

**He Waka Tapu Violence
and Abuse Intervention
Programme and
Caseworker Programme**

Outcome Evaluation

A report prepared by

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This report is the final evaluation of the two Community Youth Programmes provided by He Waka Tapu Trust i.e. the Violence and Abuse Intervention Programme and the Wraparound Caseworker Programme. This outcome evaluation report was produced by Bea Makwana of the Evaluation Team: Organisational Assurance, New Zealand Police National Headquarters.

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Section 1: Executive Summary

In 2002 He Waka Tapu (HWT) Violence and Abuse Intervention programme and the HWT Wraparound programme, based in Christchurch, were two of 14 community youth programmes selected nationally to reduce youth offending. The programmes collectively received \$298,500 over three years. This outcome evaluation considers the effectiveness of the two HWT programmes.

Between 2003 - 2006 the HWT Violence and Abuse Intervention programme had 42 Māori rangatahi aged between 12 -17 years. Between 2004 - 2006 the HWT Wraparound programme had 23 Māori female rangatahi aged between 13 - 16 years.

The evaluation of HWT Violence and Abuse Intervention programme found:

- most rangatahi were on the programme for five months, rather than the expected 12 months.
- there were indications of progress towards improved life outcomes, with rangatahi reintegrated into the school system, courses, sport and cultural groups.
- there was regular contact with stakeholders and a coordinated approach when working with other Māori providers.
- rangatahi had increased their offending once exiting the programme although it was difficult to determine the long term effects of the programme on their offending behaviour.

The evaluation of HWT Wraparound programme found:

- indicators of progress towards improved life outcomes included reintegration into the education system, access to health services, better relations with whānau, development of leadership skills, and reduced drug use.
- caseworkers accessed Correspondence School and Alternative Education for some rangatahi not able to attend mainstream school.
- stakeholders had weekly contact with HWT staff, developing a collegial approach to working with rangatahi in the community.
- it was not possible to demonstrate a reduction in offending and seriousness of offending in the short time rangatahi were on the programme.

A strength of the programmes were the access they had to other resources within HWT, and the provision of culturally focused events for rangatahi and whānau. Staff had comprehensive support networks, external supervision, access to kaumātua, and professional development. However, there is opportunity for improved targeting of rangatahi through increased information sharing between local agencies. There is also room to improve contact with whānau, and to keep more comprehensive monitoring data and detailed case plans.

The evaluation indicated that Police and Ministry of Justice need to consider the ongoing management and financial oversight of the programmes; they need to be clear about contractual agreements; and work with Police at a local level to increase the awareness of the programmes.

Background

In April 2002 the Ministers of Finance, Justice and Police approved changes to 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 relates to two of those programmes, He Waka Tapu (HWT) Violence and Abuse Intervention programme and HWT Wraparound Caseworker programme. Both programmes are located in Christchurch and received funding of \$186,000 for three years, and \$112,500 for two years and three months respectively.

Evaluation Phases

He Waka Tapu Violence and Abuse Intervention programme had three evaluation phases: formative, process and outcome. He Waka Tapu Wraparound Caseworker programme had two evaluation phases: formative/process and outcome. The outcome evaluation phase which is the focus of this report, was to assess the overall effectiveness of the programmes by measuring its success in meeting the programme objectives, including any change in rangatahi (youth) offending behaviour.

The evaluation utilised mixed methods, using both qualitative and quantitative information. Qualitative information was collected via interviews, and quantitative data were primarily extracted from the HWT database and the Police National Intelligence Application (NIA).

He Waka Tapu

He Waka Tapu Trust is a Maori health and social services organisation operating in the rohe (region) of Ngāi Tahu ki Ōtautahi (Christchurch) me Te Waipounamu (South Island). He Waka Tapu was established to provide a Kaupapa (concepts) Māori service for Māori men and their whānau experiencing domestic violence. He Waka Tapu has a staff of 25, and recently became a charitable company with an independent Board of Directors.

He Waka Tapu has been able to offer services within their own organisation, including a registered nurse and clinical team. HWT also had established support networks, including staff supervision, a kaumātua, and professional development. With access to the HWT marae, the programmes were able to provide rangatahi and their whānau with a three-day wananga which was a culturally focused event to foster good relationships. A strength of HWT was in having a holistic and multi service agency which stakeholders supported. The range of services HWT provided in the community enabled HWT to have the capacity to be flexible to the needs of the rangatahi programmes.

He Waka Tapu Violence and Abuse Intervention programme has had two caseworkers during the three-year evaluation, while the Wraparound programme utilised the Violence and Abuse Intervention programme caseworker for the first four months until the position was subsequently filled.

Aims of the HWT Violence and Abuse Intervention and Wraparound Programmes

The focus of HWT Violence and Abuse Intervention programme was to reduce violent offending of Māori males aged between 13-16 years as well as increase positive outcomes such as entering work or training. The focus of the Wraparound Caseworker programme was to provide services for female offenders, of Māori or Pacifica descent, aged between 12 and 16 years, with a history of violence and abuse, and an offending history.

The shared aims of the Violence and Abuse Intervention and Wraparound Caseworker programmes were:

- improve life outcomes for youth accepted onto the programme by improving behaviour and attitudes;
- improve education outcomes for youth accepted onto the programme;
- improve coordination across agencies when dealing with the youth (and their families); and
- reduce the rate of violent and general re-offending and/or the level of seriousness of offending by the rangatahi accepted onto the programme.

HWT Violence and Abuse Intervention Programme

The criteria for acceptance onto the Violence and Abuse Intervention programme included:

- males between 13-16 years of age;
- high-risk offenders i.e., at risk of re-offending and with a previous history of offending; and
- the nature of the offending should be around violence.

The programme was contracted to provide a counselling service that focused on addressing issues of violence for 10 -12 youth and their whānau during a 12-month period.

A total of 42 rangatahi ranging between 12 - 17 years of age were accepted onto the programme over the three years. All clients were Māori. The most common reasons for referral were 'coming to police attention', 'negative peer influence', and 'antisocial behaviour'. A referral to the programme included initial interviews, basic checks like blood pressure but also specialised health assessments by a registered HWT nurse, including mental health, and basic alcohol and drug.

Following an initial assessment phase, the caseworker, rangatahi and whānau developed individual case plans. Typically, rangatahi met with their caseworker weekly. For complex cases a HWT clinical team supported the caseworker by providing best practice advice. Group sessions were later introduced to progress rangatahi more quickly through the programme. If required, HWT would refer rangatahi onto other specialist agencies, which more often related to drug and alcohol issues. The evaluation found one third of the caseworker's time was spent in individual sessions, one third in group sessions, while overall rangatahi spent between two and 13 months on the programme.

Four rangatahi and their whānau on the HWT Violence and Abuse Intervention programme participated in case studies. Their stories are presented in this report. The outcomes of the four key aims of the programme are outlined below.

1. Improving Life Outcomes

The majority of rangatahi stayed on the programme for a maximum of five months. Given the short timeframe it was difficult to assess the extent to which there had been an improvement in life outcomes. However, there are indicators of progress towards more positive life outcomes including reintegration of rangatahi into the education system, courses, sporting groups and cultural groups. Group sessions were introduced during the three-year evaluation, but limited access to rangatahi case plans made it difficult to assess the merit of this approach. In addition, the likelihood that other social service agencies were also in contact with rangatahi made it difficult to assess the extent to which HWT Violence and Abuse Intervention programme contributed to changes made by rangatahi.

2. Improving Educational Outcomes

Education was commonly identified as a reason for referral to HWT Violence and Abuse Intervention programme. Based on the six-monthly reports there was evidence that caseworkers had helped clients reintegrate into the education system, and helped others to enrol in courses. However, it was difficult to assess client progress, or to identify what specific interventions were used to improve the educational needs of clients as client case plans were not available for review.

3. Improving Interagency Coordination

Stakeholders were positive about their relationship with HWT Violence and Abuse Intervention programme, indicating that they had regular contact and found the staff approachable. The relationships had become stronger, and a more coordinated approach had been adopted, particularly with other Māori providers. The stakeholders felt HWT was making a positive contribution to the community.

4. Reducing Offending and Seriousness of Offending

Offending records 12 months prior to joining the programme, during and 12 months post 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 42 rangatahi on the programme only 26 had offending records prior to entry although the programme was intended to accept young tāne with a history of violent offending. Of those who offended, the most common offence was dishonesty.

On average, exited rangatahi committed fewer offences per month during the programme but increased their offending rates per month within the first 12 months of exiting the programme. However the average seriousness of the offending steadily declined from when they entered the programme, and continued to decline 12 months after having exited the programme. Of the seven rangatahi still on the programme, four had reduced their offending during the

programme. The three rangatahi who committed more offences, also committed more serious offences.

Given the limited time rangatahi were involved with HWT, and the small number of clients, it is difficult to assess what change there may be in offending behaviour over the long term. In the short term, rangatahi increased their offending in the first 12 months of exiting the programme.

Violence and Abuse Intervention Programme - Conclusions

Given that rangatahi were on the Violence and Abuse Intervention programme between two and five months the ability of this evaluation to assess the impact of the HWT programme is limited. There were some indicators that rangatahi had improved access to education and courses, while some had joined sporting and cultural groups. The approach by HWT to engage and involve whānau was supported by stakeholders. There were 16 rangatahi that did not come to the attention of Police prior to, during, and in the first 12 months of exiting the programme. Of those rangatahi with offending histories, the average number of offences declined while they were on the programme. However, on exiting the programme offending rates increased.

HWT Wraparound Caseworker Programme

Twenty-three rangatahi were accepted onto the Wraparound Caseworker programme between October 2004 and August 2005. Rangatahi were all female, aged between 13 and 16 years and all identified as Māori. There were a range of reasons rangatahi were referred to the Wraparound programme, but most common were having come to the attention of Police, a family history of offending, negative peer influences, and not knowing their cultural background. As with the Violence and Abuse Intervention programme, referral to the Wraparound Caseworker programme also included initial interviews, basic checks like blood pressure but also specialised health assessments by a registered HWT nurse, including mental health and basic alcohol and drug assessments.

Although the organisation was contracted to provide a 12-month programme, the caseworker initially set up rangatahi with a 10-week programme. The shorter timeframe was used as an incentive to join the group. However, of the 15 exited clients the majority were on the programme between two and six months indicating that some rangatahi did continue past the 10-weeks, although they did not stay for a full 12 months.

Four rangatahi and their whānau on the HWT Wraparound Caseworker programme participated in case studies. Their stories are presented in this report. The outcomes of the four key aims of the programme are summarised below.

1. Improving Life Outcomes

Given the short timeframe that Rangatahi were involved with the Wraparound Caseworker programme it was not possible or appropriate to assess the extent to which HWT contributed to changes in life outcomes. However, there are indicators of progress by rangatahi which

included reintegration to the education system, access to health services, better relations with whānau, the development of leadership skills, and reduced drug use.

The evaluators were not given access to client case plans which made it difficult to ascertain what goals were identified by rangatahi and the caseworker. Consequently, it was difficult to measure the uptake of goals by rangatahi, any change in behaviour, or successful intervention or support by HWT.

2. Improving Educational Outcomes

Rangatahi were referred to HWT Wraparound Caseworker programme with education needs. The caseworker was able to negotiate with local schools to reintegrate rangatahi who had been stood down; HWT also accessed Correspondence School for rangatahi not willing to move into Alternative Education and for those not able to attend mainstream school. The caseworker developed a relationship with two local schools and was able to access groups of rangatahi to provide a 9-week programme. It is not clear whether these clients were in addition to HWT Wraparound Caseworker client database, but the stakeholders felt the programme had a positive effect, with attendance and attitudes of rangatahi in schools improving.

3. Improving Interagency Coordination

Stakeholders felt they had weekly contact with HWT staff, and knew of the wider services and programmes offered by HWT. One stakeholder specifically used the Wraparound Caseworker programme because of the other services HWT offered to whānau. There was a feeling that HWT staff were willing to work with rangatahi in different ways to engage them, and this flexibility was supported by stakeholders. Stakeholders also commented on having developed a collegial approach to working with rangatahi in the community.

4. Reducing Offending and Seriousness of Offending

Offending records 12 months prior to joining the programme, during and 12 months post programme were analysed from the Police National Intelligence Application (NIA). As with the HWT Violence and Abuse Intervention programme it is important to note again that recorded offending is only a proxy for actual offending and observed changes could be due to recording practices.

Although the acceptance criteria required rangatahi to have a history of offending; only six of the 23 clients had offending records on NIA. All six rangatahi were current clients therefore an analysis of offending patterns prior to, and post the programme was not possible. To date, on average all six rangatahi increased the number of offences committed per month during the programme. Three rangatahi committed more serious offences. During the programme violent and dishonesty offences increased the most.

The evaluation was not able to demonstrate a reduction in offending and seriousness of offending of the six rangatahi who had offending records prior to entry, although HWT continued to work with the rangatahi to address the issues that cause them to offend.

Wraparound Caseworker Programme - Conclusions

The Wraparound Caseworker programme has continued to increase its client base. The limited time rangatahi have had on HWT Wraparound Caseworker programme limited the ability to measure the impact the programme has had on rangatahi and their whānau, given that they may have also received a range of social services concurrently with the HWT programme. There were improvements with reintegration and access to education. The programme also demonstrated support from stakeholders in the community. The evaluation was not able to demonstrate a reduction in the number offences committed by rangatahi or a decline in the seriousness of offending, although there were 17 rangatahi that were involved in the HWT Wraparound Caseworker programme that had not come to the attention of Police either prior to, or during the programme.

Strengths of the Programme

HWT was an established Māori health and social service organisation prior to the rangatahi programmes being implemented. Consequently, access to other resources from within the organisation was an advantage for the programmes. In addition, HWT was able to provide staff with comprehensive support networks, including external supervision, a permanent Kaumatua within the organisation and ongoing professional development.

HWT was responsive to whānau by providing culturally focused events that develop relationships with the wider whānau, and had established a Mother's Group in response to mothers often waiting at the HWT venue for their children.

HWT had positive interagency relationships and stakeholders were particularly supportive of the holistic services for the wider whānau, and for having access to multiple services within one organisation.

Areas for Improvement

There were a number of areas in which HWT rangatahi programmes could be improved. In order to ensure rangatahi meet the entry criteria, an agreement with local agencies may need to be formalised to ensure HWT have access to enough information to allow for a more targeted recruitment of rangatahi. Recording exact entry and exit dates of rangatahi onto the programme would enable a more accurate record of how long clients are involved with HWT. HWT could also develop more comprehensive case plans, which would enable more measures to be developed to monitor programme effectiveness for each rangatahi for a 12 month period. Finally, HWT may need to reinforce their efforts to ensure whānau are informed of the progress of their children on the programme, and may like to consider speaking with Child, Youth and Family to increase their profile.

Learnings for Police and CPU

There are several areas from which Police and the Crime Prevention Unit: Ministry of Justice (CPU) can learn from the HWT programmes. The collaboration of the Christchurch City Council as the sponsor of the programme, and the monitoring and evaluation of the programmes by Police and CPU was not as timely as intended. Therefore, Police and CPU may need to consider how best to manage ongoing monitoring and financial oversight of

future programmes. Police and CPU need to be clear about the contractual agreements made at the outset of the programme to allow consistent and thorough monitoring and evaluation that is understood and supported by the programmes. And finally, Police and CPU may also benefit from working at a local level with Police to ensure there is an understanding and awareness of the local programmes, and to assist rangatahi having access to these programmes.

Section 2: Introduction

Background to the Community Youth Programmes

In April 2002 the Ministers of Finance, Justice and Police approved changes to 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.

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 geographical 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
- Christchurch

Evaluation of 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 Police National Headquarters.

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

The programmes were also jointly overseen by Police and the Ministry of Justice's Crime Prevention Unit (CPU). Representatives from each agency were responsible for regularly visiting the selected CYPs and monitoring their progress¹.

¹ Programmes jointly funded by the NZ Police and CPU are referred to as Community Youth Programmes to differentiate them from earlier Youth at Risk Programmes.

Selection of He Waka Tapu

One of the selected programme providers was He Waka Tapu, a non-government organisation (NGO) based in Christchurch. He Waka Tapu had been delivering programmes for violent Māori males for approximately seven years. One of these programmes was a Violence and Abuse Intervention programme for tāne (male) Māori aged between 13 and 16 years.

Initially He Waka Tapu was funded to provide the Violence and Abuse Intervention programme only. However, in 2004 the CPU approached He Waka Tapu with a request that they deliver an additional programme for young women. This programme, which another organisation had initially been funded to provide, was the Wraparound Caseworker programme for wahine (female/s). It catered for Māori girls aged between 12-16 years of age residing in the Christchurch area.

Funding

Funding of \$186,000 (GST inclusive), jointly provided by the Police and the CPU was approved for the Violence and Abuse Intervention Programme for three years from 1 June 2003 to 31 May 2006. This funding covered the salary of one fulltime rangatahi (youth) worker, and associated administration and operational costs.

These agencies provided a further \$112,500 (GST inclusive) for the Wraparound Caseworker programme between 1 July 2004 until 31 December 2006. This funding covered the salary of one fulltime rangatahi worker, and associated administration and operational costs.

Involvement of the Christchurch City Council

Although the CPU and Police funded the He Waka Tapu programmes, the Christchurch City Council (CCC) was the sponsor of both programmes and was also involved in their management. The Council's primary role was financial administration for the programmes. Programme funding from CPU and Police was paid in instalments to the CCC who held the funds until each of the six-monthly reports had been submitted to, and approved by, the funding agencies.

Report Structure

This report discusses the evaluation findings for the two programmes provided by He Waka Tapu i.e. the Violence and Abuse Intervention Programme and the Wraparound Caseworker Programme.

Section 1 is an executive summary.

Section 2 is a brief introduction to the report, including background to the development of the He Waka Tapu programmes.

Section 3 provides an overview of the evaluation approach, including the phases of the evaluation, a summary of the findings and recommendations of the process evaluation, the types of data that were accessed and analysed for the outcome evaluations, and the limitations of the methodological approach.

Section 4 provides a description of He Waka Tapu Trust, its history and development, and organisational and staffing structure.

Section 5 provides a detailed description of the operation of the **HWT Violence and Abuse Intervention programme**, including an overview of the rangatahi demographic details, referral and acceptance of rangatahi onto the programme and reasons for referral, programme delivery and duration on the programme. This section also presents four rangatahi case studies.

Section 6 assesses the extent to which the HWT Violence and Abuse Intervention Programme met its intended outcomes of improved life outcomes, improved educational outcomes, improved interagency coordination, reduced re-offending, and reduced seriousness of offending.

Section 7 provides a detailed description of the operation of the **HWT Wraparound Caseworker programme**, including an overview of the rangatahi' demographic details, referral and acceptance of rangatahi onto the programme and reasons for referral, programme delivery and duration on the programme. This section also presents four rangatahi case studies.

Section 8 assesses the extent to which the HWT Wraparound Caseworker programme met its intended outcomes of improved life outcomes, improved educational outcomes, improved interagency coordination, reduced re-offending, and reduced seriousness of offending.

Section 3: Evaluation Approach

The He Waka Tapu Violence and Abuse Intervention Programme and the Wraparound Caseworker Programme were subject to a series of evaluations during the period for which they received funding. The evaluation phases are discussed below.

Violence and Abuse Intervention Programme Evaluation Phases

The Violence and Abuse Intervention programme had three evaluation phases.

1. Formative evaluation

The formative evaluation examined the initial eight months of programme operation, from 1 June 2003 to 31 January 2004. It focused on the programme's early implementation and development. A report prepared by the Police Evaluation Unit was completed in June 2004.

2. Process evaluation

A process evaluation was conducted in April 2005, which focused in more detail on how the programme was being implemented and how it operated between March 2004 and March 2005. 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 prepared by a contractor on behalf of the Police Evaluation Unit was completed in September 2005.

3. Outcome evaluation

The outcome evaluation phase, 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 changes in rangatahi offending behaviour. The outcome evaluation report covers the complete period of the programme operation from 1 June 2003 to 31 May 2006.

Findings of Violence and Abuse Intervention Programme Process Evaluation

The Process Evaluation (2005) found that referrals to the HWT programme were high (between 25-40 referrals per year), and as a consequence HWT had to become more stringent when prioritising rangatahi that were high-risk violent offenders. HWT indicated they were accepting approximately eight rangatahi and their whānau per year, although contracted to take between 10-12 referrals per year. Most referrals were made by Police, Child, Youth and Family, mental health services and whānau. In the six-monthly report ending December 2004, nine rangatahi were accepted onto the programme, all identified as Māori, and were aged between 13 and 17 years. Although the age limit was 17 years, a rangatahi who turned 17 whilst on the programme was permitted to continue.

HWT had established a referral process for the Violence and Abuse Intervention programme. A referral to HWT required rangatahi to consent to being on the programme, to complete a

needs and risk assessment, and a health assessment conducted by a registered nurse. HWT experienced difficulties in trying to access the offending history of rangatahi at the beginning of the programme as a strong working relationship with Police had not been developed and there were concerns about the privacy rights of rangatahi.

HWT Violence and Abuse Intervention programme was essentially a weekly counselling service. It also used a three-day marae-based wananga to engage with rangatahi and whānau. In addition to reducing offending and violence, improving educational outcomes, it was also intended that individual case plans include health assessments with a registered nurse, and a fitness assessment. Although HWT is contractually required to offer rangatahi a 12 month programme, at times HWT indicated that they use their discretion to provide services to rangatahi beyond this timeframe.

During the process evaluation phase HWT had begun to move hardcopy client files onto a new HWT electronic database. The database is a generic system used for all HWT clients and programmes so it had limited analysis capability (for instance, the information required in the Police and CPU six-monthly reports was not able to be collated within the system), but the database provided an overview of a clients' case history.

