

Appendices

Appendix A: CPWS: Crime Prevention focused Youth Workers - Reporting format for the annual evaluation report

For Period: _____ to _____

Name of project: _____

Employing Agency: _____

Address: _____

6. Ethnicity

How many rangatahi on the project are:

Māori

Pacific Islands

Pakeha

Asian

Other (specify)

7. Presenting issues

Estimate the number of rangatahi on the project who have the following problems:

	Male	Female
Committing minor offences		
Committing serious offences		
Drug and alcohol abuse		
Violent or threatening behaviour		
Involvement with gangs		
Disengaged and alienated from whānau		
Truancy		
Other behavioural problems - please specify:		

9. Outcomes for the young people

Attach any information gathered so far that briefly describes some of the achievements of rangatahi over the last twelve months.

Attach any information gathered so far that briefly summarises the feedback from rangatahi on the activities they have participated in, noting any suggestions for improvement or changes made.

Attach any other relevant comments or feedback about the project from the rangatahi.

10. Community outcomes

List the agencies that you have had contact with or have worked with over the past twelve months:

Attach any comments or feedback gathered so far from these agencies regarding the project and the programme or activities it offers.

If relevant, comment on the participation of your agency in local efforts to co-ordinate services for rangatahi.

Attach any examples of media coverage relating to the project or the rangatahi.

11. Project objectives

List the key project objectives for the past twelve months and for each one specify the extent to which the objective has been met. If the objective has not yet been met, briefly explain why.

Objectives:	Comments:

12. Project management

Briefly comment on the process of managing the project over the past twelve months, including training and supervision provided for the Youth Worker. Note any changes in direction for the project or employing agency.

13. Financial information

- a) Provide a current set of audited accounts. If accounts were audited more than three months previously provide an updated financial statement relating to expenditure of CPWS funding.
- b) Provide an outline of the budget for the CPWS project for the coming year

14. Relationship with Internal Affairs

Briefly comment on the service the agency and project have had from Internal Affairs over the past twelve months. For example, the number of visits made by the Community Advisor, the kinds of support given, level of satisfaction with the service offered.

Community Advisor to fill out**Agency performance**

Please provide an assessment of the effectiveness of the agency in managing the project.

Recommendation

Either:

- a) Continue funding for another year
- b) Continue funding for another year with conditions
- c) Decline funding

Signature and date

Appendix B: Whaia Te Tika Community Network

The Eastside Project

activities:

- advocacy for young people and their whānau
- one on one work with young people and their families
- liaison with other key people in East Christchurch
- a youth worker to assist the police and Christchurch City Council in their Friday night street patrol and provide a presence at the Youth Justice Court on Fridays

Celebration Next Youth Trust

activities:

- residential care for youth
- provision of a community kitchen
- life support groups which help develop communication skills, conflict resolution skills, anger management skills, build self esteem, provide addictions education
- camps and day trips
- workshops on dance, drama, art and singing
- leadership training

Youth Alive Trust

activities:

Friday night drop in centre
early intervention projects for at risk youth aged 7 to 13 years
Sunrise holiday projects for 5 to 12 year olds
Liaison with local primary schools and Project Early

Te Rōpu Te Tāngata

activities:

- culturally appropriate projects for young Māori having to complete community service

Agape Street Ministries Trust

activities:

- living skills and personal development project which provides young people with the opportunity to participate in positive activities and experiences with the intent to change negative behaviour

Woolston Development Trust

activities:

- after school projects
- overnight trips and camps
- assistance with homework for primary school children
- “Wrap it up” groups at Woolston Primary school for forms one and two

Linwood Union and Baptist Church

activities:

- youth workers working with high school students with a rock music component and providing family and whānau support

Te Mana Tamariki

activities:

- truanting project for Māori and Pacific Island youth

Otautahi Social Services

activities:

- providing Waikura House residential respite care for 10 to 15 year olds for all youth at risk, with a primary focus on Māori youth

- Pou Manawa project for youth aged 15 years and over which focuses on residential care, life skills and training for employment

Te Waipounamu Cultural Centre

activities:

- providing support and guidance to youth at risk
- education projects and a social service to people of all ages and from all walks of life

Te Rito Arahi

activities

- providing drug and alcohol education
- assessments, counselling, referrals, aftercare and support to all age groups but primarily focusing on Māori

Appendix C: 1998 risk assessments questionnaires conducted with Te Puna A Rona project participants

