<input type="checkbox"/> Tongan	<input type="checkbox"/> Chinese	<input type="checkbox"/> Tokelauan	<input type="checkbox"/> Indian
<input type="checkbox"/> New Zealand Māori	<input type="checkbox"/> Cook Island Māori										
<input type="checkbox"/> New Zealand European/Pakeha	<input type="checkbox"/> Niuean										
<input type="checkbox"/> Samoan	<input type="checkbox"/> Fijian										
<input type="checkbox"/> Tongan	<input type="checkbox"/> Chinese										
<input type="checkbox"/> Tokelauan	<input type="checkbox"/> Indian										
Iwi: Father's side:.....	Mother's side:.....										
Young person lives with: <table border="0"> <tr> <td><input type="checkbox"/> Both parents</td> </tr> <tr> <td><input type="checkbox"/> Mother</td> </tr> <tr> <td><input type="checkbox"/> Father</td> </tr> <tr> <td><input type="checkbox"/> Other relative</td> </tr> <tr> <td><input type="checkbox"/> Other caregiver</td> </tr> </table>		<input type="checkbox"/> Both parents	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Other relative	<input type="checkbox"/> Other caregiver					
<input type="checkbox"/> Both parents											
<input type="checkbox"/> Mother											
<input type="checkbox"/> Father											
<input type="checkbox"/> Other relative											
<input type="checkbox"/> Other caregiver											

<p align="center"><b>REASONS FOR REFERRAL:</b></p> <p><b>School attendance:</b></p> <p><input type="checkbox"/> Frequently late to school</p> <p><input type="checkbox"/> Attends only 2-3 days on average</p> <p><input type="checkbox"/> Chronic truancy</p> <p><input type="checkbox"/> Parent keeps child home to mind other children</p> <p><input type="checkbox"/> Currently suspended or expelled</p> <p><b>Education:</b></p> <p><input type="checkbox"/> Low achievement</p> <p><input type="checkbox"/> Poor attitude to schoolwork</p> <p><input type="checkbox"/> Finds it hard to pay attention/concentrate</p> <p><b>Social presentation:</b></p>
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<p><input type="checkbox"/> Antisocial behaviour (e.g. bullying, defiance, stealing, vandalism)</p> <p><input type="checkbox"/> Difficulties with communication</p> <p><input type="checkbox"/> Can't manage feelings (e.g. throws tantrums, often angry)</p> <p><input type="checkbox"/> Finds it difficult to make/keep friends</p> <p><input type="checkbox"/> Has come to Police attention (e.g. for offending, running away)</p> <p><b>Identity:</b></p> <p><input type="checkbox"/> Doesn't seem to feel good about him/herself</p> <p><input type="checkbox"/> Signs of depression</p> <p><input type="checkbox"/> Doesn't know about cultural background</p> <p><b>Negative influences:</b></p> <p><input type="checkbox"/> Negative family influences - (e.g. inadequate food, clothing, housing)</p> <p><input type="checkbox"/> Negative family influences - (e.g. offending, substance abuse)</p> <p><input type="checkbox"/> Negative peer influences (e.g. offending, truancy)</p> <p><b>Health:</b></p> <p><input type="checkbox"/> Signs of substance use (e.g. alcohol, glue, cannabis)</p> <p><input type="checkbox"/> Signs of poor health or developmental problems</p> <p><b>Other:</b></p> <p>.....</p>
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ADMISSION DETAILS: Was the young person admitted to programme?	
<b>Yes</b> <input type="checkbox"/>	On what date? .....
<b>No</b> <input type="checkbox"/>	<p>If not admitted, why?</p> <p>Did not meet programme criteria <span style="float: right;"><input type="checkbox"/></span></p> <p>Parent/Caregiver did not give permission <span style="float: right;"><input type="checkbox"/></span></p> <p>Child/young person did not give permission <span style="float: right;"><input type="checkbox"/></span></p> <p>Other (specify): .....</p>

## Appendix H: Contact Sheet

***This form is to be used to record all contacts with clients, family/whānau and other agencies:***

Client's/ Family's Name:.....

[illegible]