Wraparound Caseworker Programme Evaluation Phases

The Wraparound Caseworker Programme began approximately eight months after the Violence and Abuse Intervention Programme, and consequently the evaluation comprised two phases.

1. Formative/process evaluation

The first evaluation phase focused on the first 13 months of programme operation i.e. February 2004 - March 2005, and comprised formative and process components. It examined the early implementation of the programme and identified progress towards the intended outcomes and highlighted issues that had arisen. A report prepared by a contractor on behalf of the Police Evaluation Unit was completed in September 2005.

2. Outcome evaluation

The outcome evaluation phase, which is the focus of this report, assessed the overall effectiveness of the programme by measuring its success in meeting its objectives, including any change in rangatahi offending behaviour. The outcome evaluation report covers the complete period of operation of the programme, from 1 February 2004 to 31 July 2006.

Findings of Wraparound Caseworker Programme Formative/ Process Evaluation

The findings of the Wraparound Caseworker programme Formative/process evaluation report (2005) indicated that the uptake of rangatahi onto the programme was slow in the initial months due to the programme changing providers, and due to delays in appointing a caseworker to manage the programme. However, client numbers did increase, and by the end of 2004 11 rangatahi had been accepted onto the programme aged between 14 and 16 years.

A referral to HWT Wraparound Caseworker programme included a needs assessment (a variation of the police provided needs assessment), consent from both the rangatahi and whānau, and health assessments by a registered nurse. As with the HWT Violence and Abuse Intervention programme, offending data was not made available to the HWT Wraparound Caseworker programme, thereby making an assessment of rangatahi offending more difficult. Once accepted onto the programme, case plans were developed for each rangatahi. Within these, numerous tasks were identified including a requirement to reduce offending, and a focus on education. Each task had an allocated timeframe, although no broader timeframes were set for rangatahi; therefore HWT expected some rangatahi to be on the programme longer than the contractually agreed 12 month period. Health and fitness assessments were also available in developing an individualised case plan.

The Wraparound Caseworker programme had begun working with rangatahi, using a three-day marae-based wananga, counselling and had set up kōtiro programmes within schools. As with the Violence and Abuse Intervention programme, the Wraparound Caseworker programme also incurred some administrative changes during the formative/process evaluation as HWT was in the process of moving hardcopy client files and demographic information into a generic HWT electronic database.

Staff were receiving monthly external supervision, in addition to weekly case management meetings and a Kaumatua was available within the HWT organisation for additional support as required. Professional development was expected of all staff.

Methodology

The outcome evaluation of the Violence and Abuse Intervention and Wraparound Caseworker programmes included qualitative and quantitative information. Qualitative information was collected via interviews with the programme staff, stakeholders, clients and their families. Quantitative data were primarily extracted from He Waka Tapu 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, rangatahi and whānau, and stakeholders
2. Six-monthly monitoring reports
3. Rangatahi case notes and files
4. The National Intelligence Application (NIA) database
5. He Waka Tapu client databases
6. Document analysis including He Waka Tapu programme documents, the contract between Christchurch City Council and He Waka Tapu, and the formative and process evaluation reports.

1) Interviews

Interviews were conducted with He Waka Tapu programme staff, key stakeholders, rangatahi and /or whānau as part of the evaluation.

He Waka Tapu Staff

Three interviews were conducted with the Programme Coordinator (refer to Appendix 1) in January and May 2004, and November 2005. At the most recent interview, information was collected about the development and design of the programme; referral and acceptance of rangatahi onto the programme; programme implementation and progress towards outcomes; relationship with community support agencies and local government agencies; and finances and funding.

Interviews with the Violence and Abuse Intervention caseworker (refer to Appendix 2) were conducted in May 2004 and February 2006², and interviews with the Wraparound caseworker were conducted in May 2004 and 2006³. The most recent interviews with the caseworkers focused specifically on rangatahi who were the subject of case studies, including family demographics, referral process, case plan development, experience on the programme for rangatahi, involvement by community and government agencies and outcomes for the rangatahi and families.

An interview with the General Manager was conducted in May 2004, with a follow-up interview in May 2006 (refer to Appendix 3). The most recent interview focused on the development and design of both HWT programmes, their service delivery targets, interagency and community contacts, and staffing.

Interviews were also conducted with He Waka Tapu Kaumatua and the Board of Trustees Chairperson in May 2004.

Stakeholders

Interviews for the Violence and Abuse Intervention programme were conducted with a total of eleven key stakeholders i.e. two during the formative phase; five during the process phase and a further four during the outcome phase (refer to Appendix 4). Stakeholders included representatives from Christchurch City Council, Christchurch Police, Child, Youth and Family, a local high school, a Maori immersion school, the Mental Health Foundation, and Hillmorton Hospital.

Interviews for the Wraparound Caseworker programme were conducted with three stakeholders at the outcome phase. Stakeholders included a Child, Youth and Family representative and staff members from two local high schools.

The stakeholders were asked to reflect on their interactions with the programmes, their views about the impact of the programmes on the community, and relationships between agencies.

² The Violence and Abuse Intervention Programme had a change of caseworker, so different people were interviewed at each of these stages.

³ The Wraparound Caseworker Programme was initially implemented by the caseworker from the Violence and Abuse Intervention programme. A caseworker for the Wraparound Caseworker Programme was appointed in August 2004.

Interviews with Rangatahi and Whānau

A small number of rangatahi and their whānau were interviewed as part of a case study for this evaluation. The criteria for inviting rangatahi to participate in the case studies were as follows: exited rangatahi must have left the programme no more than six months previously so that their experiences of the programme would remain fresh in their minds; current rangatahi were to have been on the programme for at least six months so that they had spent enough time to fully understand the programme; rangatahi were to cover a range of ages and include a mix of successful and less successful outcomes.

A total of eight interviews, with twelve people, were conducted with rangatahi and/or whānau of the HWT programmes. Four interviews were conducted for the Violence and Abuse Intervention programme (refer to Appendix 5) in February 2006 and four interviews were conducted for the Wraparound Caseworker programme in May 2006. The information from these interviews was used in the case studies, which provide a detailed snapshot of individual rangatahi' experiences on the programmes.

Of the four case study interviews that were conducted for the Violence and Abuse Intervention programme, three were conducted with the mothers of rangatahi, and a further interview was jointly conducted with a rangatahi and mother. All of the case study interviews that were conducted for the Wraparound Caseworker programme included the rangatahi and a parent or caregiver, and required signed consent (refer to Appendix 6).

The interviews covered the following: reasons for joining the programme; involvement in development of case plans; changes in their lives as a result of being involved with the programme; staff; and for rangatahi who had exited the programme whether they had maintained ongoing contact, and their experiences of being on the programme.

2) Six-Monthly Monitoring Reports

He Waka Tapu was required to submit monitoring reports to CPU and Police every six months (refer to Appendix 7). The information in these reports included the following:

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

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

3) Client Case Notes and Files

Caseworkers were required to develop case plans for each client in consultation with rangatahi and his/her whānau. It was also to be based on the needs identified through the needs assessments that were to be conducted at the start, and during the programme. Case plans involved identifying goals, and identifying the specific activities that were required to achieve

those goals. The case plans were to be updated regularly. The evaluators were not given an opportunity to review the case plans in any detail, although HWT did allow them to have an hour to browse through a selection of case plans. The information gathered in this session was used to provide background information for the case studies.

4) National Intelligence Application Database

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 rangatahi (see limitations section for a fuller discussion). While HWT did record some offending data, this was based on self reported information that was considered to be less robust than the officially recorded offending data.

The offending analysis involved categorising all offences committed by rangatahi 12 months prior to their involvement in the programme by offence type (using the Police code book) and comparing these with the number, type, and seriousness of offences committed during the programme, and within 12 months of exiting the programme.

In addition, the seriousness of offending by rangatahi was examined. The Seriousness of Offence Score⁴ was assessed using a scale developed by the Ministry of Justice, which 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. This enables offences to be ranked according to their relative seriousness.⁵

The total seriousness scores were added for offences committed 12 months prior to entry, during the programme, and 12 months after exiting. The scores for each period were then divided by the number of offences committed during the three periods to give an average seriousness score. The average scores were then compared to determine whether there had been a change in offending i.e. whether the seriousness of offences had changed prior to, during, and after exiting the programme.

5) He Waka Tapu Client Database

He Waka Tapu staff collected a limited range of demographic information regarding all rangatahi involved on each of the programmes. The database was sent to the Evaluation Unit at the conclusion of the evaluation period, following which data were extracted and entered into Excel for analysis. This information was then cross-referenced against the six-monthly report data (see limitations section for a fuller discussion).

⁴ The Ministry of Justice described the calculation of the 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 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

⁵ Ministry of Justice (2005) Seriousness of offence scale. Unpublished.

6) Document Analysis

As part of the evaluation a review of relevant documentation was conducted. This included:

- He Waka Tapu documents such as the organisational chart, mission statement, information booklets and fliers to assist with developing a detailed picture of the organisational structure and programme services and operation;
- earlier evaluation reports to assess whether issues that had been identified prior to the outcome evaluation phase had been addressed;
- the contract between CPU, Police, CCC and HWT to identify contractual requirements and obligations and assess whether these were being met.

Limitations of the Methodological Approach

Offending Analysis

Although the prevention and reduction of offending for programme participants are objectives for the CYPs, there is only limited scope to effectively assess a programme's ability to achieve these. The most reliable method to assess any 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 feasible for this evaluation due to the unique nature of the programmes and the composition of the client groups.

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 was not possible to determine the extent to which changes in offending were due to the CYP or other factors. Increases or decreases in offending may have been affected by a number of events occurring in young people's lives, of which the CYP was only one. Second, being on the programme may mean that offending more readily came to notice, as the young people were under greater surveillance. Third, offending prior to the programme may not have come to Police attention and may not have been 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. 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 event or incident can be recorded as multiple offences particularly if there were multiple victims. This recording feature can increase the perceived frequency of offending and offending rates. Similarly, one incident can also result in multiple charges. For example, a young person may have recorded offences for disorderly behaviour *and* resisting Police, but both offences occurred at the one incident. The offending data in this evaluation has only analysed the total number of offences.

Needs Assessments

CPU and Police requested that HWT encourage rangatahi and parents to complete a needs assessment (refer to Appendix 8) at both entry to and exit from the programme as one method of assessing whether the programme effected change in the needs of rangatahi. 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 rangatahi 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 state⁶ and previous work on needs undertaken in the Office of the Commissioner for Children in New Zealand⁷. It was used in earlier evaluations of Police Youth at Risk programmes (NZ Police, 2002), and was further developed by Police in consultation with a number of social workers, youth workers and academics for use in the evaluation of the CYPs.

However, very few rangatahi or their whānau completed the Needs Assessment forms, with only 20 rangatahi completing the entry Needs Assessment. Therefore it was not possible to use the Needs Assessments to assess whether there had been a change in needs using this statistical method.

Case Studies

As discussed earlier, case studies were selected to provide an illustrative overview of a range of rangatahi who had participated in the programmes. The evaluators planned to interview five rangatahi and their parents/caregivers in each of the programmes; however for various reasons there were problems gaining access to rangatahi. The evaluators suggested that interviews be conducted during the school holidays as rangatahi may have more free time; however HWT recommended that interviews be conducted during the school term. Unfortunately HWT found it difficult to access rangatahi during the school term to invite them to participate in interviews.

The intention was to interview three exited rangatahi and two current rangatahi (and their whānau) from each of the programmes. However, the rangatahi who participated in the Violence and Abuse Intervention programme case studies were recent clients i.e. those who had joined the programme within the six months prior to the interviews being conducted. The demographic information for these rangatahi was not available on the HWT database and was to be included in the final six-month report (which was due in after the data collection period for this evaluation). Therefore the evaluators were not able to include these data sources in the case studies. Only one of the four rangatahi used as case studies for the Wraparound Caseworker programme had exited the programme.

⁶ Parker, R; Ward, H; Jackson, S; Aldgate, J and Wedge, P (1993). Looking after Children: Assessing Outcomes in Childcare. London: HMSO.

⁷ 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.

He Waka Tapu Database

The HWT electronic database was developed to record basic demographic data for all of its youth and adult programmes. The range of data that is gathered is limited due to the cost of building a more comprehensive database. Data that was collected for the Violence and Abuse Intervention and Wraparound Caseworker programmes included: name, date of birth, month that a client entered/exited the programme, age, gender, ethnicity and iwi.

It is important to note that HWT did not record the exact dates that rangatahi entered the programme or the exact dates they exited, instead only the month was recorded. To ensure consistency of analysis, the length of time that a rangatahi spent on the programme was calculated on the entry date being the first of the month, and the exit date being the last day of the month.

During the visits the evaluators made to He Waka Tapu, the HWT electronic database was being developed and was not able to be examined. The evaluators requested an opportunity to review the database on several occasions, but it was only at the last visit that they were shown some of the database screens. While some database information was sent to the evaluators, it was not possible to conduct a thorough analysis of the information on the electronic database.

Ethics Statement

An initial proposal for the evaluation of the CYPs was submitted to the Justice Sector Research Group in April 2003, and again in December 2003. The JSRG suggested the proposal required an explicit informed consent process, that providers are given an opportunity to provide feedback, data collection is monitored, there be awareness for unintended outcomes including an increase in offending, and responsiveness to Maori.

The subsequent evaluation adhered 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.

Rangatahi and whānau members 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.

Rangatahi were sent a \$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.

Section 4: Description of He Waka Tapu

He Waka Tapu Trust is a Māori health and social services organisation operating in the rohe (region) of Ngāi Tahu ki Ōtautahi (Christchurch) me Te Waipounamu (South Island). He Waka Tapu was established in 1996 primarily to provide a Kaupapa (concepts) Māori service for Māori men and their whānau experiencing domestic violence.

The vision of He Waka Tapu is to promote strong, healthy, non-violent families that will provide a sound foundation for future generations to accomplish their dreams.

He Waka Tapu has a tikanga-based philosophy that aims to challenge people to be accountable for their actions. The promotion of tikanga, Te reo, and acknowledgement of te taha wairua (spiritual well-being) as a means of addressing violent behaviour is grounded in acknowledgement of the mana and tapu of each person. Within a Māori world view the hauora of the individual is dependent on the strength of “Te Whare Tapa Whā” or the cornerstone of well-being; te taha wairua (spiritual well-being), te taha tinana (physical well-being), te taha hinengaro (mental well-being) and te taha whānau (family well-being).

He Waka Tapu History

In 1997 He Waka Tapu secured a contract with the Community Probation Service for the provision of group and individual programmes for men, and in 1998 it became a fully-accredited Family Court programme provider. Also in 1998, the Trust secured a contract with Child, Youth and Family for the provision of both individual counselling for rangatahi, and ‘whānau hui’ (family meeting).

The following year He Waka Tapu was contracted to provide ‘stopping violence’ and ‘tāne health’ services for the Ministry of Health, and in 2000 provided Kaupapa Māori mental health services for the Health Funding Authority and the Canterbury District Health Board. However, in late 2002 He Waka Tapu voluntarily withdrew from this contract as it wished to focus its services once again on non-violent and healthy whānau programmes.

He Waka Tapu Organisational Structure

He Waka Tapu has two main arms:

1. Whānau Ora Family Violence, which includes the Rangatahi Service (Te Hoe Whakaara) team; and
2. Whānau Ora Health, which includes the Fitness and Nutrition, Mau Rākau Stop Smoking (Te Kupenga o Tū), Gentle Exercise, and the Cervical & Breast Screening teams (refer to Appendix 9).

An additional team provides counselling services, and addresses problem gambling and addictions.

He Waka Tapu provides a range of health and social services for Māori including group facilitation, whānau support, school holiday programmes, social work, advocacy, referrals to other agencies, counselling for wāhine (female), specialised 'Tāne Ora' health assessments⁸ and education to violent males, and general health promotion and education to whānau and the wider public.

A Board of Trustees was initially established to govern HWT, with the day-to-day operations overseen by a Trust Manager. However, acting on both legal advice and advice from auditors, He Waka Tapu has recently moved to become a charitable company with an independent board of directors.

Staffing

As of May 2006 HWT had 25 staff, including a registered nurse and three administration staff. Staff numbers had increased from 14, identified in the formative evaluation report (2004). All staff who managed a caseload had appropriate qualifications (see Appendix 10 for a detailed list of staff and their qualifications and experience).

All staff were allocated a training allowance and were expected to undertake relevant professional development each year. In addition, all clinical staff were required to have external supervision and they participated in weekly case-management reviews.

All staff underwent a Police vetting check and were required to declare whether they had any criminal convictions prior to starting work for HWT.

Rangatahi Services

Rangatahi services had three staff - two fulltime and one 0.8 fulltime equivalent. The team was overseen by the HWT manager and was supported by the rest of the Whānau Ora team and also worked closely with the Police (although in the formative evaluation it was noted that there had been limited contact with Police and Police had refused to share offending data with HWT), Child, Youth and Family, youth workers, schools and the wider community.

The Violence and Abuse Intervention programme had two caseworkers during the three-year evaluation period. The second caseworker began in the second year of programme operation.

The Wraparound Caseworker programme initially experienced difficulty in recruiting a female caseworker. Therefore the Violence and Abuse Intervention programme caseworker provided the service for the first four months, until the position was filled in August 2004.

⁸ A 'Tāne Ora' health assessment is an optional assessment conducted by a Registered Nurse at He Waka Tapu, which includes a fitness assessment and basic checks such as blood pressure readings.

Table 1 Qualifications and experience of the Rangatahi team

Role	Experience and qualifications
Team Leader (Violence and Abuse Intervention Caseworker)	<ul style="list-style-type: none"> • Diploma of Alcohol and Drug Studies (currently undertaking study) • 13 years of experience working in the Alcohol and Drug field • ANZASW member⁹ • Ahorei ranking (Tuwharetoa/ Te Arawa) in Mau Taiaha
Kaimahi - Youth Services (Wrap-around Caseworker)	<ul style="list-style-type: none"> • 6 years working as a Truancy Officer with Temuka District Truancy Services • 3 years working as Maori Kaimahi Maori Mental Health Services at Timaru Psychiatric Services
Kaimahi - Youth Services	<ul style="list-style-type: none"> • Certificate in Hauora Maori from the University of Otago

⁹ Aotearoa New Zealand Association of Social Workers.

Section 5: The Violence and Abuse Intervention Programme

Section 5 provides a detailed description of the Violence and Abuse Intervention programme, including the demographic information of the rangatahi who participated in the programme, and what their participation in the programme encompassed.

Section 5 concludes with four case studies that provide a detailed picture of the experiences of rangatahi who participated in the programme.

Development of the Violence and Abuse Intervention Project

Prior to the development of the Violence and Abuse Intervention programme, He Waka Tapu had fielded requests from a variety of organisations including social service agencies, churches and schools, to work with violent rangatahi. However, at that time its existing contracts focused exclusively on adult tāne Māori and their whānau.

Over time He Waka Tapu became increasingly aware that there was a gap in the service provision for young tāne Māori. Whilst there were a variety of activity-based programmes for rangatahi, such as the Conservation Corps¹⁰, there were no cognitive counselling services that specifically focused on violent tāne Māori who were still rangatahi.

As such, in 2002 He Waka Tapu explored funding opportunities that would enable it to expand its service to work with this population group. It submitted a proposal for funding to the Safer Community Council and CPU and was subsequently awarded a contract to work with rangatahi Māori and their whānau.

In 2003 He Waka Tapu developed the He Waka Tapu Violence and Abuse Intervention Project. The focus of the programme remained on reducing violent offending, as well as increasing positive outcomes such as entering the workforce or training. However, in contrast to other programmes offered by He Waka Tapu, the target group was young tāne Māori aged between 13 and 16 years residing in the Christchurch metropolitan area.

The programme was developed in-house and was modelled on the existing adult programmes offered by He Waka Tapu.

Aims of the Violence and Abuse Intervention Programme

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

¹⁰ The Conservation Corps is a programme run by the Ministry of Youth Development which encourages youth to get involved in conservation or community projects, and to learn new skills through education and challenging recreation.

relationships between the CYPs and community agencies and initiatives. Falling out of these broad objectives, were aims specific to each programme.

The aims of the Violence and Abuse Intervention programme were to:

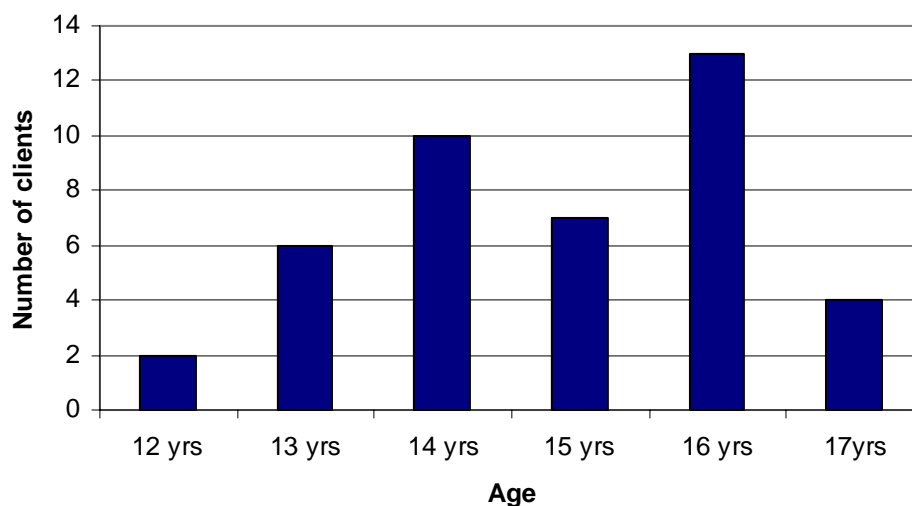
- improve life outcomes for youth accepted onto the programme by improving behaviour and attitudes
- improve education outcomes for youth accepted onto the programme
- improve coordination across agencies when dealing with the youth (and their families)
- reduce the rate of violent re-offending by the rangatahi accepted on to the programme
- reduce the rate of general re-offending and/or the level of seriousness of offending by the rangatahi accepted onto the programme

Client Information

The He Waka Tapu Violence and Abuse Intervention programme was contracted to provide services for tāne Māori aged between 13 and 16 years with a history of violence and abuse, particularly an offending history. The programme was contracted to provide services for between 10 - 12 youth and their families during a 12-month period.