AGE AT FIRST INCIDENT

16 or older	0
14 or 15	3
13 or younger	5

PRIOR CRIMINAL BEHAVIOUR

No prior arrests	1
Prior Police alternative action, no formal sanctions	2
Prior F.G.Cs held: Youth Justice/Non Assaultive	3
Assaultive offense/Criminal conviction	5

DRUG/CHEMICAL ABUSE

No known use of interference with functioning	0
Some disruption of functioning	2
Chronic abuse or dependency	5

ALCOHOL ABUSE

No known use of interference with functioning	0
Occasional abuse. Some disruption of functioning	1
Chronic abuse. Serious disruption of functioning	3

PARENTAL CONTROL

Generally effective	0
Inconsistent and ineffective	2
Little or none	4

SCHOOL DISCIPLINARY PROBLEMS

Attending/demonstrating success	0
Problems handled at school level	1
Severe truancy or behavioural problems	3
Not attending/unspecified suspension	5

PEER RELATIONSHIPS

Good support & influence	0
Negative influence, companions in delinquent behaviour	2
Gang affiliation/membership	4

SCORE TOTAL

Appendix D: Te Puna A Rona 1998 “What’s Hot and What’s Not” questionnaires

What’s Hot and What’s Not

➔ the box you most agree with. Put your own comments in the open spaces.

How do you rate the activities you have been doing?

- Choice. Excellent
- Really good
- Okay
- No good. Waste of time

Anything else you want to say? _____

How useful to you are the activities?

- Useful. I’ve learnt some new things and it keeps me out of trouble
- Sort of useful
- Hasn’t been useful to me

Anything else you want to say? _____

What do you like most about the project/programme?

What do you like the least?

What should be done to improve what we are doing?

SESSION QUESTIONNAIRE

1 *How did you find the session?*

Poor

Satisfactory

Good

Excellent

Any comments

2 *What did you learn today?*

Nothing

A Little

Something

A Lot

Any comments

3 *Did you find this session helpful?*

Yes

No

Any comments

4 *If not, please suggest what you would prefer, or how this session could be improved?*

5 *Comments you wish to make*

What's Hot and What's Not

We would like to know what you thought of the activities you have been doing. Your comments will help us to improve what we are doing.

Circle the number that is most like what you think.

1 What did you think of the activities you have been doing?

5
choice

4
really good

3
not sure

2
not so good

1
waste of time

(excellent)

Why? Any thing else you want to say?

2 How useful (helpful) to you were the activities?

5	4	3	2	1
very useful	quite useful	not sure	not so useful	not at all useful

Why? Any thing else you want to say?

3 How much did you learn from the activities?

5	4	3	2	1
lots	quite a lot	not sure	not so much	nothing

Why? Any thing else you want to say?

What was the best thing about the activities?

What was the worst thing about the activities?

How could we be doing the activities better?

Anything else you would like to say?

Thank you very much for completing this questionnaire

Appendix E: Te Puna A Rona 1998 questionnaires for block course module facilitators

4 November 1998

Tena koe e te Rangatira!

Nga mihi nui ki a koe, nau ano to hoe i mahi kia u pai ai to tatou nei waka 'Te Puna A Rona' ki uta. Ka mau te wehi!

He patapatainga iti tenei hei whakarite tikanga mo etahi atu wananga e pera ana ki 'Te Puna A Rona'. Mena e wawe ana tau whakautu, ka puta wawe mai hoki tetahi riipoata. Kia ora ano mo te awhina.

Thanks again for your assistance in the delivery of the 'Te Puna A Rona' block programme held in Whaingaroa in October. Without your participation, the programme would not have been the success it was.

However, in determining the effectiveness of the programme and the likelihood of delivering similar programmes in the future, your assistance in answering the following questionnaire is required. If you can fill it in and fax it back to us asap it would be greatly appreciated.

When completed, the anticipated report will be made available to you upon request.

Heoi ano,

Don Parkinson
MWOK Community Projects Worker

QUESTIONNAIRE FOR FACILITATORS

Date:

Name (if you wish):

SECTION 1: COORDINATION OF TE PUNA A RONA

		not at all		sort of		excellent
Q1	Were you fully informed about the contents of the 'Te Puna A Rona' programme (ie what modules were being run)?	1	2	3	4	5
Q2	Did the other modules complement the lessons taught in your module?	1	2	3	4	5
Q3	Was the length of time allocated to deliver your module adequate?	1	2	3	4	5
Q4	Were you able to attend the 'Te Puna A Rona' programme in Whaingaroa easily?	1	2	3	4	5
Q5	Were you able to contact the coordinator of the 'Te Puna A Rona' programme whenever needed	1	2	3	4	5
Q6	Overall, was 'Te Puna A Rona' well co-ordinated?	1	2	3	4	5

Any comments:

Q7 Did you participate in the second week of the programme? YES NO
If **NO** please explain why and then go to Section 2:

Q8	Was week two a beneficial inclusion to the programme?	1	2	3	4	5
Q9	Was the length of time allocated to you in week two adequate?	1	2	3	4	5
Q10	Were you able to attend week two easily?	1	2	3	4	5

Any comments:

SECTION 2: FUTURE PROVISION

Q1 Would you be available to participate in block course programmes such as 'Te Puna A Rona' in the future? YES NO
If **NO**, please explain reasons:

Q2 If **YES**, how many programmes would you be able to be available to present a module in per year? 1 2 3 4

Q3 Does delivering a module in 'Te Puna A Rona' assist you in meeting your own work objectives (e.g. can 'TPAR' rangatahi be included as clients in your statistic reports)? YES NO

Q4 Could you offer any suggestions to improve 'Te Puna A Rona'?

Any comments:

Tena ano koe, e te Rangatira.

Appendix F: Te Puna A Rona 1998 client record form

Mātua Whangai O Kirikiriroa: for inclusion into 3 Week Block Course Programme

Name: _____
(First Name) (Middle Name) (Surname)

Address: _____

Phone No: _____

Date of Birth: _____ Gender: M / F

Age: _____

Ethnicity: _____ Iwi/Hapu: _____

REASONS FOR REFERRAL

Client Status: _____

Issues surrounding client: _____

Service/assistance received to date: _____

Recommendations: _____

Referral Agency Details

Name of Agency: _____

Person making Referral: _____

Position: _____

Address: _____ Telephone No: _____

Services provided by your Agency to date:

Outcomes achieved/expected outcomes:

Maatua Whangai Assessment Form

Name: _____
(Surname) (First) (Christian)

Date of Birth: Date _____ Month _____ Year _____

Age: _____ Gender: M / F

Marital Status: Single [] Yes [] No

Married [] Yes [] No Do you have any children? [] Yes [] No

If yes how many? _____

What religion were you raised in? _____

What ethnicity are you? _____ Hapu/iwi _____

Who are you presently living with?

- _____ Both parents
- _____ Mother only
- _____ Father only
- _____ Mother and Stepfather
- _____ Father and Stepmother
- _____ Other Whanau
- _____ Foster Parents
- _____ Other

Are you currently at school? [] Yes [] No

Which school do you attend? _____

How long have you been at this school? _____

Reason for non-attendance? _____

What is your main activity after school? _____

Have you been to the doctor in the last three months?

Yes No

Never

Once

Twice

3-5 Times

More than 5 times

Are you under a doctor's care right now?

Yes No

Are you current seeing a specialist

Yes No

psychiatrist

Yes No

psychologist

Yes No

counsellor

Yes No

Have you been admitted to a hospital in the last six months?

Yes No

Are you taking any prescribed medications?

Who can we contact in case of emergency?

Name

Address

Telephone No

Do your parents work?

Yes No

What sort of work do they do?

What are their main activities

during the day

after work

during the weekend

How many members in your whanau?

Have you ever been in trouble with the law?

Yes No If yes, how many times?

Do you have any current charges before the court system?

Yes No

If yes, what are they?

Who is your Youth-Aid Officer?

At what age did you first come into contact with alcohol and drugs? _____

How old were you when first started using alcohol or drugs? _____

What is your preferred drug of choice? _____

Have you ever sought help with another agency because of your alcohol and drug use?

Are whanau and friends influencing your alcohol and drug use? _____

Has anyone in your whanau committed suicide in the past two years? _____

Has any of your friends committed suicide in the past two years? _____

Have you ever contemplated suicide? _____

What is the level of your alcohol or drug use?