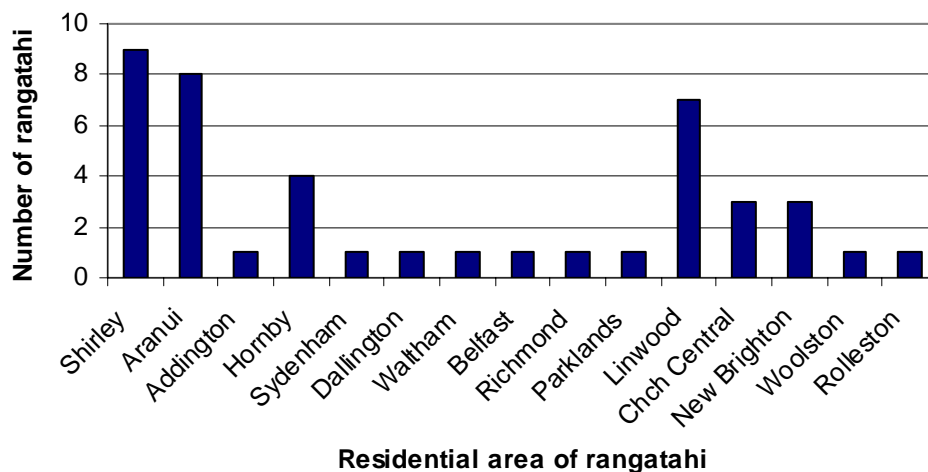
A total of 42 rangatahi ranging in age between 12 to 17 years of age were accepted into the programme over the three years (see Figure 1). Four rangatahi accepted onto the programme were outside of the contracted age group. All clients identified as Māori.

Figure 1 Age of Rangatahi on the Violence and Abuse intervention programme



Rangatahi accepted onto the programme during the three-year evaluation period lived across Christchurch. The majority of the rangatahi were from the Shirley (9); Aranui (8) and Linwood (7) areas. (See Figure 2)

Figure 2 Residential areas of rangatahi



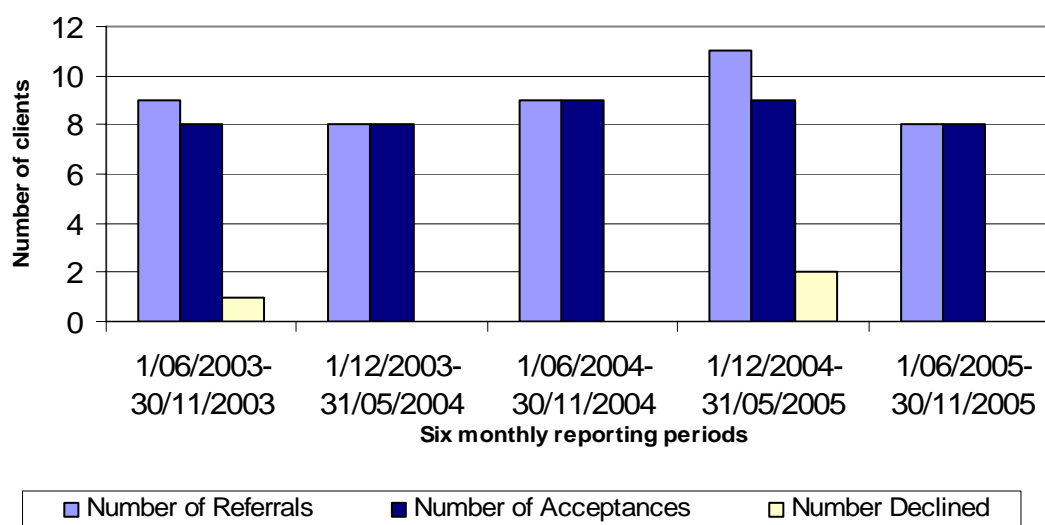
Referral and Acceptance into the Programme

Between 1 June 2003 and 31 May 2006 there were 45 referrals to the Violence and Abuse Intervention programme, of which 42 rangatahi were accepted (refer to Figure 3).

Criteria for acceptance onto the programme were as follows:

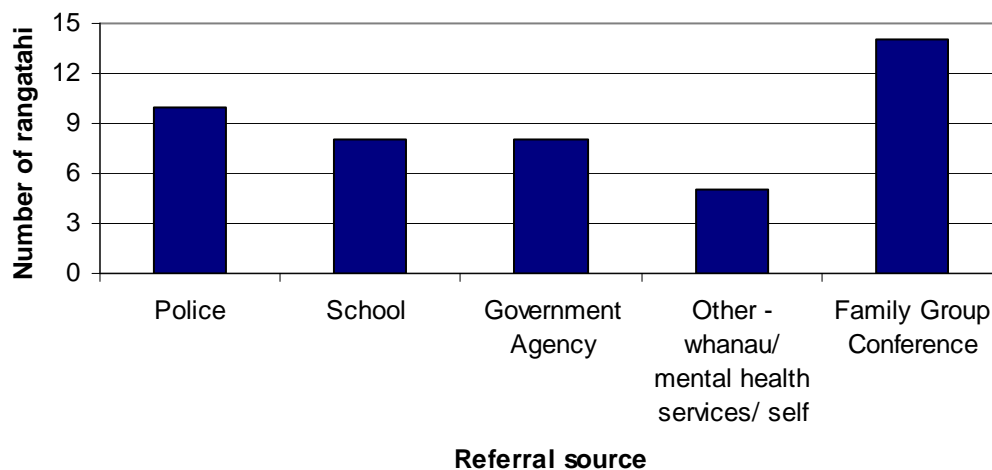
- males between 13 and 16 years of age;
- high-risk offenders i.e. at risk of re-offending and with a previous history of offending; and
- the nature of the offending should be around violence.

Figure 3 Referral details



He Waka Tapu accepted referrals from a range of agencies and organisations, including Family Group Conferences (FGC), government agencies¹¹, Youth Speciality Services,¹² and Police. The majority of referrals were from Family Group Conferences (14 of 45); Police (10 of 45); schools (8 of 45); and government agencies (8 of 45). See Figure 4.

Figure 4 Referral source



The process for referring rangatahi to the programme remained unchanged throughout the three-year period. When youth were referred to He Waka Tapu, the referral agency was asked to provide any information they had about the rangatahi e.g. psychological assessments, psychiatric assessments, offender reports and court reports.

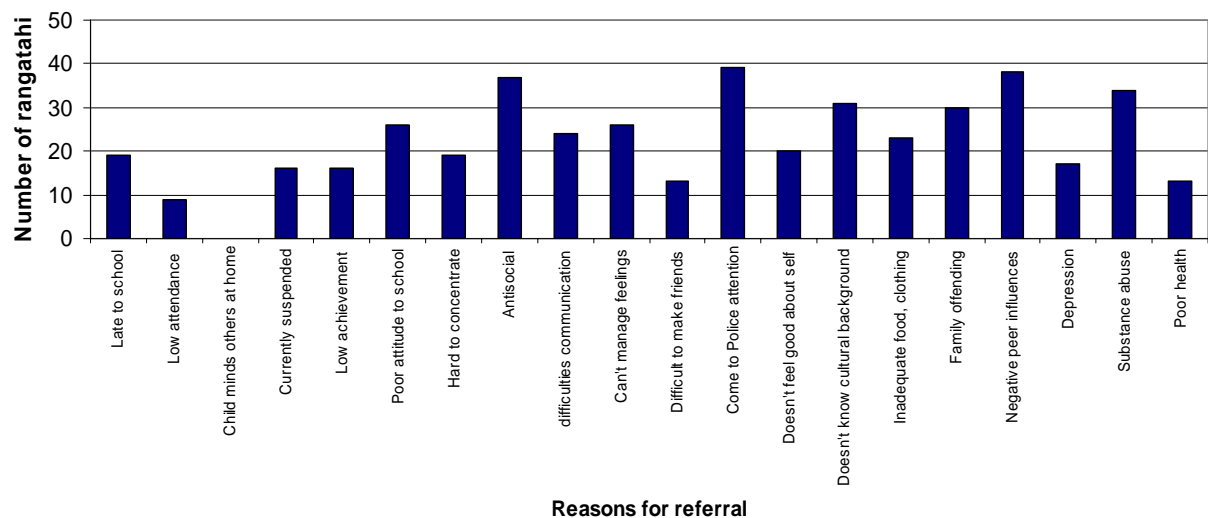
If referrals clearly met the entry criteria the administration team would book the rangatahi an initial interview with the youth worker. In some instances He Waka Tapu required clarification or additional information about the referral, in which case it would be referred to the Youth Services Co-ordinator who would follow up with the referral agency. Following this, a decision was made about whether or not to accept the referral. However, He Waka Tapu stated that they rarely turned people away and endeavoured to place referrals with another in-house team if they did not meet the criteria for this project.

Reasons for Referrals

As part of the referrals process, referral agencies were asked to complete a form that identified the reasons for referring the rangatahi to the programme. There were four broad categories included in the form: school; identity; social presentation; and health. Of the 42 rangatahi accepted onto the programme, the most common reasons for referral were 'coming to police attention', 'negative peer influence' and 'antisocial behaviour' (see Figure 5).

¹¹ Agency not specified in six-monthly reports.

¹² Youth Specialty Services is attached to Hillmorton Hospital.

Figure 5 Reasons for referral

Programme Delivery

The Violence and Abuse Intervention programme was primarily a counselling service that focused on addressing issues of violence. The programme approach, which staff said was informed by national and international research, was based on the premise that keeping rangatahi busy and focused on legitimate activities was likely to improve life outcomes, and reduce opportunities for, and interest in, offending.

Initial Interview

When rangatahi joined the programme He Waka Tapu staff initially focused on building rapport to ensure that the young person felt welcome, comfortable and consequently more motivated to actively participate in the programme activities.

The initial interview session took approximately 30 - 45 minutes, the purpose of which was to collect basic information such as contact details, identify whānau/support people, explain the philosophy of He Waka Tapu, and meet members of the team. Rangatahi were encouraged to bring support people to the meeting if they chose.

He Waka Tapu used an assessment tool called the 'Naïve Enquirer', which is part of a Narrative Therapy approach which HWT described as an internationally recognised model of practice. Naïve Enquirer was used to assess level of motivation, reasons for attending the programme, and level of interest or desire to participate in the programme.

At the first session rangatahi were required to sign a consent form/contract which allowed He Waka Tapu to collect relevant personal information about rangatahi from other agencies, and collate information about their involvement in the project. It also ensured that, if necessary, an independent auditor could review the files. The form also outlined expectations of rangatahi with regards to attending sessions to complete the programme.

Needs Assessments

The needs assessment phase took a number of weeks and included a comprehensive risk assessment, where He Waka Tapu explored propensity to re-offend, and any self-harm/suicidal tendencies that rangatahi had. During this assessment period HWT also gathered information about the rangatahi upbringing (e.g. whether they were raised by their natural parents, adopted parents, or had been in foster care); their knowledge of Māoritanga and te reo; information about the whānau; whether they were involved with other agencies or programmes; whether they had any court orders; their history of drug and alcohol use; and their sexual health.

HWT also assessed the education history and whether the rangatahi had any problems with literacy or numeracy.

Development and Implementation of Case Plans

Following the assessment phase, the caseworker, rangatahi and his whānau developed a detailed individual case plan. There was no timeframe attached to the overall plan, but specific tasks had timeframes attached.

Rangatahi met with the caseworker on a regular basis to review the case plan and monitor progress towards goals. The frequency of meetings ranged from between weekly to monthly, dependant on the needs of the rangatahi. Typically, meetings were held on a weekly basis because it gave rangatahi time to work on their allocated tasks and it allowed them time to think about issues that could be addressed in counselling if required/needed.

For complex cases, He Waka Tapu used an intensive case management approach where the youth worker met with the clinical team each week to discuss best practice and to identify ways to deal with the difficult and complicated issues. The case management approach ensured that a range of perspectives were included in the plan. The meetings were documented and recommendations were noted in case files, however the evaluators were not given access to view these files.

Group sessions were introduced by a new caseworker during the programme, which was a way of seeing more rangatahi and progressing things more quickly.

On occasion He Waka Tapu referred rangatahi to other agencies but only if there was a need for specialist involvement. The majority of these referrals were to alcohol and drug counsellors such as Waipuna Youth and Community Trust¹³ and the Community Alcohol and Drug Service.

Contact Hours

As part of the six-monthly reporting HWT was required to monitor the number of contact hours spent with rangatahi, whānau, or with agencies. Overall, the caseworker spent 58 per cent of his time working directly with rangatahi, whānau members and/or other agencies. The remaining 42 per cent of time was spent on non-contact activities.

¹³ Waipuna Youth & Community Trust is a child and family social service agency providing young people between the ages of 14 – 25 years, and their families, with support and opportunities for change.

Analysis of five six-monthly reports over the three-year evaluation period indicated that approximately one-third of the caseworker's contact time was spent in individual sessions with rangatahi. A similar amount of time was spent with rangatahi in group sessions. A further fifth of the caseworker's contact time was spent in joint sessions with the rangatahi and whānau members (see Table 2).

Table 2 Contact hours with rangatahi, whānau or agencies

Contact hours	Total hours	Per cent
Rangatahi – individual sessions	629	32
Rangatahi group wananga	624	31
Rangatahi and whānau together	422	21
Referral agency	174	9
Whanau only	85.25	4
Other agencies	65	3
Total	1999.25	100

In addition to the time spent working with rangatahi, whānau and other agencies, hours of non-contact time was also recorded. Half of the non-contact time was spent in training and networking with other agencies, with almost a fifth spent on case management. See Table 3 for a breakdown of non-contact hours.

Table 3 Non-contact activities by HWT caseworker

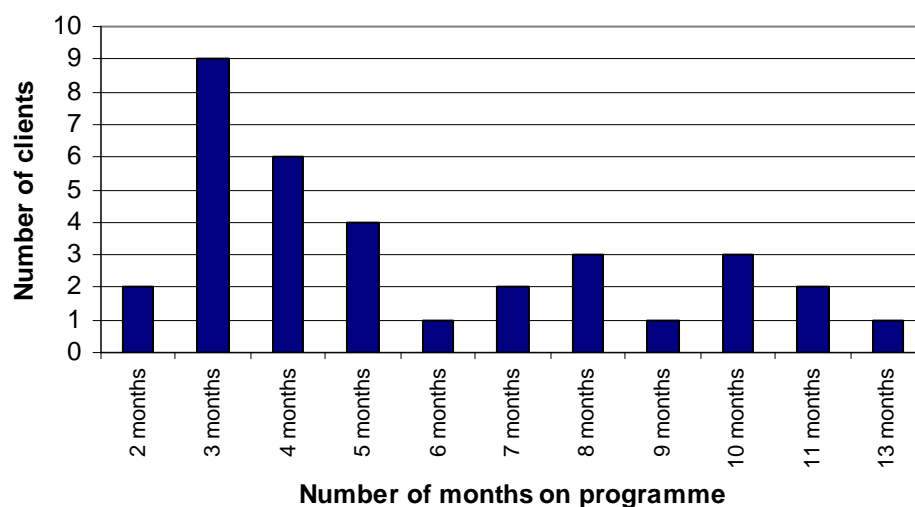
Non-contact hours	Total hours	Per cent
Training	382	26
Networking	360	25
Case management	260	18
Staff meetings	217	15
External supervision	104	7
School presentations	17	1
Public holidays/annual leave	110.5	8
Total	1450.5	100

Length of Time on the Programme

The length of time that a rangatahi was involved in the project depended on their individual needs and the goals that were set in their case plans. However, He Waka Tapu expected the timeframe to be no longer than 12 months and the contract between HWT and the funding agencies stated that rangatahi should be on the project for a maximum of 12 months. There was no minimum period specified in the contract.

As at December 2005, the HWT database recorded that 34 of the 42 rangatahi had exited the programme. Duration of the programme ranged between two months to 13 months. Approximately a third of all exited rangatahi spent 3 months or less on the programme (see Figure 6).

Figure 6 Number of months that exited rangatahi spent on the programme



At the formative evaluation stage, He Waka Tapu stated that they intended to conduct a debrief session and an exit interview when rangatahi completed the programme, and that they also intended to implement a six-month follow-up process. It is not clear whether either of these were implemented.

Additional Services and Activities

He Waka Tapu provided a number of other services to rangatahi beyond the contracted programme but within the over-riding goal of whānau ora (family well-being). These included a free specialised health assessment undertaken by a registered nurse who incorporated a basic mental health screen, a basic alcohol and other drugs screen, and other basic checks such as blood pressure readings. A fitness assessment was also included, from which a health plan was developed specifically for the rangatahi.

The manager of He Waka Tapu described these additional goals as all focused towards the same aim as the Violence and Abuse Intervention programme, namely moving people towards their taumata whakakitenga¹⁴, where they can see options and make their own decisions.

A mothers' group was also established as the mothers of rangatahi would often wait at the HWT venue while their sons were participating in a session. The group provided support for common parenting issues that mothers were experiencing and also provided an opportunity for mothers to korero.

¹⁴ The term 'taumata' can be used to mean 'the brow of a hill, pinnacle, or fulfillment of a vision'. The term 'whakakitenga' can be used to mean 'showing or revealing'. The term 'taumata whakakitenga' is therefore used to refer to 'the point where one is able to see things with clarity'.

Case Studies

As part of the evaluation case studies were used to explore the services of the Violence and Abuse Intervention programme in more detail. Four mothers were individually interviewed about the impact of the programme on their sons, and a joint interview with a rangatahi and his mother was also conducted. The caseworker was also interviewed about each of the rangatahi.

The four case studies focus on rangatahi who had exited the programme at the time of the interviews.

Case Study 1: Tamati

Tamati was 12 years old at the time he joined the HWT Violence and Abuse Intervention programme. He lived at home with his mother and one sibling in a low socio-economic area of Christchurch. Tamati's older sibling lived with another whānau member and therefore the brothers had irregular contact. Tamati did not have any contact with his father.

Tamati was referred to HWT by his mother because she had become increasingly concerned about his angry attitude and violent behaviour, which was having a detrimental affect on his relationships with his whānau and his achievement at school. Prior to joining the HWT programme Tamati had participated in cultural programmes and wananga at the local marae, however his mother felt these had not made any real difference to his behaviour. Tamati's mother had an existing relationship with HWT as a result of attending a parenting course, and consequently she believed that they might be able to positively influence Tamati's behaviour.

When Tamati joined the Violence and Abuse Intervention programme the caseworker conducted a Needs Assessment which identified a range of factors that contributed to Tamati's antisocial and violent behaviour.

Tamati's home environment was not ideal, with strained relationships between him and his mother and sibling. He lacked respect for his mother and fought physically and verbally with his sibling. Although Tamati's mother had attended a parenting course, she found it difficult to establish behavioural boundaries in the home, and her children often ignored her wishes and instructions, and did whatever they wanted to do. The caseworker stated that Tamati was "the boss of the house". In addition, Tamati lacked positive male role models as his father was not involved in his upbringing, and he rarely saw his older brother.

Tamati also believed he had a mental health problem, but had been unable to obtain a professional medical assessment or diagnosis. Consequently he felt "let down by the mental health system" and had not been able to identify ways of addressing or remedying the problem.

Tamati's attendance at school was erratic prior to joining the programme, and continued to be inconsistent while he was on the programme. He had poor relationships with his teachers, and also had unstable relationships with fellow students. During his time on the programme Tamati was stood down from school for fighting with another student. His friends, many of whom lived in the same suburb as Tamati, aspired to be gang members and thus supported and encouraged his offending and violent behaviour.

The HWT caseworker felt that as some of Tamati's problems stemmed from the difficulties he faced at home, it was important to include Tamati's whānau in discussions about developing a case plan and setting goals. Essentially Tamati had a two-step case plan, including a weekly group counselling session for a period of two months, followed by a wananga. Much of the focus of the case plan was on assisting Tamati to deal with his anger and violent behaviour by role playing and learning alternative anger management strategies. HWT also encouraged Tamati's mother to attend the Mother's Group to assist her develop additional coping skills and gain more control in the home.

Tamati only remained on the programme for a period of two months. Initially he attended the programme regularly; however he did not respond well to the role playing activities that were a core part of his programme and he decided to stop attending. Despite encouragement from his mother he refused to attend the programme again. A close friend of Tamati's also withdrew from the programme at the same time, which may have contributed to his desire to leave.

Although Tamati exited earlier than planned from the programme, his mother continued to participate in the Mother's Group as she found it useful to have the support of other mothers who were experiencing difficulties with their sons. The discussions she had with other mothers, and the coping techniques she learned, helped her to better manage her relationship with Tamati. As a consequence of this, and Tamati's brief involvement in the programme, the relationship between mother and son strengthened.

Following his exit from the programme Tamati was accepted back into school and the caseworker had heard that he had become more settled and focused on his school work.

Case Study 2: Mark

Mark was 13 at entry to the programme and lived with his parents and siblings in a low socio-economic area in Christchurch. His family life was unsettled and he had poor relationships with his parents and siblings. He fought regularly with his family, and following a particularly verbally abusive argument between him and his mother, he ran away. Mark's older sibling had drug and alcohol issues, and there were signs that Mark was headed in the same direction.