	1-2 times per week	3-4 times per week	1-2 times per day	3-4 times per day
Alcohol				
Marijuana				
Solvents				
L.S.D.				
Other				

Maatua Whangai Use of Alcohol Questionnaire

Te Taha Ngakau

- 1 Do you sometimes drink to excess when you are disappointed, or have argued with someone or felt aggravated by someone? Yes No
- 2 Are you ever ashamed by the things you do or say when drunk or stoned? Yes No
- 3 Do you feel ill at ease if you go to a party and alcohol or drugs is not available? Yes No
- 4 Do you every feel guilty because of your drinking and drugging? Yes No
- 5 Have you ever felt that life is not worth living and do you suffer from depression? Yes No
- 6 Do you have concerns about yourself after a bout of drinking and drugging? Yes No

Te Taha Hinengaro

- 7 Do you drink more now than when you first started to drink? Yes No
- 8 Do you suffer from memory losses of events during the evening and yet not pass out? Yes No
- 9 Do you try to squeeze in a couple of drinks during the evening without other people knowing it? Yes No
- 10 Have you ever suffered from 'blackouts' because of drinking? Yes No
- 11 In order to control your drinking, have you switched drinks or changed your pattern of drinking? Yes No
- 12 Do you continue drinking when your friends have said enough? Yes No
- 13 Do you drink to get drunk? Yes No
- 14 Have you changed jobs or moved house to control your drinking? Yes No
- 15 Have you ever had hallucinations after a session of drinking? Yes No
- 16 Do you drink more than usual when under stress, or when you are in trouble? Yes No

Te Taha Whanau

- 17 Do you ever resent your friends or whanau when they discuss your drinking with them? Yes No
- 18 Are problems at home increasing because of alcohol and drug use? Yes No

Te Taha Tinana

- 19 When drinking, do you eat very little and very irregularly? Yes No
- 20 Have you ever experienced withdrawal symptoms the following day because of your drinking? Yes No
- 21 Has your drinking decreased at all lately? Yes No
- 22 Do you occasionally stay drunk for several days? Yes No

Is there anyone in particular who you like to associate with when using drugs or ale?

Do you ever get violent when under the influence of alcohol or drugs?

Is the use of alcohol and drugs always necessary, when with your friends or whanau?

How much does alcohol and drugs play a part amongst your whanau and friends?

Do you have to commit crime in order to pay for alcohol or drugs?

Have you ever wished you could stop drinking or doing drugs?

How do you see your future in say, two years, five years from now?

Have you ever missed school because you have been too stoned or drunk?

Has anyone in your whanau ever had a history of psychiatric illness?

Do you have trouble concentrating?

Do you get frustrated easily?

Do you get into more fights than most kids?

Do you feel sad a lot?

Do you hear things that no-one else can hear?

Do you feel nervous a lot?

Do you get frightened easily?

Have you ever felt afraid being around people?

Have you ever thought that people stare at you?

Do you have trouble sleeping?

Appendix G: Te Puna A Rona 1998 Client interview schedules

MAATUA WHANGAI O KIRIKIROA CLIENT EVALUATION FORM

MWOK 005

Date: _____

1 What Service did you receive?

2 How important was this Service to you? (Please circle the appropriate response)

1

2

3

4

5

Not Important

Important

Very Important

Comment/s:

3 How appropriate was the Service? (ie How well did the Service match your needs?)

1

2

3

4

5

Inappropriate

Appropriate

Very Appropriate

Comment/s:

4 Have all your Goals (set prior to receiving this service) been achieved?

1

2

3

4

5

Not at all

Have Started

Some Achieved

Over Half

All Achieved

Comment/s:

5 Have you learnt any new Skills / Information which may help you in social for family situations?
Yes / No

Comment/s:

6 How do you rate the Service provided overall?

1	2	3	4	5
Terrible	Not Good	Good	Very Good	Excellent

Comment/s:

7 How do you rate the performance of the Person / People who provided the Service?

1	2	3	4	5
Terrible	Not Good	Good	Very Good	Excellent

Comment/s:

8 What suggestions do you have to Improve this Service?

9 Are there any further Comments you would like to make?

Kia Ora Rawa Atu!

Appendix H: Te Puna A Rona 1998 caregiver interview schedules

Te Puna O Rona Programme Evaluation Form

1 Have you noticed any change in the behaviour of your tamariki? [] Yes [] No
(Positive / Negative) Please comment:

2 We have attempted to promote the concepts of whakawhanaungatanga, tikanga, and wairua to nga tama-taane, tama-hine.

Do you agree with this? [] Yes [] No

3 In terms of Nga Kaupapa Maori is there anything we could have added, that would have been of value to your tamariki?

4 Do you think that this programme has fulfilled your expectations?

5 How do you rate the service provided overall?

1	2	3	4	5
Terrible	Not Good	Good	Very Good	Excellent

Comments:

6 How well did the service provided match your needs?

Comments:

Appendix I: Te Puna A Rona risk factor assessments for 1999

Maatua Whangai Risk Assessment Summary

Participant number	1	2	3	4	5	6	7	8	9		10 Didn't complete
<i>Risk factor points per heading (lower is better)</i>											
age at first incident	5	5	5	5	5	5	5	5	5		5
prior criminal behaviour	2	5	5	2	2	2	2	3	5		2
drug/chemical abuse	1	0	2	2	5	2	2	2	0		4
alcohol abuse	1	1	1	0	1	1	0	1	0		0
parental control	1	0	2	0	2	3	1	0	0		4
school disciplinary problems	3	5	5	1	3	3	1	5	1		3
peer relationships	2	4	4	3	4	4	3	4	2		3
cultural identity	4	2	0	3	2	2	4	4	2		4
self control (anger & violence)	2	5	2	2	5	5	5	5	5		0
self harm	3	0	5	0	0	5	3	0	0	Risk total	0
entry risk assessment total	24	27	31	18	29	32	26	29	20	236	25
age at first incident	5	5	5	5	5	5	5	5	5		5
prior criminal behaviour	2	5	5	2	2	2	2	3	5		2
drug/chemical abuse	1	0	1	2	2	2	1	2	0		4
alcohol abuse	0	0	0	0	1	0	0	1	0		0
parental control	1	0	0	0	0	0	0	0	0		4
school disciplinary problems	3	1	1	0	0	1	0	1	0		3
peer relationships	4	0	2	1	0	0	0	0	1		3
cultural identity	4	0	0	0	2	1	4	0	1		4
self control (anger & violence)	0	2	0	1	0	2	0	0	2		0
self harm	0	0	3	0	0	2	0	0	0	Risk total	0
post-risk assessment total	20	13	17	11	12	15	12	12	14	126	25
overall change	2	14	14	7	17	17	14	17	6	110	0

A summary of information collected from programme entry and exit, using Maatua Whangai's risk assessment form. Note that the first two factors, age at first incident and prior criminal behaviour will not change from before to after the course. The summary shows the significant reductions in risk as measured by this tool. Participant 10's score is included as a crude control comparison, because he did not complete the course but was reassessed at the course completion and his score remained unchanged. Maatua Whangai has not assessed other variables, so there is an assumption that reductions in risk were because of the course.

Appendix J: Te Puna A Rona 1999 participant offence histories

Summary of Hamilton Police Offences History for TPAR Participants

Police record ID # (participant number)	1	2	3	4	5	6	7	8	9	Totals
# contacts with Hamilton police on record	16	18	37	2	38	9	10	4	17	151
# contacts in 88 days before TPAR	4	0	4	0	6	2	5	2	3	26
# contacts during: 12 July-10 Sept (61 days)	0	3	2	0	7	0	0	0	1	13
# contacts in 88 days since TPAR completed	0	15	3	1	0	3	1	2	5	30
# theft-related	7	14	11		13	4	1	1	8	59
# other	2		4	1	7	1	2		3	20
# violence-related	1		8		1		5	1	1	17
# wilful damage-related	2		6		2		2	1	4	17
# burglary-related		2	1		9	3			1	16
# unaccompanied uptown	4		3	1	3					11
# missing person		1	4							5
# chemical-related		1			3	1				5
# information or noting								1	2	3
Police intervention outcomes										
# waiting for outcome	1	18	2		2	4	1	3	6	37
# warnings	9		11		9	4			3	36
# police "counselling"	5		4	1	7		1	1	2	21
# Maatua Whangai referrals	1			1	4		1		1	8
# Care & Protection			20							20
# Family Group Conference					5		2			7
# Contract					11					11
# Written off						1				1

This is a summary of Hamilton Police offence histories for the participants. The purpose of collecting this information is to "reality-check" any real reductions in offending of the participants.

Because of confidentiality, it has not been possible to identify the individual participants, even by use of the changed names in the previous spreadsheets. Also, the records may not be complete, in that they are not checked nationally, and there may be documented police contracts in other parts of the country. Also, police records are never a true indication of actual offending which is often at a much higher undetected level.

Theft-related offences are the most common, but many police interventions are both to advocate for youth and to hold them accountable, and from these records it is difficult to assess which contacts were because of victim issues, offender issues or just information gathering. Police youth aid staff seemed very familiar with all these youth.