In addition to the difficulties at home, Mark was fighting with fellow students and repeatedly getting into trouble at school. At the time he joined the programme he had been stood down from school for assaulting a student.

Mark was referred to the Violence and Abuse Intervention programme by his whānau, who had been involved with HWT previously when his sibling's drug and alcohol problem became evident. The school also supported Mark's referral to the programme as they were keen to see him learn to manage his violent and aggressive behaviour so that he could be reintegrated back into the school system.

The case worker met with Mark and the whānau to develop a case plan, which included weekly group counselling sessions and a wananga. The primary aim of the plan was to facilitate Mark's return to school by assisting him to develop anger management strategies. The plan also emphasised the importance of whanaungatanga (kinship) and decision-making as a family unit, and built on Mark's strong cultural connections and his interest in waka ama, kapa haka

and waiata. Mark's mother also attended the Mother's Group for support, so that the case worker could monitor her safety.

Mark regularly attended the Violence and Abuse Intervention programme for a period of ten months. During that time the caseworker checked every morning with Mark's mother to confirm whether he went to school. This was also supported by the truancy officer who followed up whenever Mark was away from school without a legitimate reason.

One day Mark decided to stop attending the programme as he felt he no longer had a problem. His whānau disagreed with his decision and encouraged him to continue attending but were not successful in changing his mind.

Although Mark had exited the programme, his mother continued to participate in the Mother's Group as she found it useful to have the support of other mothers who were experiencing difficulties with their sons.

At the time of the interview Mark was regularly attending school.

Case Study 3: Ben

Ben was 15 years old when he joined HWT and had an unsettled family life as a result of his parents' acrimonious divorce and subsequent custody battle. At the time of the interview Ben lived with his father, who had been awarded interim custody, in a low socio-economic area of Christchurch. Previously he had moved several times between his parents, who lived in neighbouring towns. Consequently Ben had repeatedly changed schools, and by the time he had reached 5th form was in his third high school and in a neighbourhood where he did not know anyone.

In addition to the unstable family environment, the whānau had a history of violence, and Ben was becoming increasingly angry and violent himself. The target for his violent behaviour was most often his sibling.

Ben had poor health which affected his attendance at school. In 2005 he was absent from school for 130 days as a result of a chronic illness which was not diagnosed until some months after he was first unwell.

Ben was also a heavy smoker, averaging a 50g pack of tobacco a week. To support this habit, Ben stole tobacco and cigarettes which he on-sold to other students. He had been caught by the school on several occasions and had received numerous detentions as a result. When his mother found out about the stealing she rang the Police and notified Child, Youth and Family about his behaviour.

Ben was referred to the Violence and Abuse Intervention programme by his mother because she had become increasingly concerned about his violent behaviour towards his sibling, and his offending behaviour. She chose HWT specifically because she wanted him to be involved with a Māori service.

When Ben first joined the programme the caseworker held a whānau hui, following which an action plan was developed. The plan focused on culturally appropriate activities. The

intention was that Ben would attend individual and group counselling sessions and a wananga. Ben's mother also attended the Mother's Group.

Ben attended the group counselling sessions sporadically over a period of three months, and generally demonstrated a lack of motivation and was often disruptive. However, the case worker said that over time Ben "opened up" and become more insightful and reflective. Ben's mother said that he did not have the opportunity to attend individual counselling sessions despite being on a waiting list for some time.

Over the three months Ben's attendance became less frequent and eventually he stopped attending the programme at all. Around the same time he left home to board with a friend of the family. He also left school and began attending a work incentive programme with Child, Youth and Family, while looking for fulltime employment.

Ben is reportedly more settled now, and appears to be happy in his current living arrangement. His mother felt that the support provided by HWT was "awesome" and that they had done a good job liaising between Ben and other agencies such as Child, Youth and Family.

Case Study 4: Matiu

Matiu was 12 years old at entry to HWT and lived at home with his mother and two younger siblings. In general his relationships with his whānau were positive and he had a strong relationship with his mother, and was willing to listen to her advice and guidance. However, Matiu's mother was concerned about the anger management problems he had exhibited since he was a young boy, and she became increasingly concerned when he assaulted a fellow student at school and was stood down.

Matiu's mother was proactive in seeking help for her son because she was concerned about his behaviour and felt that the earlier it was dealt with the more likely it would be that Matiu would make positive change in his life. She sought to enrol Matiu with HWT when he was ten years of age, but at that time he was ineligible for the programme because he was too young. When she referred him a second time, a couple of years later, the application was supported by the Deputy Principal from Matiu's school.

Matiu was initially reluctant to join the Violence and Abuse Intervention programme, but following the first meeting with the case worker he felt more positive about it and he felt like he had a rapport with the caseworker, who he said was "cool". The caseworker, Matiu, and his whānau agreed on an action plan that focused on reintegrating Matiu into school and strengthening his cultural connections. Matiu attended weekly group counselling sessions and a wananga. Matiu's mother also attended the Mother's Group.

Matiu was on the programme for a period of four months. He particularly enjoyed the group counselling sessions, through which he learned to make positive choices and changes to his behaviour.

Matiu also had strong support networks in the wider community which helped him make positive changes in his life. He was a promising sportsman and played for a top sports team for Canterbury. This extracurricular activity provided him with a focus and an interest.

When Matiu exited the programme he had started back at school and teachers reported that he was making steady progress. His mother also reported that his attitude towards others had significantly improved.

Section 6: Outcomes of the Violence and Abuse Intervention Programme

Section 6 discusses the extent to which the He Waka Tapu Violence and Abuse Intervention programme achieved its intended outcomes. To reiterate, the aims of the programme were as follows:

- improving life outcomes;
- improving educational outcomes;
- improving interagency coordination;
- reducing offending; and
- reducing the seriousness of offending.

Interviews with HWT staff, rangatahi and stakeholders, and six-monthly reports were analysed to assess the extent to which there had been improvements in life outcomes, 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.

Overall, it was difficult to assess any outcomes for rangatahi given the inability to access and review case plans and case management files as HWT was in the process of upgrading all hard files onto an electronic database. Without these hard files, it was difficult to ascertain what needs existed as a result of the initial needs assessments, and how HWT provided specific interventions to improve these needs.

Aim 1: Improve Life Outcomes

The Violence and Abuse Intervention programme was funded for a period of three years. As identified earlier, rangatahi could stay on the programme for a maximum of 12 months; however the majority of exited rangatahi (21 of 34) stayed on the programme for a maximum of five months, with two rangatahi staying as little as two months. The limited length of time that rangatahi spent on the programme means that it was difficult to assess the extent to which there had been an improvement in life outcomes.

During their involvement in the programme it was likely that rangatahi were also involved with other social service organisations or agencies. Therefore the limited time on the programme and the additional services that may have been accessed within the community makes it difficult to assess the extent to which HWT had contributed to changes in life outcomes, as other factors may have influenced any change.

However, there are factors that may be considered indications of progress towards more positive life outcomes. The evaluators referred to the six-monthly reports as an indication that caseworkers had helped set up interventions with the intention that it would lead to improved

life outcomes. These activities included: reintegration into the education system; rangatahi enrolling in courses; rangatahi moving into the workforce; rangatahi joining new sporting and cultural groups. During the three-year evaluation phase HWT began to use group sessions for tāne rangatahi. This may have also impacted on the extent to which individual clients were provided with specific goals - as the class activities may have become more generic. Again, the inability to review case plans makes it difficult to assess the merit and or success of this approach.

During the Violence and Abuse Intervention programme a mother and son session was held which was also attended by the evaluators. At this hui, rangatahi from the group introduced themselves to the rest of the group with a mihi. This was the first opportunity that the mothers had to witness their sons' mihi, as well as to discover that their sons had learnt their whakapapa through HWT. For young Māori, this awareness of their history and sense of belonging helped with personal identity and confidence. It was also evident that the mothers in the group were very proud of their sons' development.

Aim 2: Improve Educational Outcomes

Within the six-monthly reports, HWT was required to provide reasons for referral to the programme. Education was commonly identified as one of the reasons - late to school, low attendance, suspension/exclusion, low achievement, poor attitude, difficulty in concentrating.

Based on the six monthly reports, and information presented in the case studies, there was evidence that caseworkers had helped to reintegrate rangatahi back into the education system, and had helped others to enrol in courses.

Aim 3: Improve Interagency Coordination

Given the range of organisations and agencies that are often involved with at-risk young people, one of the aims of the Violence and Abuse Intervention programme was to improve the coordination of the agencies who deal with rangatahi in an effort to provide a more integrated, cohesive response to the issues.

A total of eleven key stakeholders were interviewed about their knowledge of the Violence and Abuse Intervention programme and their views about the relationships HWT staff had established with other agencies and organisations, as well as with the wider community. Stakeholders included representatives from Christchurch City Council, Christchurch Police, Child, Youth and Family, a local high school, a Māori immersion school, the Mental Health Foundation, and Hillmorton Hospital.

All respondents indicated that they and the organisation they represented had positive relationships with He Waka Tapu, and they were confident that positive partnerships would continue. Stakeholders stated that the staff were approachable, with the majority saying they had weekly contact.

All of the respondents were positive about the opportunities to be involved in the programme, and stated that the programme sought ways to work collaboratively with other agencies and to utilise the skills and experience available within the community. As a consequence of HWT's willingness to include other agencies in the programme, stakeholders felt that relationships had become stronger and they were developing a more coordinated approach to dealing with troubled youth. For example,

The impact that HWT has not only had or shared with the Mental Health Foundation but the wider community is being able to collaborate, and having those strong foundations.

The Violence and Abuse Intervention programme has developed strong community support and robust links with the stakeholders, particularly Māori providers. All respondents thought that the programme had made a valuable contribution to the community. In particular respondents felt that the emphasis on cultural concepts of Te Ao Māori and whakawhanaungatanga, and the programme's efforts to include the whole whānau, had a positive impact that extended beyond the whānau and into the wider community.

Respondents did identify challenges that they believed the Violence and Abuse Intervention programme had faced, or were likely to face in the future. All identified that time was an issue when dealing with the range of problems that many rangatahi presented with. It takes a significant investment of time to effect change.

It's challenging when dealing with years and years of abuse and violence...it's just not a quick fix... but the challenge is for us to accept that and understand that we're not going to get the results we want straight away...whereas we definitely have that mindset and we expect that we've given you this whānau, now fix them.

Respondents also felt that another challenge that HWT had faced was encouraging rangatahi and whānau to keep motivated and committed to the programme.

The youth are fine once they're involved but the challenge is that once there's not a constant contact they tend to go back into old habits...needs to be constant ongoing contact rather than a short burst."

The challenge is for the families to maintain contact with the programme...other challenge is for us to continue to encourage them to stay on the programme...so it is more of a challenge for them.

Aim 4: Reduction in Re-offending

This section discusses the number of offences, and types of offences committed by exited and current rangatahi on the HWT Violence and Abuse Intervention programme.

Offending committed 12 months prior to, during the programme and within 12 months of exiting the programme are compared. Graphs and tables present these findings under each of the relevant headings. Offending data was obtained from the Police NIA records and does not include undetected crime.

As discussed in the methodology section, the analysis of the offending information needs to be considered with several caveats in mind. First, because it was not possible to compare the rangatahi with an identical group of young offenders who were not on the programme, it was not possible to determine the extent to which changes in offending were due to the HWT programme or other factors. Increases or decreases in offending may have been affected by a number of events occurring in young people's lives, of which the programme was only one. Second, being on the programme may mean that offending more readily came to notice, as the young people were under greater surveillance. Third, offending prior to the programme may not have come to Police attention and may not have been 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. 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 12 Months Prior to, During, and Post Programme

The HWT Violence and Abuse Intervention programme was contracted to provide services for tāne Māori with a history of violence and abuse, particularly an offending history.

Of the 42 rangatahi who were enrolled on the HWT Violence and Abuse Intervention programme, 25 had offending records on NIA. Of these, 18 had exited the programme at the time of the outcome evaluation.

Of the 25 rangatahi with NIA records, the majority (19 of 25) had recorded offending prior to joining the programme. Just under half (10 of 25) offended while on the programme. Of the 18 clients who had exited the programme, over two-thirds (14 of 18) re-offended within 12 months of exiting the programme.

A total of 385 offences had been committed at the time the data was collected in May 2006. Of these, 141 offences were committed 12 months prior to entry, 87 were recorded during the programme, and the remaining 157 offences were committed by the 18 exited clients within 12 months of exiting the programme.

Detailed breakdown of offending of exited rangatahi

Figure 7 depicts the offending patterns of the 18 exited clients. Overall, the offending patterns of the 18 exited rangatahi indicate that 7 committed more offences 12 months prior to entry, than during or after exiting the programme. One rangatahi committed more offences while on the programme, and 9 committed more offences in the first 12 months after exiting the programme than they had prior to, or during the programme. One rangatahi committed 11 offences prior to and during, and five offences post the programme.

The number of offences committed by each exited rangatahi varied between 0-32 offences 12 months prior to entry, 0-25 offences during the programme, and 0-40 offences within the first 12 months of exiting the programme.

Figure 7 NIA offending records of exited rangatahi

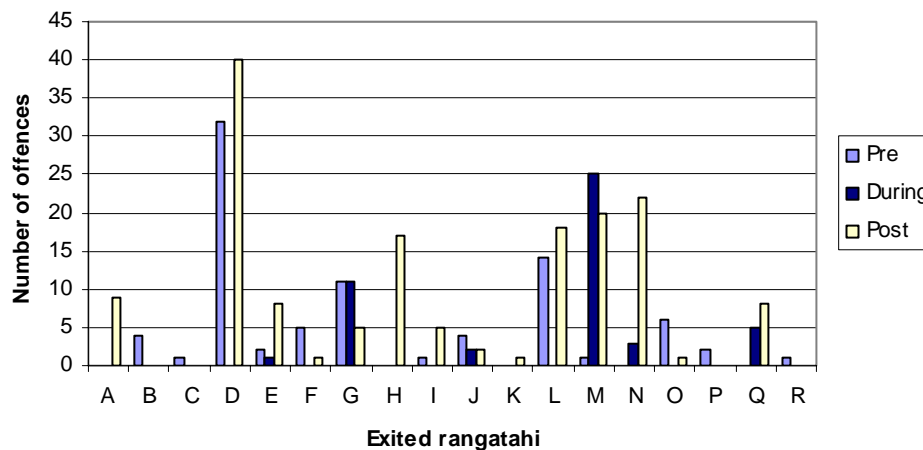


Table 4 details the average number of offences per month, per exited rangatahi for the 12 months prior to joining, during the programme¹⁵, and in the first 12 months of exiting the programme. The overall average number of offences committed by rangatahi declined while they were on the programme, but on exiting HWT the average number of offences committed by rangatahi increased to more than those recorded 12 months prior to entry.

¹⁵ The number of offences were divided by the number of months each rangatahi was on the programme.

Table 4 Average number of offences 12 months prior to, during, and 12 months post the programme per exited rangatahi

Rangatahi	Average number of offences per month, 1 year prior to entry to HWT	Average number of offences per month during HWT¹⁶	Average number of offences per month 1 year post HWT
A	0	0	0.75
B	0.33	0	0
C	0.08	0	0
D	2.67	0	3.33
E	0.17	0.25	0.67
F	0.42	0	0.08
G	0.92	1.38	0.42
H	0	0	1.42
I	0.08	0	0.42
J	0.33	0.18	0.17
K	0	0	0.08
L	1.17	0	1.5
M	0.08	2.5	1.67
N	0	0.6	1.83
O	0.5	0	0.08
P	0.17	0	0
Q	0	0.56	0.67
R	0.08	0	0
Average number of offences per month per rangatahi	0.39	0.30	0.73

Detailed breakdown of offending committed by current¹⁷ rangatahi

Figure 8 depicts the offending patterns of the 7 current rangatahi¹⁸. Four rangatahi committed more offences 12 months prior to joining the programme, while the remaining three rangatahi had committed more offences during the programme.

Offending rates of each rangatahi varied between 0-18 offences 12 months prior to joining the programme, and 0-24 offences while on the programme.

¹⁶ The number of offences were divided by the number of months each rangatahi was on the programme.

¹⁷ 'Current' rangatahi refers to young people still on the programme at the time of the data collection.

¹⁸ NIA data was extracted in May 2006 therefore the offending of current clients was up until and including this month.

Figure 8 NIA offending records of current rangatahi

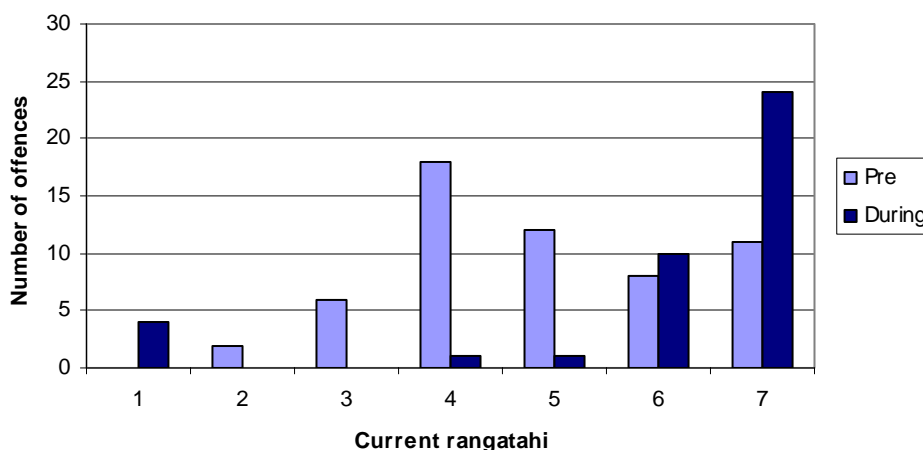


Table 5 details the average number of offences per month, per current rangatahi for the 12 months prior to joining, and during the programme. The overall average number of offences by rangatahi shows that the average number of offences committed by rangatahi decreased when they were on the programme.

Table 5 Average number of offences 12 months prior to, and during the programme per current rangatahi

Current rangatahi	Average number of offences per month, 1 year prior to entry to HWT	Average number of offences per month during HWT ¹⁹
1	0	0.33
2	0.17	0
3	0.5	0
4	1.5	0.11
5	1	0.11
6	0.67	0.83
7	0.92	1.85
Average number of offences per month per rangatahi	0.68	0.46

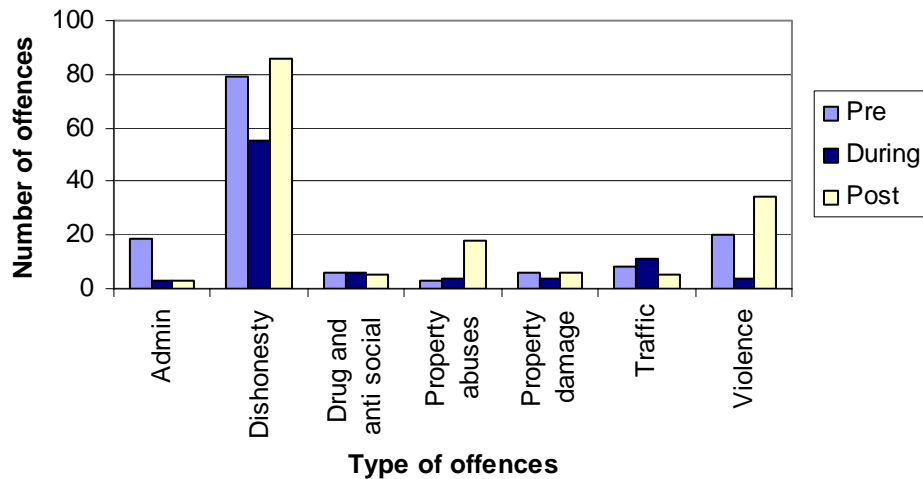
Types of Offending

Figure 9 illustrates the type of offences that were committed by rangatahi 12 months prior to entry, during the programme and within the first 12 months of exiting the programme. Overall, the most common offence for both current and exited rangatahi was dishonesty (57 per cent or 220 of 385). Violent offences were also common (15 per cent or 58 of 385). More administrative offences were committed by rangatahi prior to entry, while more traffic offences were recorded while rangatahi were on the programme. Offences by rangatahi for dishonesty,

¹⁹ NIA data was extracted in May 2006 therefore the offending of current rangatahi includes recorded offences up to, and including this month.

property abuse, and violence increased within the first 12 months of exiting the programme. Offending relating to drugs and anti-social behaviour remained the highest both prior to and during the programme, while property damage peaked at both entry to, and within the first 12 months of exiting the programme.

Figure 9 Types of offences committed by exited and current rangatahi



At times, rangatahi came to the attention of Police for incidents that were not related to offending. In total, sixteen rangatahi came to the attention of Police for 67 incidents²⁰. These incidents included persons acting suspiciously, domestic disputes, juvenile complaint, missing persons, recovery of motor vehicles, summons, failing to appear on warrant, and other service requests.

The number of rangatahi with recorded offending histories prior to entering the programme was lower than expected given the eligibility criteria for the programme specified a previous history of offending, particularly violent offences. Therefore the analysis on whether offending patterns relating to violence changed as a result of the HWT intervention programme was limited. However, it is important to note that violent behaviour would not always come to the attention of Police as it can often include unreported domestic violence towards partners, parents and siblings, and in schools, or with groups of youths. However, the number of violent offences did increase for rangatahi that had exited the programme.

The most common type of recorded offending was 'dishonesty', although HWT intended to work with rangatahi on issues of violence and abuse. However, it has been noted that the HWT programme had difficulty obtaining the offending histories of the rangatahi, and was therefore reliant on self disclosure and referral reasons pertaining to the need for violence and abuse interventions.

²⁰ Incidents are matters other than offending for which individuals have come to the attention of Police, so they have not been included in the offending analysis.

The majority of exited rangatahi committed fewer offences while on the programme, but offending increased again within the first 12 months of exiting. Of the seven current rangatahi, four had reduced their level of offending during the programme. Given the limited time rangatahi were involved with HWT, and the small number of clients, it is impossible to illustrate a definitive change in the level of offending of rangatahi on the HWT programme.

Aim 5: Reduction in the Seriousness of Offending

As mentioned in Section 3, a Seriousness of Offence Scale was used to calculate whether the seriousness of offending changed over time. The seriousness scale was developed by the Ministry of Justice to enable offences to be ranked in terms of their relative seriousness (MoJ, 2005). It 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.

For each offence a seriousness score was allocated. The total score within each period was added, and divided by the number of offences, to give the average seriousness of offences committed by each rangatahi, prior, during and within the first 12 months of exiting the programme. The average seriousness score of all rangatahi was calculated to see whether there was a change in the seriousness of offending as a group.

Exited rangatahi

Table 6 indicates that exited rangatahi were, on average, committing less serious offences once they were on the programme, and continued to commit less serious offences within the first 12 months of exiting the programme.

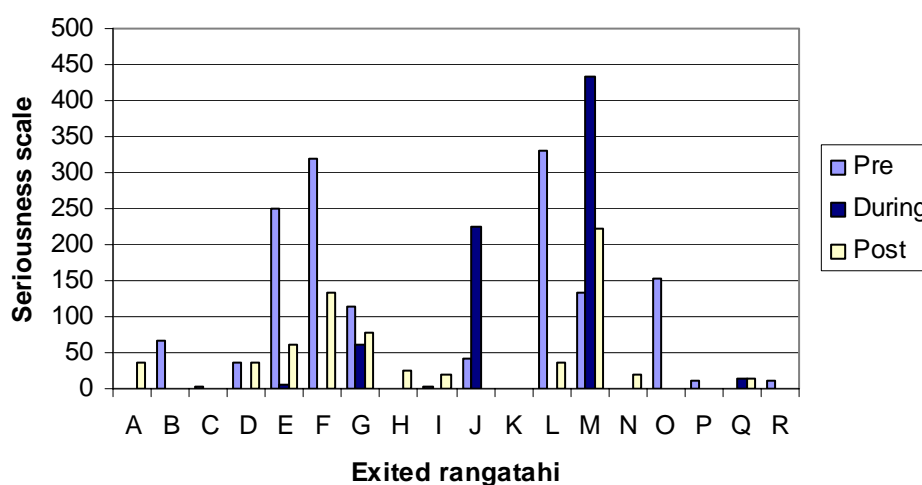
The majority (10 of 18) rangatahi had the highest seriousness score 12 months prior to joining the programme. Two had the highest seriousness of offending score during the programme and five rangatahi had the highest seriousness of offending score within the first 12 months of exiting the programme. The remaining rangatahi had no seriousness score either pre, during, and 12 months post the programme.

When considering the eight (of 18) rangatahi who increased the number of offences committed within the first 12 months of exiting the programme, half (4) also increased the seriousness of offences committed.

Table 6 Average seriousness of offending score by exited rangatahi

Exited Clients	12 months prior to the programme Average Seriousness	During the programme Average Seriousness	12 months post programme Average Seriousness
A	0	0	36
B	67	0	0
C	2	0	0
D	37	0	36
E	251	5	60
F	320	0	133
G	115	60	77
H	0	0	24
I	2	0	19
J	41	224	0
K	0	0	0
L	330	0	35
M	133	433	221
N	0	1	19
O	153	0	1
P	10	0	0
Q	0	13	15
R	10	0	0
Overall average seriousness score per exited rangatahi	81.72	40.89	37.56

Figure 10 illustrates the average seriousness score by each exited rangatahi prior to joining the programme, during the programme and within the first 12 months of exiting the programme.

Figure 10 Exited rangatahi seriousness of offending scores pre, during and post the programme


Current Rangatahi

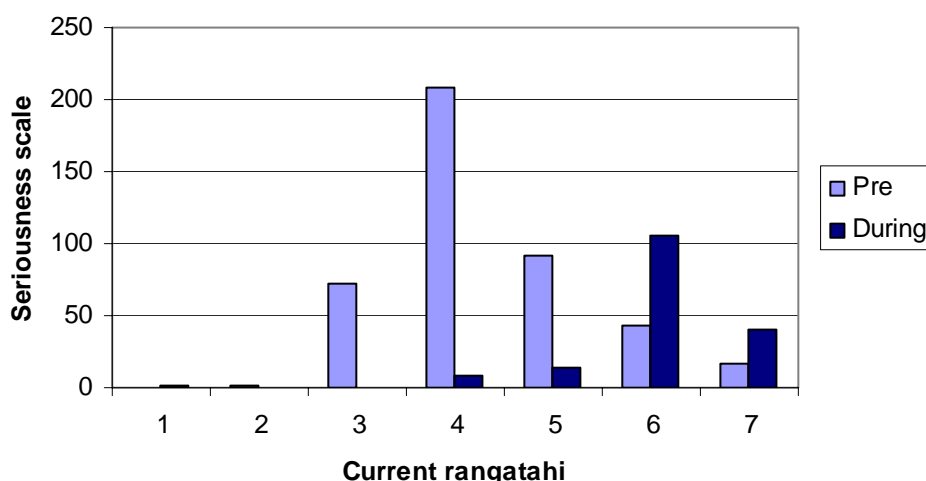
The average seriousness of offending by current rangatahi reduced when they were on the programme. Table 7 depicts four of the seven current rangatahi having committed offences with higher seriousness scores prior to joining, while during the programme three rangatahi committed more serious offences. These three rangatahi also committed more offences.

Table 7 Average seriousness of offending scores by rangatahi still on the programme

Current Rangatahi	Prior to the programme Average Seriousness	During Programme Average Seriousness
1	0	2
2	1	0
3	72	0
4	209	9
5	91	14
6	43	105
7	17	40
Overall average seriousness score per current rangatahi	61.86	24.29

Figure 11 illustrates the average seriousness of offences by current rangatahi 12 months prior to joining the programme, and during the programme.

Figure 11 Average seriousness of offending scores pre and during the programme by current rangatahi



In summary, the overall total score for seriousness of offending declined for both current and exited rangatahi during and post (for exited rangatahi) the programme. Eight (of 18) rangatahi increased the number of offences committed in the first 12 months after exiting the programme. Of these half (4) also increased the seriousness of offences committed indicating that a number of rangatahi continue to be involved in more serious crime.

Of the seven current rangatahi, four reduced the number of offences and also committed less serious offences. The three with increased offending, also increased in seriousness. One more than doubled the number of offences committed during the programme (11 to 24).

Conclusions

This section presents a summary of findings.

Improving life outcomes

The HWT programme was contracted to provide rangatahi with a 12 month intervention programme focusing on Violence and Abuse. The majority of rangatahi were on the programme between two and five months which limited the amount of time in which to engage with the young people. Group sessions were also introduced which altered the emphasis on individualised case plans. In addition, rangatahi may have continued to have support from other social services organisations. All of these factors limited the ability to assess the extent to which improvements in rangatahi life outcomes were attributable to the services of HWT. However, there were indicators that rangatahi had more positive outcomes, including reintegration into the education system, involvement in cultural and sport groups and improved family relationships.

Improving educational outcomes

The need to improve educational achievement was commonly identified as one of the reasons rangatahi were referred to HWT. Although the six monthly reports indicated that HWT had attempted to reintegrate some rangatahi into school, and enrol in courses more detail was not available to see how these goals were implemented and whether rangatahi were committed to achieving them.

Improving interagency coordination

Overall, stakeholders of HWT felt they had positive relationships and regular contact. Stakeholders felt the relationship was becoming stronger and they were experiencing a more coordinated approach to dealing with troubled youth in Christchurch. Stakeholders were particularly supportive of the effort HWT made to include the whānau. There were challenges with improving interagency coordination, and this related to the time it takes to work with young people to effect change and the difficulty in keeping young people committed to change.

Reducing offending and seriousness of offending

The number of rangatahi with recorded offending histories prior to entering the programme was lower than expected given the eligibility criteria specified a previous history of offending, particularly violent offending. While the most common type of offending by exited and current rangatahi was 'dishonesty'.

On average, exited rangatahi committed fewer offences during the programme, but this average increased within the first 12 months of exiting the programme.

Eight (of 18) rangatahi increased the number of offences committed in the first 12 months after exiting the programme. Of these half (4) also increased the seriousness of offences committed.

Of the seven current rangatahi, four reduced their offending and also reduced the seriousness of offending while on the programme, compared with the 12 month period prior to the programme. The three with increased offending, also increased seriousness. One more than doubled the number of offences committed during the programme (11 to 24).

Within the limited time rangatahi were involved with HWT some rangatahi did continue to offend. Therefore it is not possible to establish a reduction in offending and seriousness in the offending by rangatahi on the HWT programme.

Section 7: Wraparound Caseworker Programme

Section 7 provides a detailed description of the Wraparound Caseworker programme, including the demographic information of the rangatahi who participated on the programme and what their participation in the programme encompassed.

Section 7 concludes with four case studies that were used to explore the services of HWT Wraparound Caseworker programme in more detail. Four rangatahi and their whānau participated in interviews, and caseworkers were interviewed specifically about their work with the selected rangatahi.

Development of the He Waka Tapu Wraparound Caseworker Programme

The concept for the Wraparound Caseworker programme was originally developed by Non-Governmental Organisations (NGO) Te Ora Hou Ōtautahi, who recognised the over-representation of Māori and Pacifica people in violent crime, and the shortfall of interventions available in Christchurch – particularly those that catered for young women.

The contract for the delivery of the Wraparound Caseworker programme was initially let to Te Ora Hou Ōtautahi. However, due to changes in staffing the Board of Trustees withdrew their services as they felt they no longer had the capacity to deliver the programme. Following this, the CPU and CCC approached He Waka Tapu to take over the delivery of the programme. He Waka Tapu agreed to provide what came to be known as the He Waka Tapu Wraparound Caseworker programme from 1 April 2004.

The first task for HWT was to recruit a wahine (female) rangatahi worker. When Te Ora Hou held the contract they had twice advertised unsuccessfully for someone to fill this position, and He Waka Tapu initially encountered the same problem. In consultation with CPU, HWT agreed that the programme would sit under the HWT Whanau Ora Team and use the existing staff capacity until such time as a wahine rangatahi worker came on board. This remained the case until the position was eventually permanently filled in August 2004.

Aims of the Wraparound Caseworker Programme

The aims for the Wraparound Caseworker programme were to:

- improve life outcomes for youth accepted onto the programme by improving behaviour and attitudes;
- improve education outcomes of the youth accepted onto the programme;
- improve coordination across agencies when dealing with the youth (and their families) accepted onto the programme;

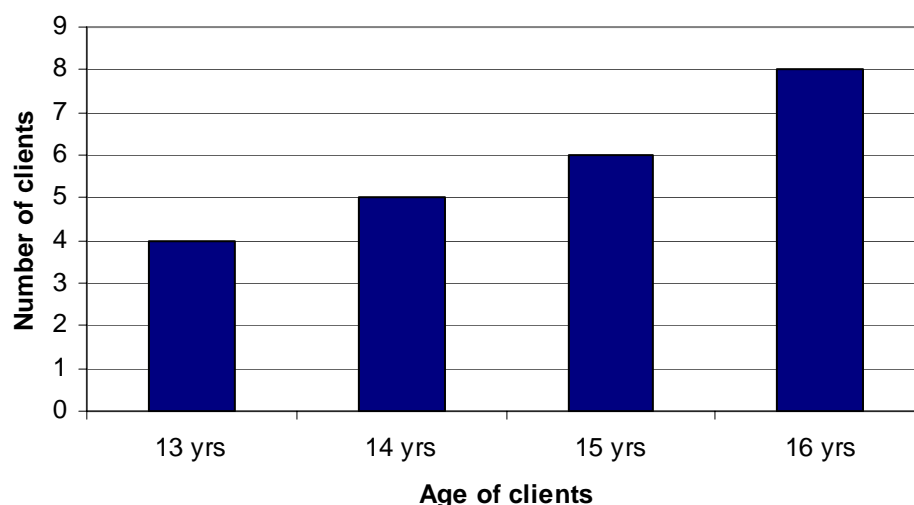
- reduce the rate of violent re-offending by the rangatahi group accepted on to the programme; and
- reduce the rate of general re-offending and/or the level of seriousness of offending by the rangatahi group accepted onto the programme.

Client Information

The He Waka Tapu Wraparound Caseworker programme provided services for females of Māori or Pacifica descent, aged between 12 and 16 years, with a history of violence and abuse. The main reason rangatahi were referred to the programme was for interpersonal violence against siblings and school friends.

A total of 23 rangatahi were accepted as clients onto the programme between October 2004 and August 2005²¹. The rangatahi ranged between 13 and 16 years old (see Figure 12) and all were Māori. Although a focus of the programme was to work with rangatahi with an offending history, only six of the 23 rangatahi had Police NIA offending records. As noted previously in the Violence and Abuse Intervention programme, the absence of offending histories may be a result of violent behaviour not always coming to the attention of Police.

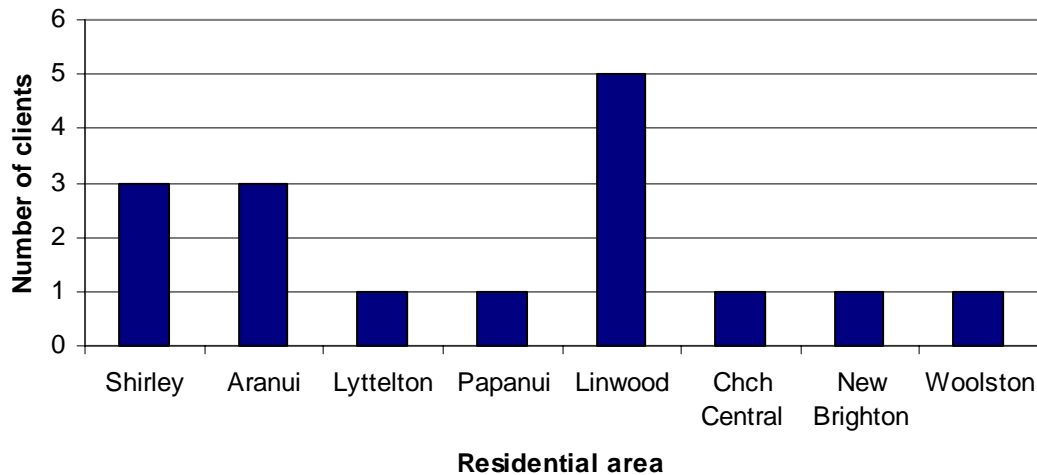
Figure 12 Age at entry to the programme



The target areas for the Wraparound Caseworker programme were rangatahi from Aranui, Linwood, Papanui, and Hornby. The data provided in three six-monthly reports submitted to CPU and Police between April 2004 and June 2005²² indicated that the majority of rangatahi were living in Linwood, and Aranui. Of the 16 rangatahi who had been accepted between April 2004 and June 2005 seven were outside the target location, living in Lyttleton; Christchurch Central; New Brighton; and Woolston (see Figure 13).

²¹ Based on a client list provided by HWT in May 2006

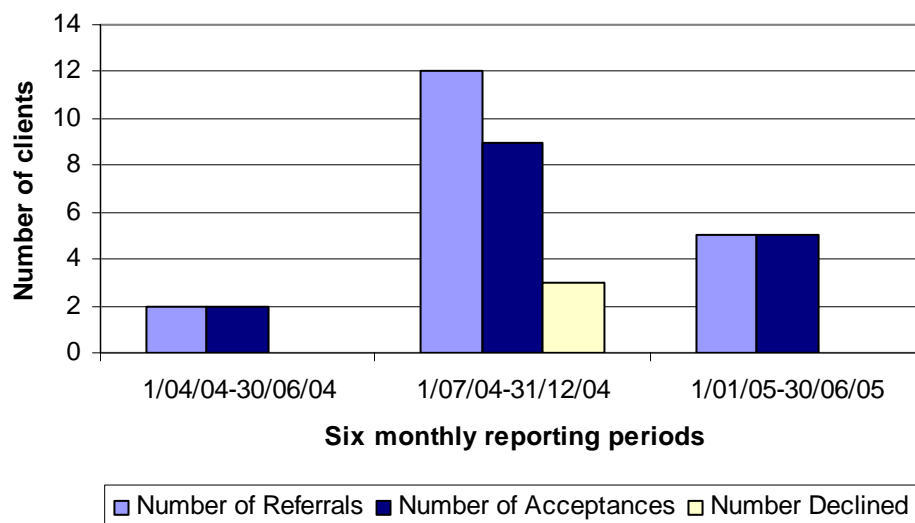
²² The demographic data is from three six-monthly reports submitted to Police and CPU between April 2004 and June 2005 when 16 rangatahi were accepted onto the programme.

Figure 13 Area of residence

Referral and Acceptance to the Programme

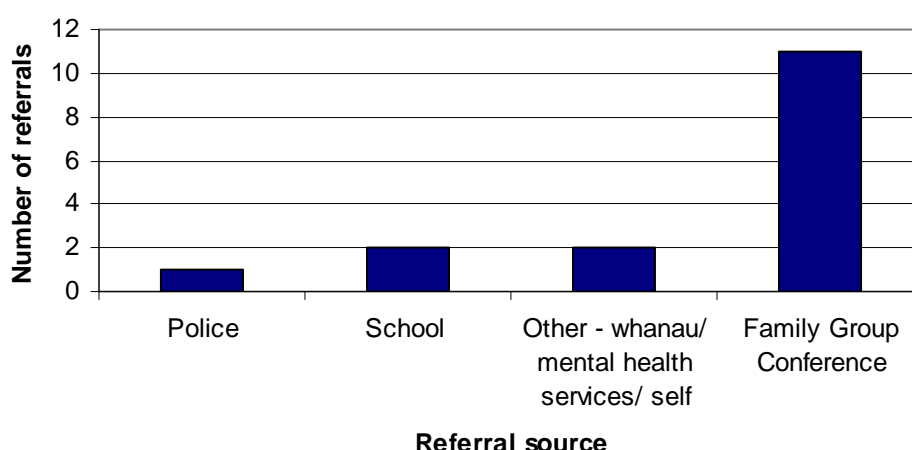
The eligibility of rangatahi was based on whether they met the entry criteria, on information provided through the referral process and on initial meetings with rangatahi and whānau.

Between April 2004 and June 2005 19 referrals were made to HWT, with 16 rangatahi accepted onto the Wraparound Caseworker programme. As noted earlier, the delay in filling the caseworker position contributed to the initially low caseload of the programme. However, during the second six-monthly period (1/07/04 - 31/12/04) when a dedicated caseworker was appointed, the client numbers increased accordingly, with 7 rangatahi accepted and another 5 in the following six-monthly period (1/1/05-30/6/05) (see Figure 14).

Figure 14 Referral information

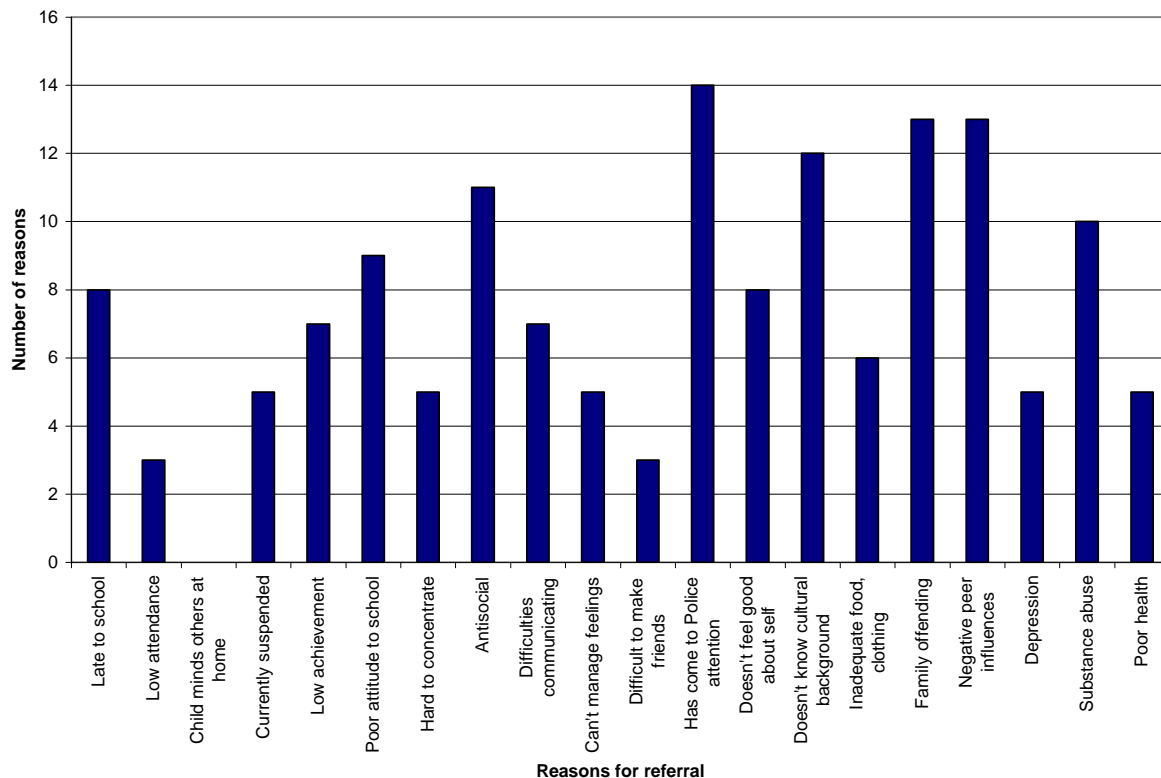
The contract between HWT and Christchurch City Council/CPU stated that the majority of referrals would be made by Police, but also by Child, Youth and Family and other community agencies. However, like the Violence and Abuse Intervention programme, the six-monthly reports indicated that the majority of referrals were a result of Family Group Conferences (FGC) (11 of 19) while two were from schools, two by other agencies, and only one from Police (see Figure 15). Although FGCs were not identified as a key referral group at the outset, it seems that HWT have been able to pick up on a demand for anger management interventions for young women already involved in the youth justice system.