Interestingly, there has not been a reduction in offending overall, but there is a slight reduction in apparent offending during the course. No reduction in offending over such short timeframes does not necessarily indicate an unsuccessful programme.

Appendix K: Te Puna A Rona 1999 interview schedules

6 Interview Questions

Introductory question: Are you familiar with Maatua Whangai's programme 'Te Puna A Rona'? Tell me about your role with the programme.

- 1 What do you believe Te Puna A Rona aims to achieve?
- 2 How successful do you believe Te Puna A Rona has been in achieving its goals?
- 3 What changes did you notice overall in the students during the course? Any examples?
- 4 What parts of the programme seemed to engage students the most? Why?
- 5 Thinking about it now, what aspects of the programme worked well? How do you know?
- 6 What aspects of the programme worked less well? Why?
- 7 What recommendations would you make to improve Te Puna A Rona?
- 8 Any other comments?

Stakeholder questions on community development

- How do you see high-risk youth being catered to in Hamilton?
- How do you see the community and statutory agencies working together?
- How would you like it to be?
- Where are the gaps in services?

Appendix L: Te Puna A Rona Needs Assessment

Young Person's Interview on Entry to Programme

Needs Assessment

How much is this like you?	Definitely like me	Quite like me	A bit like me	Not at all like me	Like help with	Hope service helps
Usually behaves OK	[]	[]	[]	[]	[]	[]
Behaviour (like manners etc) is acceptable to other young people & adults	[]	[]	[]	[]	[]	[]
Can communicate (and be understood) with others easily	[]	[]	[]	[]	[]	[]
Often get into trouble at home or school	[]	[]	[]	[]	[]	[]
Get into fights with children or young people	[]	[]	[]	[]	[]	[]
Bully children or young people	[]	[]	[]	[]	[]	[]
Find it hard to concentrate/pay attention	[]	[]	[]	[]	[]	[]
Sometimes destructive at school or at home	[]	[]	[]	[]	[]	[]
Tells lies/Can't be trusted	[]	[]	[]	[]	[]	[]
In trouble with the police	[]	[]	[]	[]	[]	[]
Run away from home	[]	[]	[]	[]	[]	[]
Have friends own age	[]	[]	[]	[]	[]	[]
Find it hard to control anger	[]	[]	[]	[]	[]	[]
Don't sleep well	[]	[]	[]	[]	[]	[]
Find it hard to mix with other young people	[]	[]	[]	[]	[]	[]
Can usually manage feelings	[]	[]	[]	[]	[]	[]
Feel close to at least one parent/caregiver	[]	[]	[]	[]	[]	[]
Liked by adults and other young people	[]	[]	[]	[]	[]	[]
Feel OK about myself	[]	[]	[]	[]	[]	[]
Find it hard to trust people	[]	[]	[]	[]	[]	[]
Bullied	[]	[]	[]	[]	[]	[]
Find it hard to get on in the family	[]	[]	[]	[]	[]	[]
Feel sad a lot	[]	[]	[]	[]	[]	[]
Get frightened	[]	[]	[]	[]	[]	[]
Sometimes wish you were dead	[]	[]	[]	[]	[]	[]
Feel that you don't belong	[]	[]	[]	[]	[]	[]
Usually healthy & well	[]	[]	[]	[]	[]	[]
Not interested in eating	[]	[]	[]	[]	[]	[]
Often worried or anxious	[]	[]	[]	[]	[]	[]
Don't sleep well	[]	[]	[]	[]	[]	[]
Hurt yourself on purpose (physically)	[]	[]	[]	[]	[]	[]
Have mood swings	[]	[]	[]	[]	[]	[]

How much is this like you?	Definitely like me	Quite like me	A bit like me	Not at all like me	Like help with	Hope service helps
Use alcohol, glue or dope	[]	[]	[]	[]	[]	[]
Find it hard to keep safe	[]	[]	[]	[]	[]	[]
Not interested in learning	[]	[]	[]	[]	[]	[]
Make excuses to avoid going to school	[]	[]	[]	[]	[]	[]
Wag school	[]	[]	[]	[]	[]	[]
Doing well at school	[]	[]	[]	[]	[]	[]
Learning special skills and gaining interests	[]	[]	[]	[]	[]	[]
Taking part in lots of different activities	[]	[]	[]	[]	[]	[]
Happy at school	[]	[]	[]	[]	[]	[]
Know about family background	[]	[]	[]	[]	[]	[]
Know about cultural background (like being Maori or from another country)	[]	[]	[]	[]	[]	[]
Feel good about cultural background	[]	[]	[]	[]	[]	[]
Interested in learning more about cultural background	[]	[]	[]	[]	[]	[]

Other: _____

Would you like help with any of the above things? *(tick the boxes that apply in 5th column)*

What are the things you hope the programme might help you with? *(last column)*

Is there anything else?