Figure 15 Referral source



As part of the referral process, a form was completed by the referral agency which identified the reasons for referral. Of the 19 rangatahi that were referred to the programme the most common reasons for referral were: has come to police attention; family has a history of offending; negative peer influences; does not know cultural background; anti social; and substance abuse (see Figure 16).

During the evaluation phases, the referral process and acceptance criteria remained the same, with rangatahi presenting with anger management issues, accepted onto the programme between 12 and 16 years old. Young women who did not meet the entry criteria were referred to other agencies, which included Women's Refuge, truancy services, schools, and agencies that were better equipped to deal with self-esteem issues. The HWT Wraparound Caseworker programme did not have a minimum amount of time that rangatahi were required to be on the programme.

Figure 16 Reasons for referral

There were occasions when the caseworker experienced problems engaging with rangatahi, with the most common reason being that they simply did not want to be at HWT. More often, these were the older rangatahi (16 years) and were already living independently. When this happened, the caseworker would refer the client to another agency if there were services that were more appropriate. As a way of ensuring clients remained engaged with the programme, the caseworker adopted a variety of rapport building techniques,

I might take them out... we might go down to the mall, we might have a look at some shops or sit down and get them a coffee or something like that. Something different so that I can engage them again and bring them back in

Other difficulties that were identified by the parents and rangatahi were more logistical, with parents having issues with finding transport, or having to use two different public transport routes to get to the HWT venue.

In terms of the referral process, looking back the caseworker felt that the process could be improved by the initial referrer working more collaboratively in an ongoing capacity with HWT. The caseworker wanted a more comprehensive and unified approach by the different organisations that shared rangatahi, by each knowing what the other were doing. The caseworker also suggested having the opportunity to present a comprehensive background of each rangatahi to the Youth Court Judge to allow them to have a greater understanding of their home environment and life experiences. The caseworker felt this would enable the complexity of their lives to be incorporated into choosing the appropriate services to address their underlying issues and experiences,

... They have got horrific stories these girls, horrific. I mean they are not going to change overnight these girls, they need more than once a week [interventions], and you need to build a relationship with these girls, especially Maori

Programme Delivery

Development and Implementation of Caseplans

Once a rangatahi was accepted onto the programme they were initially offered a 10-week programme, which was used to engage with rangatahi, after which the caseworker reviewed the process to consider ongoing involvement with HWT.

I have found over the last couple of years that I have had to do something where they can see that there is an end, and I find that works for me. I find that they come on board when I have a set programme for them.

Details of the 10 week programme were not provided by HWT. However, HWT also provided a nine-week programme in two schools, which, we understand, is similar to the programme that HWT provides to rangatahi referred directly to HWT. The content of the nine-week school programme is noted in Table 8.

To gather background information about the rangatahi, the caseworker was proactive in approaching the referrer and other individuals and organisations that were also working with the rangatahi and whānau to find out as much information as possible, to contextualise the issues that were being presented.

They might be involved in a youth group - I will call on them, ask them questions, see how they are doing.

A hard copy of each case file is kept at HWT, in addition to demographic information being entered onto the HWT computer system. A Management Plan was usually entered onto the database for each rangatahi. However, the caseworker noted that if the caseload was too heavy a management plan was not documented. The Evaluation Team was not given access to Management Plans. The contacts and follow up appointments for rangatahi were recorded on hard file, although the detail was limited to explanations like 'initial assessments', and 'follow up'.

To develop a caseplan it was intended that parents/caregivers would be included in the initial meeting with HWT. It was also intended that parents would be included after the first month,

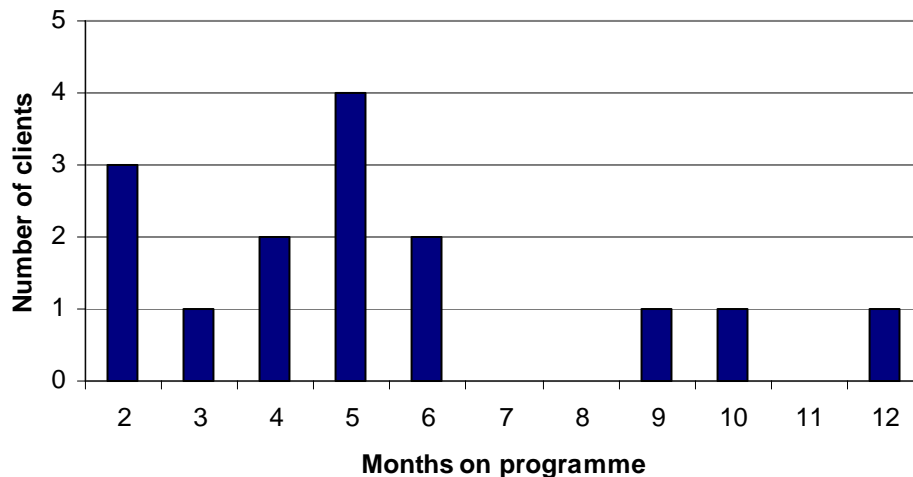
I usually say to them after a month I would like you to come in and have a family hui or come and talk to you, or ring you up and see how things are going.

Although the intention was to keep parents/caregivers informed of progress and involved with HWT, a number of parents indicated that they were not kept informed of the progress of their daughter and would have preferred more contact and interaction with HWT at the beginning, to introduce them to HWT, but also to be informed of progress during the programme and to be involved in the exiting process.

Period of Client Involvement

Despite the HWT Wraparound programme being described by the caseworker as an initial 10-week programme Figure 17 illustrates that a rangatahi stayed on the programme for a year. Based on the client database provided by HWT in May 2006, of the 23 rangatahi on the programme between October 2004 and August 2005, 15 had exited. Of the exited rangatahi the majority were on the programme between 2 and 6 months (12 of 15).

Figure 17 Number of months on the programme



Additional Services and Activities

As with the HWT Violence and Abuse Intervention programme, the Wraparound Caseworker programme provided a number of other services to rangatahi within the over-riding goal of whānau ora (family well-being). These included a free specialised health assessment undertaken by a Registered Nurse which incorporated a basic mental health screen, a basic alcohol and drug screen, and other basic checks, such as blood pressure readings. A fitness assessment was also included, from which health plans were developed. The health plan was to assist rangatahi with a walking programme or to attend aerobic classes with a qualified Aerobics Instructor within HWT staff.

The manager of HWT describes these additional goals as moving people towards their taumata whakakitenga, where they can see options and make their own decisions as a form of tino rangatiratanga (self determination).

The caseworker had also approached two local schools in an attempt to get rangatahi involved with the HWT Wraparound Caseworker programme before they started offending, recognising that some rangatahi would show early signs of violence and or aggression. Although this is slightly different from what was contractually agreed between Police, CPU and HWT, the caseworker presented a 9-week programme that was agreed by two schools. It was unclear whether these clients were included in the Police and CPU six-monthly reports that recorded total client numbers.

An example of the course content is presented in Table 8 below (provided by one of the schools):

Table 8 Ten-week HWT Wraparound programme for schools

<i>Te Hoe Whakaara Whakamana Kotiro</i>			
<i>Programme Outline</i>		<i>Goals for Kotiro (young woman)</i>	<i>Key outcomes for the programme</i>
Week 1	Pōwhiri - welcome Mihimihi - introductions Kaupapa - present programme	Introduction of programme Setting the rules	<ul style="list-style-type: none"> Know the ground rules for participation and safety of group
Week 2	Whakawhanaungatanga - relationship building Whakamana and Whakapapa self esteem and personal identification <i>Bonding group/team building. Focus on self esteem and who we are</i>	Relationship building develops a sense of normality, a healthy self image and self esteem - who we are	<ul style="list-style-type: none"> Gain confidence, participate and take appropriate risks in the group session Increase self-responsibility and self confidence Increase the sense of who they are
Week 3	Mau Rākau - to enhance self esteem, self confidence, self discipline/self control <i>Creating healthy lifestyle messages and choices</i>	Mau Rākau (self defence) self esteem, self discipline, and self control	<ul style="list-style-type: none"> Increase awareness of discipline and self control
Week 4	Ngātirohanga o nga mahi - looking at abusive behaviour (power and control) <i>What roles we play as young women and how that might impact on our lives</i>	Looking at abusive behaviour and the effects it has on our lives	<ul style="list-style-type: none"> Increase awareness of abusive behaviour Awareness of cycle abuse Identifying triggers maintenances gaining tools
Week 5	Whanau dynamics <i>Focusing on the roles and responsibilities of Kotiro within the context of their own whānau, hapū and Iwi</i>	Family dynamics	<ul style="list-style-type: none"> Recognising family history Taking ownership of behaviour What kind of role we play in our family
Week 6	Te Taha Wairua - spiritual wellness. Visions for the future <i>Reconnecting to the spiritual ethos of traditional Maori values and beliefs. Taking up challenges to initiate healthier lifestyle choices</i>	Looking at Wairua (spirit)	<ul style="list-style-type: none"> More awareness of a balanced life Increased awareness of our spiritual roots from a tikanga prospective
Week 7	Te Taha Tinana - physical wellness <i>Making new choices for the future to create new pathways</i>	Physical wellness	<ul style="list-style-type: none"> Increase awareness of physical exercise and the benefits it has on our lives Increase awareness of healthy eating and the effects it can have on our bodies
Week 8	Atawhaingia te tinana - alcohol and drug awareness/ harm reduction <i>Enhancing A&D awareness. Focusing on the links of A&D in relation to offending/ re-offending</i>	Alcohol and drug abuse	<ul style="list-style-type: none"> Increase self-responsibility around the use of A&D

Week 9	Pōwhiri - welcome Testimonies - Kotiro sharing about what they got out of the course Presentation - of tohu/ certificates Poroporoake - farewells and evaluation Hakari <i>Acknowledging and celebrating the completion of the programme. An opportunity to share their experiences with Whakamana Kotiro to their professional support base and whānau alike</i>		
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Case Studies

Below are the stories of four rangatahi who went on the HWT Wraparound Caseworker programme. Each case study includes different family dynamics, and different needs and outcomes.

Case Study 1: Lucy

Lucy is a 15 year old Māori female who joined the HWT programme after being referred by Child, Youth and Family. Within the family, HWT was aware of drug use, domestic violence, and gang affiliations which contributed to some of the instability in the home. Lucy had no NIA offending records.

Lucy was referred to HWT to help her with anger management and to develop skills to deal with interpersonal violence. Child, Youth and Family were also involved because Lucy was pregnant with her partner and there were concerns about the child's wellbeing. Lucy was required to complete a 10-week programme that involved one-on-one sessions once a week, following which, she was required to report back to Child, Youth and Family, who then made a recommendation for the future care and protection of her unborn child.

Lucy was on the programme for 5 months, after attending approximately 7 introductory sessions. Although Lucy did not continue with HWT, the caseworker continued to visit Lucy at her home. In addition, the caseworker provided advice in regards to health and family wellbeing,

[Caseworker] helped me with lots of things. She told me how to get the baby car seat and stuff (through Maori Women's Welfare). She helped me in other areas too, like if I could not make an appointment there she would come around here, she was awesome like that

Lucy's mother also benefited from support and advice given by the caseworker. For example, the caseworker gave advice about the policy and processes of Child, Youth and Family. As a result, the custody of the child remained within the whānau.

In terms of cultural appropriateness, the caseworker did not provide anything specifically, although Lucy was appreciative that a male Māori staff member from HWT approached her father to inform him that Lucy would be on the HWT programme, describing this as *'the right way, which was good for my dad'*.

Given that Lucy was pregnant during her time on the programme, she did not feel that there had been significant changes to her life because of the involvement of HWT. However, Lucy described herself as more confident in her relationship. It was also evident that the relationships within the family had become more stable and Lucy was able to share responsibility of her child. The caseworker felt Lucy had become more mature, but also felt that the pregnancy had been the main focus, and cause for change.

In commenting about the effectiveness of the programme, it was apparent that the caseworker was integral to how Lucy felt about her experience on HWT,

[Caseworker] has got a way of dealing with people; she just knows how to get along with everyone. She is not judgemental, and she is so cool... I didn't think that it was going to be as fun. I thought it would be so boring, you know, here we go. They are going to sit there and tell you all this garbage. I finished and programme, because if I want to do it I will do it, but stuff like that I don't really like, but I finished it.

Case Study 2: Samantha

Samantha is a young Māori female who was 13 years old at entry to the HWT wraparound programme. Sam has both older and younger siblings and lives with her mother and step parent. Sam's relationship with her biological father was strained. Sam was suspended from school for violent behaviour; she also smoked cigarettes and marijuana, both of which had come to the schools' attention. Prior to entering the programme Sam had come to the attention of police for two offences; one for making a false statement, and the second for dishonesty. The caseworker was aware that Sam was witness to domestic violence and felt this was played out at times in her own behaviour.

Both Sam and her mother had previous contact with HWT services when her mother had been on the women's programme, having sought help for addiction and relationship counselling. The family had also received counselling at HWT. Sam's mother made a referral to HWT because she felt that an outsider needed to get involved as Sam was *'heading down a bit of a wrong path with her behaviour and attitude'*.

Sam saw her caseworker once a week unless there was a particular need to see her more often. To date, Sam has had nine formal meetings, including the initial assessment; a strengths assessment; health checks and goal setting and subsequent follow-up sessions.

Sam described a number of goals in her caseplan. An initial aim was to reduce her marijuana use and encourage reintegration to school. However, when Sam spoke to the caseworker one-on-one it also became apparent that Sam wanted to improve her relationship with her mother. To help Sam, the caseworker role-played alternative ways to communicate with her mother. More generally, the caseworker felt that she worked with Sam on issues that presented 'at the time'.

Other services offered by HWT included health checks and help to reduce her use of marijuana; she was invited to visit Waiora (marae) with the caseworker, and was invited on a cultural trip (although Sam declined). Overall, the low level of engagement by Sam reduced the opportunity for HWT to help develop her life skills, and Māori identity. The caseworker did not involve any other external agencies or community support groups.

Sam was reintegrated into school; however she was suspended again for violent behaviour. Sam also offended while on the HWT programme, with a range of charges involving theft, violence, property damage, drugs and antisocial behaviour. Even though there were difficulties, her mother described HWT as offering Sam the opportunity to change and felt that any wrong choices were Sam's responsibility,

... they are an awesome bunch down there, they are too much... I just really appreciate that they are right in our community and that they are there for us.

Culturally, the family felt HWT was supportive but did not identify specifics, other than to say they felt the programme was more spiritually connected to how they felt. The caseworker noted that invitations to cultural events were extended to Sam and her mother.

Although the family were still confronting issues, the caseworker felt that Sam was more aware of herself, and at 13 years old, was impressed that over the months she had learnt to recognise when she need help and was able to ask HWT for support.

Sam was still enrolled with HWT at the time of the interview.

Case Study 3: Aroha

Aroha was 16 years old when she entered the HWT wraparound programme. She was of mixed ethnicity and had three siblings. Aroha divided her living arrangements between her parents each week, and spent her weekends with friends.

In the twelve months prior to joining the programme, Aroha had a traffic offence, and had an offence for disorderly behaviour. At the time of entry to the programme, Aroha had left school and was employed three days a week.

Aroha was referred to HWT to attend the HWT young women's 10-week programme to help with anger management as part of a Court sentence. Aroha's family suggested HWT to the Court as it was Court-approved.

The ten-week programme included one-on-one sessions with a caseworker for an hour each week. During this hour, Aroha explained that they would talk about what she did in the weekend and they would devise plans to ensure the safety of her and her friends, as well as finding ways to avoid confrontational situations when she was out in the weekends. Her family, although not in attendance, felt these sessions were *'fairly low key, no real pressure or anything'*. Her case records indicate that within her 10-week programme the caseworker conducted an initial assessment; a continued assessment; a strengths assessment; goal setting; and they had sessions on anger management.

Although Aroha felt involved in all the decisions that were made about her programme, her family did not. They attended the initial meeting with HWT and discussed what the goals would be but had expected some feedback indicating whether things were going well for Aroha, and some insight into whether she was meeting her goals.

... if there was more feedback to the parents or caregivers at least you would know that you are doing the right thing

Suggestions that the whānau would become involved in the 10-week programme, which were made at the initial meeting, did not eventuate.

Aroha's family was very proactive getting her into the HWT programme before the Court directed it. They initiated the sessions with HWT to speed-up resolving the Court sentence and were disappointed that a number of Aroha's sessions were rescheduled or cut short by HWT. However, they were aware of the benefits that the one-on-one contact was having,

... it's a good safety valve for her, she has got someone that she can talk to that is actually emotionally detached, so that is quite good. And [caseworker] has given her some strategies, around backing off and not getting into arguments and walking away, rather than confrontation all the time, that has helped - she has seen it from a different point, you know...having that outlet of being able to talk to someone that is not involved is quite valuable at this stage, and the counsellors know what to say too.

According to Aroha, her family and friends had noticed an improvement in her anger, although a number of changes in Aroha's life may have contributed to the change,

... her anger has definitely got a lot better and whether this has got to do with now that she is working... or because of the programme, or that she has grown up, I do not know.

One session that was particularly beneficial for Aroha, and was supported by her family was a 'coffee session'. For Aroha it was a chance to be taken out, while it was more symbolic for her family, as she was taken into an environment where she was treated like an adult.

The caseworker felt the biggest challenge for Aroha was whether she wanted to take the suggested changes on board, and felt that she was in the process of doing so. It was likely that this would happen because Aroha had a relatively stable family who had arranged her employment, had organised for her to make repayments on a stereo, and had a percentage of her income going into a savings account. Aroha's family seemed very conscious of providing clear guidelines and support as she became a responsible young adult.

Aroha was still enrolled with HWT at the time of the interview.

Case Study 4: Chrissie

Chrissie is a Māori female who was referred to HWT by Child, Youth and Family when she was 14 years old. When Chrissie first started at HWT her home life was complicated. Chrissie had run away from home and had been placed into foster care. She was smoking, was spending time with older boys. In the twelve months before she was involved with HWT

Chrissie had one violent offence. Chrissie had also been stood down from school and was later expelled.

Initially the HWT caseworker visited Chrissie while she was in foster care, although Child, Youth and Family later moved her back with whānau. The caseworker visited Chrissie at both locations.

Although the caseworker was involved in reintegrating Chrissie back into the education system, one of the main goals was to work through some relationship issues between her and her mother. Initially, the caseworker acted as a go-between for Chrissie and her mother, but later teamed up with the Child, Youth and Family social worker to have Chrissie returned to live with her mother.

If it was not for [caseworker], I probably still would not be here, because whenever me and mum got into an argument, which was usually my fault, [caseworker] would come over the sort it out for us. [caseworker] was so good...

In terms of education, Chrissie's mother felt let down by the education system after Chrissie was expelled from school without support or advice about how to reintegrate her elsewhere. However, the caseworker supported the family when they did not want to enrol her in Alternative Education and subsequently got her into Correspondence School. At Correspondence School Chrissie passed year 10 and 11 in 12 months.

To help Chrissie deal with her Māori identity, the caseworker invited Chrissie to a marae and to the wananga where a hāngi was held. The caseworker also helped Chrissie to identify her Iwi,

I never knew which iwi I was, and I was in the whānau class, so it was a bit hard. Then [caseworker] tracked it down, and I was actually the same Iwi as the koka, the teacher, so her and I got on really good after that

Chrissie engaged with HWT because she liked the caseworker, and both Chrissie and her mother were aware that the caseworker had helped Chrissie to learn about her personal safety, but had also offered health services. They both felt that the caseworker was dedicated to the job, visiting on her days off.

During the programme Chrissie came to police attention for offences involving violence, dishonesty, property abuses and administrative offences.

Chrissie continued to live with her mother and step father. More recently, Chrissie applied and was accepted onto a work experience course. The course had the potential to result in a full-time employment; however the family had organised for Chrissie to go back to Correspondence School if employment did not eventuate.

Chrissie was still enrolled with HWT at the time of the interview.

Section 8: Outcomes of the Wraparound Caseworker Programme

Section 8 discusses the extent to which the He Waka Tapu Wraparound Caseworker programme achieved its intended outcomes. To reiterate, the aims of the programme were as follows:

- improving life outcomes;
- improving educational outcomes;
- improving interagency coordination;
- reducing offending; and
- reducing the seriousness of offending.

Interviews with HWT staff, rangatahi and stakeholders, and six-monthly reports have been analysed to assess the extent to which there have been improvements in life outcomes, 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 measure change in the seriousness of the offences.

Aim 1: Improve Life Outcomes

The Wraparound Caseworker programme was funded for a period of two years, with rangatahi on the programme for a maximum of 12 months. Most rangatahi had spent between 2-6 months on the programme.

Like the Violence and Abuse Intervention programme, the Wraparound Caseworker programme also spent only a short time with rangatahi who may also have been involved with other social service organisations or agencies. Therefore it is not possible to assess the extent to which HWT has contributed to changes in life outcomes - as many other factors may have influenced this. However, there are factors that could be considered as indications of progress towards more positive life outcomes e.g. rangatahi having improved attendance at school, rangatahi being given access to health services, rangatahi indicating better relations within the whānau, and reduced drug use.