Maori Young Person's Needs

Do you think of yourself as Maori? *(Tick one box)* [] Yes [] No [] Don't know

(if you answered YES then answer the questions below, if you answered NO or DONT KNOW go to the section titled SPARE TIME)

Are you learning to speak Maori? [] Yes [] No [] Don't know

Are you learning other Maori cultural activities eg haka, waiata, stories *(Tick one box)* [] Yes [] No [] Don't know

Are you learning about your Maori identity and background?
 At school [] Yes [] No [] Don't know
 At home [] Yes [] No [] Don't know

Would you like to learn about your Maori identity and background?
 At school [] Yes [] No [] Don't know
 At home [] Yes [] No [] Don't know

Spare Time

- When you get home is an adult usually there? Yes No Don't know
- When you go out, do your parents know where you are? Always Usually Sometimes Hardly ever
- Do your parents know who you are with? Always Usually Sometimes Hardly ever

What do you do in your spare time?

	Most days	2-3 times a week	Less often	Never
Do things at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have friends visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do things in the neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do things with the family outside of home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hang around town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take part in sports and clubs etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visit friends home/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Young People's Experiences

Have any of the following happened to you?	Yes	No
Become pregnant / got someone pregnant	<input type="checkbox"/>	<input type="checkbox"/>
Been in a traffic accident when you were driving	<input type="checkbox"/>	<input type="checkbox"/>
Been in a traffic accident when you were a passenger	<input type="checkbox"/>	<input type="checkbox"/>
Tried to commit suicide	<input type="checkbox"/>	<input type="checkbox"/>

Appendix M: Te Puna A Rona Case Studies

Case Study 1 (from Mātua Whangai records)

[Participant] resides in Hamilton East in a well presented three bedroom home, with his mother, his 19 year old brother, and younger 12 year old sister. They have lived there for the last two years. [Participant's] 17 year old sister has a six month old baby and lives with her boyfriend. [Participant's] Dad has been living with a new whānau in Otaki. He [father] has been part of the Mongrel Mob since childhood and had exposed Ben and his mother to some serious family violence, and crime, hence [participant's] disposition.

[Participant] came to be referred to the Te Puna A Rona intervention programme by a Youth Worker, who has been working with him since August 1998. The Youth Worker struggled to find a suitable course or placement to meet [participant's] high risk needs and behaviours. During this time [participant's] negative behaviours included, hanging [out] in the CBD after hours unsupervised, numerous burglaries, assaults and more seriously, attempted murder of an elderly lady who accidentally ran over, and killed his pet bull terrier.

[Participant] applied to the Te Puna A Rona programme, with his Youth Worker's assistance, and was accepted. [Participant] felt it difficult to absorb the learning initially but applied himself and became one of the top students. His effort, attitude and ability to realise the benefits of putting in the work, motivated him more to participate and contribute.

[Participant's] whānau support was great. They attended all the whānau programmes and contributed on a very intellectual level. They were grateful that this programme was available for [participant], and they wished it was around when his older brother was experiencing similar issues.

On completion of the course [participant] enrolled at an Alternative Learning Centre, which he is currently attending. More noticeably, there has been a marked reduction in his offending patterns, and destructive behaviours. However it has been identified that relapse prevention would be an area for further development with [participant] and his whānau.

In conclusion the value of an intensive programme has provided much in turning [participant's] life around. The reality is, long term involvement of key Social Service Agencies, Whānau support and self determination will continue to improve [participant's] circumstances.

Case Study 2 (from Mātua Whangai records)

[Participant] resides in Hamilton East in a low income state house area. He lives with his mum and dad, and three younger brothers aged 11, 9 and 7. His younger sister aged 13 committed suicide while on holiday two years ago, and this has affected the whole family quite substantially. The family had moved from the far north around four years ago and established themselves in Hamilton, based on their low income status. Mum and dad have been attending courses for the last year and a half, and are partial to alcohol consumption.