Progress towards more positive life outcomes were noted by stakeholders at schools where the HWT nine-week programme was implemented. Rangatahi learnt leadership skills and some became leaders of new groups. The stakeholders felt rangatahi showed a new sense of pride.

we get full attendance, one kid could not get to school but she would attend the course... kids would come back on a high, exciting. So we were pretty impressed with it.

... they are Māori, they work with whānau and they have many services, if a client does not fit a box, they do not try and make them fit, they work with the person and try and engage them and get a relationship.

... they are working with whānau which is really important because if you do not change what is happening there, often you do not change what is happening to the young person or children

Although some rangatahi have improved aspects of their behaviour, it is not appropriate to be definitive about the impact that HWT is having on life outcomes, given that the majority of rangatahi were on the programme for less than six-months, given the lack of case plans to correlate any change with any intended outcomes, and given that rangatahi and their whānau would have continued to have involvement of other social service providers that may have also provided interventions to improve life outcomes.

Aim 2: Improve Educational Outcomes

Within the six-monthly reports, HWT collected data on the reasons for referral to the programme. Education was commonly identified as one of the reasons, including: late to school; poor attitude to school; low achievement; and suspension/exclusion.

Two stakeholders within the education system stated that HWT had built relationships with their schools to offer a course that would attend to the needs of young rangatahi. The schools played an administrative role in organising groups of year 9 and 10 rangatahi to be involved with HWT, including identifying suitable rangatahi and obtaining permission from the families to be involved, organising and providing transport, while HWT provided the course content.

For one school, the initial recruitment of rangatahi for the HWT programme was for students that were either stood down or had behavioural and attendance issues. However, the school later selected rangatahi with low self esteem in order to build their confidence and to help develop their Māori identity.

The school-based stakeholders felt that HWT had a positive effect on the rangatahi at school. A stakeholder described a rangatahi that was stood down for violence and that had abusive language and who did not attend class, changing dramatically to improved attendance and behaviour. Although the stakeholder questioned whether it was maturity, they felt that other than discipline, there had been no other intervention to help her to change her behaviour and attitude about school. The other school-based stakeholder identified improvements in attendance, attitudes, focus and behaviour.

The school-based stakeholders have seen an improvement in the attitudes of rangatahi and their attendance on the programme has impacted positively on rangatahi attending school. In addition, several case studies indicated that the caseworker was able to negotiate with some schools to reintegrate students who had previously been excluded, and accessed Correspondence School for rangatahi that were not willing to move into Alternative Education. Although the lack of case plans made it difficult to assess more specific success for educational outcomes of rangatahi, the qualitative data has indicated that the caseworker attempted to reintegrate rangatahi into the education system, despite their apathy at times.

Both the schools were impressed with HWT staff, describing them as respectful, wonderful, and as having a good relationship with rangatahi. One described HWT as 'comfortable' and preferred to work with HWT rather than other agencies. One school felt that there were benefits for having rangatahi engage with the HWT programme as it helped with their attendance at school,

... our focus is achievement in school, and to get that you need attendance, and with the kids that were there [with HWT] we did see a huge shift in most of them

One school also felt that involving HWT was a way in which they were able to honour bi-culturalism within New Zealand as it offered a holistic and Māori approach to helping young Māori women within the education system.

Aim 3: Improve Interagency Coordination

Given the range of organisations that are typically involved with a young person, one of the aims was to improve the coordination of the agencies who deal with rangatahi - in an effort to provide a more integrated, cohesive response to the issues i.e. agencies working in parallel rather than in opposition.

To gain increased understanding and perception of the programme's profile in the community and the relationships that existed with other organisations, face-to-face interviews were conducted with key stakeholders. The stakeholders were identified by programme staff as having frequent contact with the programme. Three stakeholders participated, two of whom worked in guidance counselling for local schools, while one was a Child, Youth and Family social worker.

All three stakeholders had weekly contact with the programme, although the reason for the interaction varied, with the social worker having contact specifically with two rangatahi, while the schools would organise groups of up to ten young women to go on a nine-week programme that ran during the school term.

Two stakeholders were aware of other services offered by HWT, including anger management, services for parents and parenting, and counselling services for young people and adults. Two stakeholders interacted with HWT specifically because of the range of services HWT was able to offer the wider whānau.

I like them [students] to engage with HWT because of the connection... the peripheral connections... I know that for some of our families there is a connection, like a lot of the mums have been to the outreach programme

If that service has got more branches to offer the family I am probably going to be more inclined to refer to that organisation because then the client has not got too many workers that they are working with and it just becomes too much for them... and HWT appear to have that at the moment

The social worker described the interaction with HWT as having flexibility, depending on what was happening for the child. For example, the regularity of the contact would depend on

whether the rangatahi was transient at the time, or whether the rangatahi were ready to attend meetings and discuss their issues with the HWT caseworker. The social worker described her interaction with HWT as,

to ensure the young person is being seen by HWT. To monitor the relationship between the child and the worker and how it is going, and to see if they were able to engage with the client

For the social worker, HWT was a community service that she offered to Child, Youth and Family clients because they were willing to work in different ways to engage with rangatahi, with whānau, and with mental health issues. The social worker also described the caseworker as having a collegial approach to working with clients,

... it may be something that I am not doing properly for the client to engage with them, but HWT are. And then asking them "what do you do, how would you work. How would you suggest that I work with this client so that I can engage?" And I have been quite open with HWT... it is a working relationship to get the best for these clients and we have to be open, and they always are...

The social worker also described their relationship as very professional,

... when they have protection issues, the caseworker has called me, and she has told the client that she is doing that, "that for your own safety I have to contact the social worker and advise her of the concerns"... they are very straight with the clients.

Another stakeholder was also supportive of the relationship that had been established to provide the nine-week course for rangatahi within the school. This particular school had extended their relationship with HWT to include the nine-week course in the following semester, and had plans to extend the programme to 18-weeks.

Although the sample of stakeholders was limited, there was positive feedback on the working relationships that did exist and an enthusiasm for the relationship to continue. One stakeholder felt that a workshop within Child, Youth and Family and the social services would raise the profile of HWT services, and therefore the ability to develop wider interagency opportunities.

Aim 4: Reduction in Offending

This section discusses findings relating to the number of offences, types of offences and seriousness of offences committed by rangatahi. Offending committed prior to, and during the programme are compared. Graphs and tables present these findings under each of the relevant headings.

As discussed 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 rangatahi 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 the HWT programme 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 HWT 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 rangatahi.

Offending Prior to and During Programme

It was intended that HWT would target young Māori and Pacifica women between the ages of 12 and 16 years with offending histories to help them address the need for solutions in dealing with violence.

Although the acceptance criteria for the Wraparound Caseworker programme required rangatahi to have offending histories, there had been an explicit effort by the caseworker to attract rangatahi from schools who had not yet offended, and was therefore not targeting resources as initially intended. Consequently, only six of the 23 rangatahi had recorded offences in NIA and of those, none had yet exited; therefore it was not possible to measure change in offending and seriousness of offending prior to, during, and 12 months post the programme. Therefore the offending and seriousness of offending data was limited to offences committed 12 months prior to, and during the programme by six rangatahi.

Given the small number of rangatahi with offending histories, the data is presented as a description of their known offences prior to and during the programme. It is not indicative of the situation for other rangatahi coming onto the programme.

Prior to entry, the offending of the six rangatahi 12 months before they became involved with HWT varied between one and two offences each. During the programme the offending rates of all six rangatahi increased, particularly for ‘Client C’, with rangatahi committing between two and 16 offences. Figure 18 illustrates the offending rates of the six rangatahi, prior to entry and during the programme.

Figure 18 NIA offending records for current rangatahi

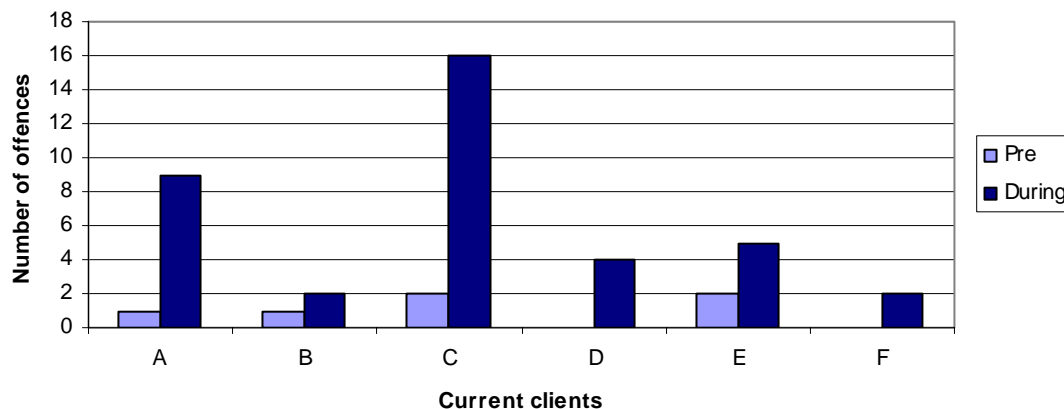


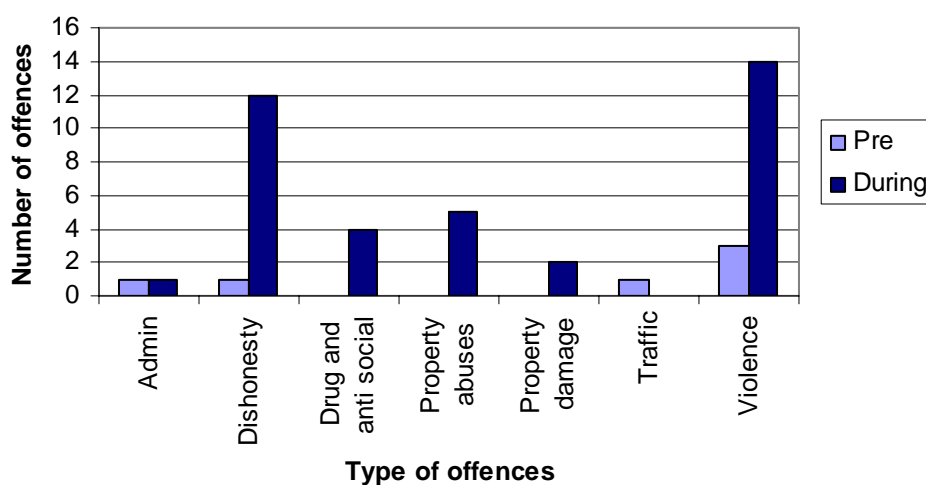
Table 9 details the average number of offences per month, by each rangatahi both 12 months prior to joining the programme and while they were on the programme. The overall average by all rangatahi indicates that the offending increased when rangatahi were on the HWT Wraparound Caseworker programme.

Table 9 Average number of offences 12 months prior to, and during the programme per rangatahi

Current rangatahi	Average number of offences per month, 1 year prior to entry to HWT	Average number of offences per month during HWT ²³
A	0.08	0.69
B	0.08	0.33
C	0.17	2.29
D	0	0.33
E	0.17	0.42
F	0	0.17
Average number of offences per month per rangatahi	0.08	0.71

Figure 19 illustrates the type of offences that were committed by the current rangatahi 12 months prior to joining the programme, and while they have been on the programme. Overall, the majority of offences that were committed by the six rangatahi prior to and during the programme were violence and dishonesty (39 per cent and 30 per cent respectively). More offences were recorded during the programme for dishonesty, drug and anti social behaviour, property abuse and damage and violence, while traffic offences declined. Administrative offences remained low at one offence committed both prior to joining the programme and one during the programme.

Figure 19 Types of offending



²³ NIA data was extracted on 25/07/2006 therefore the offending of current rangatahi includes recorded offences up to, and including this month.

One rangatahi came to the attention of Police for 6 incidents²⁴, one being in the 12 months prior to joining while the remaining 5 were during the programme. These incidents included a domestic dispute, missing persons, and 'other service request response' and 'other incident'.

Based on the offending data sourced on NIA for six of the 23 rangatahi (26 per cent of all rangatahi on the programme), all six increased the number of recorded offences while on the programme. Although the HWT Wraparound Caseworker programme intended to target rangatahi with a history of violence and/ or interpersonal violence, violent offences increased significantly while rangatahi were on the programme.

Aim 5: Reduction in the Seriousness of Offending

The seriousness of offending was calculated for the six rangatahi with NIA records (see Table 10). In addition to all six rangatahi increasing the number of offences committed, half also increased the seriousness of the offending, two remained unchanged with no recorded seriousness score pre and during the programme, one reduced the seriousness of offending, although the number of offences committed increased.

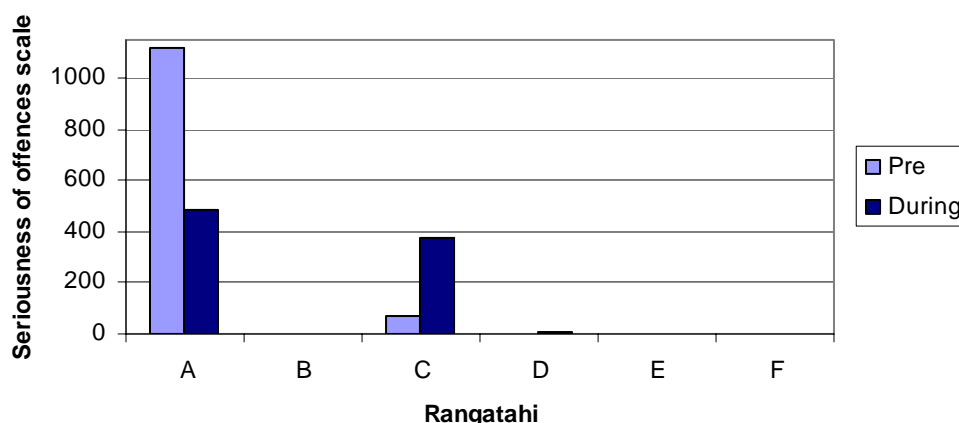
Table 10 Average seriousness of offending by rangatahi currently on the programme

Current rangatahi	12 months prior to the programme Average Seriousness	During programme Average Seriousness
A	1119	487
B	0	0
C	70	379
D	0	5
E	2	3
F	0	0
Overall average seriousness score per current rangatahi	198.50	145.67

Figure 20 illustrates the average seriousness of offending by rangatahi pre, and during the programme. The seriousness of offences by three of the six rangatahi increased while on the programme although two rangatahi (A and C) were responsible for a significant part of the total score by all rangatahi.

²⁴ Incidents are matters other than offending for which individuals have come to the attention of Police, so they have not been included in the offending analysis.

Figure 20 Average seriousness score of current rangatahi pre and during the programme



Conclusions

The HWT Wraparound Caseworker programme initially provided a 10-week programme to rangatahi who met the criteria and were accepted onto the programme. Background information about the rangatahi was sought out by the caseworker to contextualise the issues that were being presented. It was intended that rangatahi and whānau would be included in the development and review of case plans.

This section presents a summary of the findings.

Improving life outcomes

Given the short timeframe that the majority of rangatahi were involved with HWT Wraparound Caseworker programme, and the inability to assess the case plans for each rangatahi, it was not possible or appropriate to assess the impact the programme had on improving life outcomes. However, it was noted that rangatahi were making progress towards more positive life outcomes, including having improved school attendance, having access to health services, improving relationships with whānau and reducing drug use. Stakeholders from the schools felt that some rangatahi involved in the nine-week school course, had learnt leadership skills and developed a new sense of pride.

Improving educational outcomes

As noted above, a number of rangatahi were able to improve their attendance and behaviour within the educational environment. The caseworker was able to negotiate and access Correspondence School for one rangatahi and a positive relationship was established with two local schools that had approved rangatahi being on a nine-week HWT Wraparound course.

Improving interagency coordination

The improvement of interagency coordination was based on the views of three stakeholders identified by the HWT programme staff who were positive about their experience with the HWT organisation. All three had regular contact. They had found staff to be collegial and

flexible with approaches to dealing with rangatahi. Two stakeholders were aware of the other services HWT offered, with one specifically referring to HWT because of the availability of wider whānau services.

Reducing offending and seriousness of offending

Analysis of offending and the seriousness of offending is based on six of the 23 rangatahi who had an offending history prior to entering the programme. Of the six rangatahi, all increased the number of offences they committed once on the programme, with three rangatahi who had committed offences of a more serious nature, particularly violent and dishonesty offences.

The evaluation was not able to demonstrate a reduction in offending and seriousness of offending of the six rangatahi with offending histories, although the programme continues to work with rangatahi to address the issues that cause them to offend.

Section 9: Considerations for the Future

This section considers the strengths of the He Waka Tapu Violence and Abuse Intervention programme and the Wraparound Caseworker programme, areas for improvement, and identifies some key learnings for Police and CPU when funding community youth programmes.

Strengths of the Programme

HWT was an established Māori health and social service organisation prior to the rangatahi programmes being implemented. Consequently, the access to other resources from within the organisation was an advantage for the programmes. For example, rangatahi had access to a HWT registered nurse and underwent health, fitness and wellbeing assessments. In addition, with complex cases, a clinical team was available to identify the best way to work with particular rangatahi (although no evidence was provided to indicate how often the clinical team was used or how effective this system had been).

As an established social service provider, HWT was able to provide staff with comprehensive support networks, including external supervision, a permanent Kaumatua within the organisation and ongoing professional development.

As part of both the HWT Violence and Abuse Intervention programme and the Wraparound Caseworker programme, HWT provided a three-day wananga to both rangatahi and their whānau. This intensive session was a culturally focused event that provided an opportunity to develop relationships with the wider whānau.

HWT has been responsive to the families engaged with the rangatahi programmes. For example, a Mother's Group was established in response to mothers often waiting at the HWT venue for their children. Having the ability to formalise this group to enable the mothers to share common parenting issues and to form new friendships was an unintended outcome of having the rangatahi programmes.

The HWT programme had the advantage of offering numerous Māori health and social services within the community. HWT had developed interagency relationships which were positive, and stakeholders were particularly supportive of the holistic services for the wider whānau, and for having access to multiple services within one organisation.

Areas for Improvement

The HWT Violence and Abuse Intervention programme and Wraparound Caseworker programme have paper-based and computer-based rangatahi case files. However, the evaluators had difficulty assessing what initial assessments and individualised case plans had been undertaken by HWT. It was therefore difficult to assess the merit or success of interventions without specific goals or measures. It is important to ensure this information is readily accessible should further evaluations be conducted in the future.

HWT would benefit from recording the actual entry and exit dates. The exact dates will provide accurate data on how long a client is involved with HWT.

For both the HWT Violence and Abuse Intervention programme and the Wraparound Caseworker programme, rangatahi often spent less than 12 months with HWT. Although a 10 week programme was initially used to engage with rangatahi on the Wraparound Caseworker programme, a longer term strategy would enable HWT to develop a more comprehensive and directed case plan for 12 months and provide more opportunity to develop interventions that can be measured. It is difficult to measure outcomes based on 3-6 month interventions. In addition, the delivery of the programme changed, for example the Violence and Abuse Intervention programme began using group sessions, and evidence that supported these changes would be beneficial.

A number of parents of rangatahi have indicated that although they were involved in the initial meetings and referral process, they were not kept informed of progress. HWT would benefit from ensuring that all parents and caregivers are provided with an opportunity to be informed of the progress of rangatahi.

Some aspects of the programme did not seem to have been implemented, such as the 6-month follow up.

Clearer links between activities and outcomes would be useful, particularly as rangatahi were still offending. It would be useful to understand how HWT intended to progress towards the desired outcomes.

A stakeholder felt that HWT would be a suitable service for other young people within Child, Youth and Family, and advocated that they consider raising their profile within this organisation.

A number of rangatahi were accepted outside of the targeted local areas. It is useful to keep an eye on the boundaries and criteria contractually agreed and consider reviewing this as necessary.

Learnings for Police and CPU

The Christchurch City Council (CCC) was the sponsor of the HWT programmes and as such had a financial administration role. However, given that Police and CPU were responsible for the ongoing monitoring and evaluation of the programme, at times the logistics of HWT submitting six-monthly reports via CCC, and subsequently receiving funding over the three-years from the Council, was not as cohesive and timely as intended. Therefore, future projects may benefit from further consideration on how to create a more direct way to set up a comprehensive management system that encompasses both the ongoing monitoring and financial oversight of the programme.

Police and CPU would benefit from working with Police at a local level to ensure information pertinent to the case history of clients is available to the programmes to ensure the entry criteria are met and the rangatahi most in need are given access to local programmes.

Police and CPU need to consider more detailed monitoring of the programmes with better coordination and sharing of information between providers and evaluators. It was unclear if HWT Wraparound Caseworker programme included rangatahi from the two schools as core client base, but if they did, HWT are accessing some young rangatahi with no offending history. Although it is a proactive and worthy intervention, Police and CPU are funding HWT to provide services for young women who already have an offending history and who are in need of interventions to direct them away from further violence.

Police and CPU need to consider providing better support when funding is approved and monitoring systems are set up. If programmes are required to provide detailed monitoring reports then it would be beneficial to assist them to set up appropriate monitoring databases.

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Glossary

Hauora - health

Hui - assemble, congregate, gathering, meeting

Kapa haka - Maori performing arts

Kaumātua - a Maori elder

Kaupapa - concepts

Kōtiro - girl

Korero - converse

Mau Rākau - a Maori martial art discipline involving rakau (sticks); usually Taiaha or a traditional Maori weapon

Mihi - greeting

Tane - father, husband, male, man

Taumata whakakitenga - is a He Waka Tapu concept that describes having to build on a solid foundation and raising it up so that choices and options become available to you and you are in a better position to make something from those choices because of the solid foundation from while you stand.

Te taha hinegaro - mental wellbeing

Te taha tinana - physical wellbeing

Te taha wairua - spiritual wellbeing

Te taha whānau - family wellbeing

Te whare tapa whā - cornerstone of wellbeing

Rangatahi - youth

Rangatiratanga - chieftainship, responsibility, authority, control, sovereignty, self determination

Rohe - region

Wahine - women

Waiata - sing, song

Waka ama - Maori racing waka (canoe)

Whakawhanaungatanga - relationship building

Whakapapa -genealogy, lineage

Whanaungatanga - relationships

Wananga - meeting

Whānau - family

Whanau ora - family wellbeing

Appendices

Appendix 1: Interview Guide - Programme Coordinator

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 rangatahi? 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 HWT 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?
15. If so, what have been the reasons? 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? (Prompt for: 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 HWT V&A intervention programme for:
 - a. the clients
 - b. their families
 - c. the community
 - d. the rangatahi and their educational needs
19. What have been some unintended outcomes for clients and their families as a result of HWT V&A intervention programme?

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 HWT V&A intervention programme not reaching these groups?
25. Do you think there has been any change in the effectiveness of how different agencies coordinate when dealing with HWT V&A intervention programme?

Finances and Funding

26. Do you think HWT V&A intervention programme provides 'value for money'?
 - If so, in what ways?
27. Has HWT V&A intervention programme had the appropriate financial support?

Programme Overview

28. What have been the issues that HWT V&A intervention programme 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 HWT V&A intervention programme is a success?

Appendix 2: Interview Guide - Caseworker

Family Demographics

1. Please provide a background of the rangatahi - *i.e., number of siblings, who the rangatahi 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 rangatahi/family to join the programme?
 - What were these issues?
 - How were they resolved?
4. What were the needs of the rangatahi and family?
5. How were the needs of the rangatahi/family identified?
 - What processes did you use to gather this information?
6. How did you prioritise the needs of the rangatahi?

Case Plans

7. What was the 'plan of action' for the rangatahi according to the Case Plan? - Please provide a summary of what the programme intended to do to work with the rangatahi/family.
8. Was the rangatahi/family involved in developing the Case Plans?
 - If so, in what ways?
9. Did you consider the cultural needs of the family and rangatahi 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 rangatahi/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 rangatahi/family to follow the Case Plan?
13. In what other ways did He Waka Tapu support the rangatahi/family?
14. What were some of the challenges faced by the rangatahi/family while on the programme?
15. How were these challenges overcome?
 - How did you assist the rangatahi/family in overcoming these challenges?

Involvement by Community/Government agencies

16. Which community support agencies or local government agencies did He Waka Tapu Violence and Abuse Intervention programme put the rangatahi/family in touch?
17. What were the reasons for the referral to these agencies?
18. What has changed for the rangatahi/family as a result of interaction with these agencies?

Outcomes for the rangatahi/family

19. What progress has the rangatahi/family made since entering He Waka Tapu V + A intervention programme?
20. To what extent has this rangatahi been a successful/unsuccessful example of case management? Please describe.

Appendix 3: Interview Guide - General Manager

Background

1. Describe how the programme came about.
 - Who identified the need? When?
 - Who was involved in the consultation process and what was discussed?
 - When did the programme first take clients?
 - What is the wider organisational structure, who owns the programme (is it part of a trust)?
 - Who will be responsible for any changes that may come out of the evaluation?

Programme Design

2. What are the specific objectives/aims of the programme?
3. What is the outline and content of the programme?
4. What is the process to be followed for referring clients?
5. Describe any pre-programme assessment of clients (e.g. risk assessments)
6. How does the programme ensure it is meeting the clients' needs?
7. What other activities are provided by the programme to clients?
 - Referrals to specialist agencies (e.g., drug and alcohol)
 - Reward activities (e.g., movies etc)
8. *How long/many sessions does it take for a rangatahi to complete the programme (from entry to exit from the programme (if applicable)?*
 - Is there a maximum?
 - Are there a minimum number of contact/ hours of contact per week?
9. *What is the process followed when a rangatahi is exited from the programme?*
 - Is there a follow-up process?
 - Can a rangatahi re- enter the programme?

Service Delivery targets

10. What criteria are used to determine eligibility for the programme?
 - Are there any exceptions to this?
11. What age groups does the programme cater for?
 - Are there any exceptions to this?
12. How many clients can the programme accommodate?
 - Does this include families/ siblings?
 - Are all clients involved with the programme to the same level of intensity?

Information related to Māori

13. Has the programme been developed in a way suitable for Māori? Please explain.

Interagency and community contacts

14. List the agencies/ community groups that the programme is in contact with most frequently.

Staff members

15. Staff details (list for each staff member) – full-time/part-time/volunteer; position/role; gender; ethnicity; number of years experience working with youth; number of years experience working with families; organisations accredited to (i.e.: Police, social worker collective/associations etc); formal qualifications and place of study.

16. What supervision is being provided for professional staff working on the programme/initiative?

Project progress

17. Have any intended/unintended outcomes been achieved to date?

18. Are there any issues/concerns?

Appendix 4: Interview Guide - Stakeholders

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 the He Waka Tapu Violence and Abuse intervention programme?
- 2. What is the reason for the interaction between your organisation and the He Waka Tapu Violence and Abuse intervention programme?
- 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 He Waka Tapu Violence and Abuse intervention programme? (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 rangatahis 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 5: Interview Guide - Rangatahi/ Parent

Rangatahi Code:

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

Involvement in your Case Plan

3. What goals did you and the caseworker identify for 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 your family
 - Did you make suggestions? Is so, what were they?
 - Who was your caseworker/key contact at HWT?
 - Did you agree with the things that the caseworker suggested? Why/ Why not?
5. Do you feel that your family were included in all the decisions that were made about your son/daughter; your family? In what ways?
6. How have the staff helped your son/daughter to meet their goals/ or helped your family on the programme?
7. In what other ways did HWT give your son/daughter; your family support?
8. How has HWT been culturally supportive of you child; and your family? In what way? (i.e. Health providers, culturally respectful in the home, educational support, courses)
9. Have there been changes with the following for 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 HWT V+A intervention programme have helped 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?
14. How often do/did you see the staff? Would you like to see them more/less?
15. Do you think the staff at HWT are approachable? Friendly?

Post Programme (exited only)

16. Have you/your family had any follow up contact with HWT 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 HWT V + A intervention programme?

Appendix 6: Consent Forms

HE WAKA TAPU INTERVENTION PROGRAMME EVALUATION CONSENT FORM

An evaluation of the He Waka Tapu Wrap-Around Caseworker 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 of New Zealand Police.
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:

		Please tick
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:

HE WAKA TAPU VIOLENCE AND ABUSE INTERVENTION PROGRAMME EVALUATION CONSENT FORM

An evaluation of the He Waka Tapu Violence and Abuse Intervention 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 of New Zealand Police.
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:

		Please tick
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 7: Six Monthly Reporting Template

PROVIDER DETAILS		
Name		
Date		
Reporting period dates	From:	To:

REFERRAL DETAILS FOR THIS 6 MONTHLY REPORTING PERIOD			REFERRAL SOURCES FOR THIS 6 MONTHLY REPORTING PERIOD	
<i>Rangatahi statistics</i>	MONTHLY AVERAGE	TOTAL	SOURCE	NUMBER
Number of referrals			Police	
Number of acceptances onto programme			School	
Number declined			Government agency	
Number clients successfully completed/exited programme			Community agency	
Number of clients prematurely exiting programme			Church	
Number of clients currently on programme (total)			Other	

REASONS FOR REFERRALS FOR THIS 6 MONTHLY REPORTING PERIOD	
<i>Reason</i>	TOTAL NUMBER
School:	
Frequently late to school	
Attends only 2-3 days on average	
Parent keeps child home to mind other children	
Currently suspended or expelled	
Education:	
Low achievement	
Poor attitude to schoolwork	
Finds it hard to pay attention/concentrate	
Social presentation:	
Antisocial behaviour (e.g. bullying, defiance, stealing, vandalism)	
Difficulties with communication	
Can't manage feelings (e.g. throws tantrums, often angry)	
Finds it difficult to make/keep friends	
Has come to Police attention (e.g. for offending, running away)	
Identity:	
Doesn't seem to feel good about him/herself	
Doesn't know about cultural background	
Negative influences:	
Negative family influences - (e.g. inadequate food, clothing, housing)	
Negative family influences - (e.g. offending, substance abuse)	
Negative peer influences (e.g. offending, truancy)	
Health:	
Signs of depression	
Signs of substance use (e.g. alcohol, glue, cannabis)	
Signs of poor health or developmental problems	

Acceptance criteria (please specify)	NUMBER	SCHOOL ATTENDANCE LEVELS (DURING THE 3 MONTHS PRIOR TO REFERRAL)	NUMBER
		0 - 3 weeks	
		4 - 6 weeks	
		7 - 9 weeks	
		10 - 12 weeks	

Please add rows if required

Reason for non entry	NUMBER	REASON FOR PREMATURE EXIT	NUMBER
Did not meet programme criteria		Rangatahi did not attend programme(s)	
Parent/Caregiver did not give permission		Rangatahi moved location	
Child/young person did not give permission		Other	
Other			

NEW RANGATAHI DETAILS – FOR THIS 6 MONTHLY REPORTING PERIOD							
Age of clients		Residential area		Sex of clients		Ethnicity	
Age	Total Number	Suburb Name	Total Number	Sex	Total Number	Ethnicity	Total Number
13 year olds				Male		European	
14 year olds				Female		NZ Māori	
15 year olds						Cook Island Māori	
16 year olds						Samoaan	
17 year olds*						Tongan	
over 17 years						Niuean	
						Tokelauan	
						Fijian	
						Asian	
						Other	

**Must be no more than 16 years on entry*

PROGRAMME/RANGATAHI MANAGEMENT FOR THIS 6 MONTHLY REPORTING PERIOD		
Number of individual case plans developed (for new clients):		
Contact hours (for all clients in past 6 months)		
<i>Contact with</i>	<i>Average hours per month</i>	<i>Total number of hours per month</i>
clients		
clients families		
clients and families together		
Other agencies		
Referral agencies		

Description of key goals and milestones achieved for clients:

Rangatahi No:

Start Date:

PROJECT OBJECTIVES	Description of milestones sought in last six months	Description of milestones achieved in last six months
To reduce the rate of violent re-offending by rangatahi group		
To reduce the rate of general re-offending and or the seriousness of offending		
To improve educational outcomes		
To improve life outcomes by improving attitudes and behaviour		
To improve coordination of support services for clients		
Other work done (if applicable)		
Additional comments:		

Description of key goals and milestones achieved for clients:

Rangatahi No:

Start Date:

PROJECT OBJECTIVES	Description of milestones sought in last six months (short term)	Description of milestones achieved in last six months
To reduce the rate of violent re-offending by rangatahi group		
To reduce the rate of general re-offending and or the seriousness of offending		
To improve educational outcomes		
To improve life outcomes by improving attitudes and behaviour		
To improve coordination of support services for clients		
Other work done (if applicable)		
Additional comments:		

Please insert more pages for each rangatahi (as required)

[illegible]

[illegible]

GENERAL COMMENTS (E.G., STAFF TURNOVER ETC)

EXPENDITURE REPORT

Key use of funding <i>(eg salary, administration etc)</i>	Amount of funding spent
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
Total CPU/NZ Police Funds Used	\$

Statement that funding was used for purpose intended, and request for continue funding		Please circle	
CPU/NZ Police funding has been fully spent for the purposes intended for		Yes	No
period: / / to / /			
If no, please give details - eg balance of funds held in account etc			
Request for continued funding for / / to / /		Yes	No

CONFIRMATION OF INFORMATION IN THIS REPORT

<p>Signed by _____</p> <p>On behalf of the _____</p> <p>_____</p>		<p>Print name: _____</p> <p><i>Signature:</i></p> <p>_____</p> <p><i>Date</i> / /</p>
Phone	_____	
Fax	_____	
E-mail	_____	

Appendix 8: Needs Assessment

NEEDS ASSESSMENT - EVALUATION FORM - YOUNG PERSON

Name:

Date started on programme:

Please think about yourself and whether you do, or feel the things below and tick 'Never', 'Hardly ever', 'Sometimes', 'Most of the time' or 'Don't know/ Can't answer'.

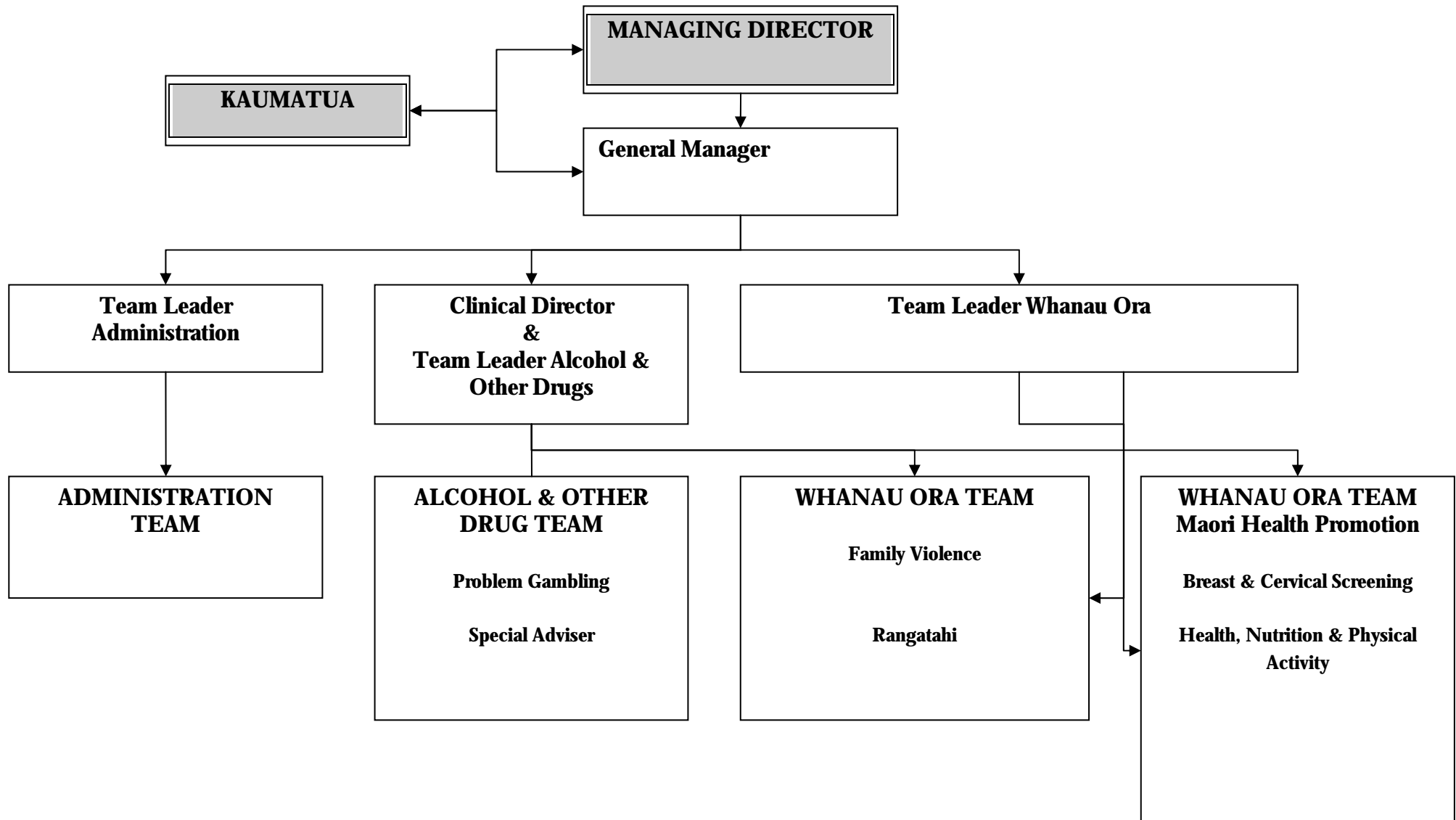
	Never	Hardly ever	Sometimes	Most of the time	Don't know/ Can't answer
Peers					
Do you behave OK?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find it hard to trust people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find it hard to mix with other young people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get into fights with other young people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you bully other young people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get bullied?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel good about who you are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can others easily understand you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you do things with friends your own age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your friends attend school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you spend time with anyone who is in a gang/ is a gang prospect or associate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do any of your friends get in to trouble with the Police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family					
Do you feel close to at least one parent/caregiver?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find it hard to get on with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you run away from home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel that you don't belong?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do adults like you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your parents/ caregivers know where you are when you go out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your parents/ caregivers know what you are doing when you go out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your parents know who you are with when you go out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education/ work					
Do you get involved in sport/ hobbies/ music/ art etc?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you go to school/ other course/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel interested in school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find it hard to concentrate/pay attention?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you find it easy to read?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Hardly ever	Sometimes	Most of the time	Don't know/ Can't answer
Do you find it easy to write?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel happy at school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you make excuses to avoid going to school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture					
Do you get involved in kapahaka, church groups or any other cultural activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think spending time with your family/ extended family is important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel proud about being Māori/ Pacific?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you interested in learning more about your cultural background?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health					
Are you healthy/well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you find it hard to control your anger?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you sleep well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel sad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get into situations where you are likely to get hurt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you hurt yourself on purpose?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you ever wish you were dead?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel you worried/anxious?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please think about yourself and whether you do the things below and tick 'Never', '1-3 times a year', '1-3 times a month', 'Once or more a week' or 'Don't know/ Can't answer'.

Antisocial behaviour	Never	1-3 times a year	1-3 times a month	Once or more a week	Don't know/ Can't answer
Do you drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you sniff glue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you use solvents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you use drugs (e.g. dope)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get in trouble with the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you steal things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get into trouble at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you truant from school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get into trouble at school/ work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 9: He Waka Tapu Organisational Chart



Appendix 10: He Waka Tapu Staff Positions

HE WAKA TAPU TRUST STAFF LISTING, ROLES & QUALIFICATIONS

As at 25 May 2006

ROLE /TITLE	QUALIFICATIONS, TRAINING AND /OR EXPERIENCE
Managing Director (also is a clinical advisor and group facilitator)	B.A. Political History, Certificate in Psych Community Care, Certificate in Social Work, Certificate in Adult Teaching
Manager	NCB (National Certificate in Business), 10 Years experience with NGO's
Administration staff (x3)	
Kaumātua /Cultural Advisor	Certificate in Counselling, Diploma in Social Services, Te Ngaru Systems Certificate, Certificate in Adult Teaching
WHANAU ORA - RANGITAHU	
Team Leader	Diploma of Alcohol & Drug Studies (partially complete), 13 years experience in Alcohol & Drug field, ANZASW member, Ahorei ranking (Tuwharetoa/ Te Arawa) in Mau Taiaha
Kaimahi - Youth Services	Certificate in Hauora Maori –University of Otago
Kaimahi - Youth Services	6 years as District Truancy Officer with Temuka District Truancy Services, 3 years as Maori Kaimahi Maori Mental Health Services – Timaru Psychiatric Services
WHANAU ORA - FAMILY VIOLENCE	
Team Leader	BA Sociology (yet to be completed), Bachelor Teaching (yet to be completed)
Kaimahi - Intake & Assessment Group Facilitator	20 years plus experience in social work
Counsellor	Diploma in Counselling, NZAC (Member)
WHANAU ORA - HEALTH, NUTRITION & PHYSICAL ACTIVITY	
Registered Nurse	Bachelor of Nursing, Comprehensive Registered Nurse, Cardio-Respiratory Resource Nurse, 3 years at Acute Inpatients Unit (Hillmorton Hospital), Qualified Calm & Restraint Instructor, Qualified Group Facilitator
Fitness & Nutrition	Certificate in Recreation, past Active Living co-ordinator for Sport Southland, past National Maori Sports Awards finalist, past NZ Fitness Leader of the Year
Mau Taiaha Kaiako (x3)	Pukenga ranking (Tuwharetoa/Te Arawa in Mau Taiaha
WHANAU ORA - MAORI HEALTH PROMOTION	
Special Advisor	Bachelor of Nursing, Comprehensive Registered Nurse, Cardio-Respiratory Resource Nurse, Immunisation Link Nurse, BA in Sociology, Diploma of Public Health (partially complete)
Maori Health Promoter	Two years past experience working in the Breast & Cervical Screening enrolment programme for a large IPO
Maori Health Promoter	Diploma in Social and Community Work, Certificate in Social Services

ALCOHOL & OTHER DRUG	
Clinical Director (across all services) and Team Leader for Alcohol & Other Drug Service	Bachelor of Alcohol & Other Drug Studies Past Lecturer of Alcohol & Other Drug Studies, DAPAANZ
Clinical Case-worker	Bachelor of Alcohol & Other Drug Studies, DAPAANZ
Clinical Case-worker	Dip Alcohol & Other Drug Studies, past case-worker at Odyssey House & Nova Trust
Special Advisor	Bachelor of Arts majoring in Psychology, Diploma of Mental Health (with endorsement in A&D), Previous Manager of Odyssey House A&D Centre (CHCH)
PROBLEM GAMBLING & ADDICTIONS	
Problem Gambling Counsellor	National Certificate in Offender Management (Level 3), Control & Restraint Qualified, various other management & NZ prison service related courses, training & workshops attended & completed, 21 years experience in the NZ Prison Service, Commenced Diploma in Counselling (Integrity College) second year
Special Advisor	Bachelor of Arts majoring in Psychology, Diploma of Mental Health (with endorsement in A&D), previous Manager of Odyssey House A&D Centre