[Participant] had been referred to the Te Puna A Rona programme through his involvement with Mātua Whangai staff over the last two years. Issues of concern for [participant] and his younger siblings were around poor attendance in school, lack of concentration, bullying, stealing, and associating with known felons. The use of alcohol and drugs was also prevalent. [Participant] applied to the programme with his tutor's support and after completing a detailed assessment, attended the nine week intensive course.

Throughout the course [participant] applied himself constantly, and absorbed the learning material that was shared. His unassuming and conservative disposition often concerned the facilitators, but assurances that this was normal behaviour soon allayed any fears. [Participant's] whānau provided minimal support through the process, as their work commitments prevented weekly attendance.

On satisfactorily completing the programme [participant] returned to his Alternative Learning Centre with the benefits and skills of attending the semi-residential programme, and self development around Alternatives to Violence, Drug, Alcohol and Health Education, and the effects of Cultural Alienation. The result of [participant's] application, to the tasks at hand, was to bring out leadership qualities. Responses from [participant] alluded to the fact that careful and critical thinking had been applied in all manner of learning and personal, positive behavioural changes.

[Participant] is currently planning to return to mainstream school, and sitting school certificate. Further long term support will be required and this is in place with a Taiohi Toa whānau case worker. Through care will be aimed at maintaining the momentum established with the programme, including the provision of barriers to further offending, reducing further risk factors and association with role models.

In conclusion, [participant] will no doubt be at the disposal of his environmental conditioning, peer group structure, and whānau goals and role models. Major changes need to be addressed step by step.

Orini Combined School

During Term 4 of this year we have had the opportunity of working with [the CPWS worker] of Mātua Whangai to better the situation of a Māori Student whom we enrolled in Term 3.

This student is aged 12 years, male and had not been successful in the primary/intermediate school system over several years. This culminated in his expulsion from school. His mother in desperation bought him out to our school after being turned away by other schools in our area.

We agreed to take him. We found him to have wonderful leadership skills but at the same time he had real problems with anger and frustration and often displayed uncontrollable, attention seeking, disruptive behaviour,

The student has been involved with CYPS, for several years and has had countless people involved to provide support. Following a meeting with CYPS, his mother, and ourselves we enlisted the support of Mātua Whangai, and [the CPWS worker] visited us at school.

The student was put into a residential programme with Mātua Whangai at Raglan for the first week of term 4 and he was involved in a day based programme at Fairfield for the second week. Although Don told us his organisation usually works with an older group, they agreed to help this child.

The student returned to us here at the beginning of week three to resume his school programme and the change in this child is unbelievable. He is to continue contact on a weekly basis with [the CPWS worker], and [the CPWS worker] will also be able to help us.

The most important factor is that our students now accept and like this child. They have questioned me as to where he has been and have voiced the fact that he has come back 'different'. His attitude to his academic work is really positive and he is listening and acquiring knowledge. We are really delighted with the result.

We wish to commend [the CPWS worker] and the other members of his group and endorse whole heartedly the work they are doing. We have found no other service to cater for this type of need in the primary and intermediate system. If results such as this can be achieved with young Māori, then the services they provide must be more widely recognised at the primary and intermediate level. We certainly are very pleased to have made contact with this group and see them as an invaluable support service, as we have other children for whom we would like to enlist their support.

*Barbara Lawson, Deputy Principal
Kaye Ferguson, Principal*

Appendix N: Awhinatia Te Whānau worker evaluation questionnaires

E KOTAHITANGA E MAHI KAHA TRUST
 WORKER EVALUATION

Client No.

Please tick the appropriate box

What services were provided to you or your organisation from this project	How would you rate the content and delivery of this project				
	excellent	good	average	fair	not used
<input type="checkbox"/> Information of the Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Referral to other services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Networking assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Information/resources sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CPW support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Skill and knowledge of worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Client supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Advice and assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What positive changes have happened for youth that you know through this project?					
1.					
2.					
3.					
Did the CPW worker have the skills and experience to work with the youth and whānau involved?					
<input type="checkbox"/> Not so good <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent					
Did the CPW worker keep you informed of things happening?					
<input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Irregularly <input type="checkbox"/> Always					
Did the CPW worker network with your organisation when a client of yours was involved?					
<input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Irregularly <input type="checkbox"/> Always					
How could this service/project be improved?					

This evaluation of Te Kotahitanga E Mahi Kaha Trust's CPW Crime Prevention Project worker will be used by him to improve/modify the service provided to clients of the project and may be also used in the annual assessment of his performance.

Thank you for taking the time to complete this questionnaire.