

# RESEARCH & EVALUATION

## Annual Projects Summary

November 2015



KIWI CAN • STARS • CAREER NAVIGATOR • PROJECT K • MYND

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## INTRODUCTION

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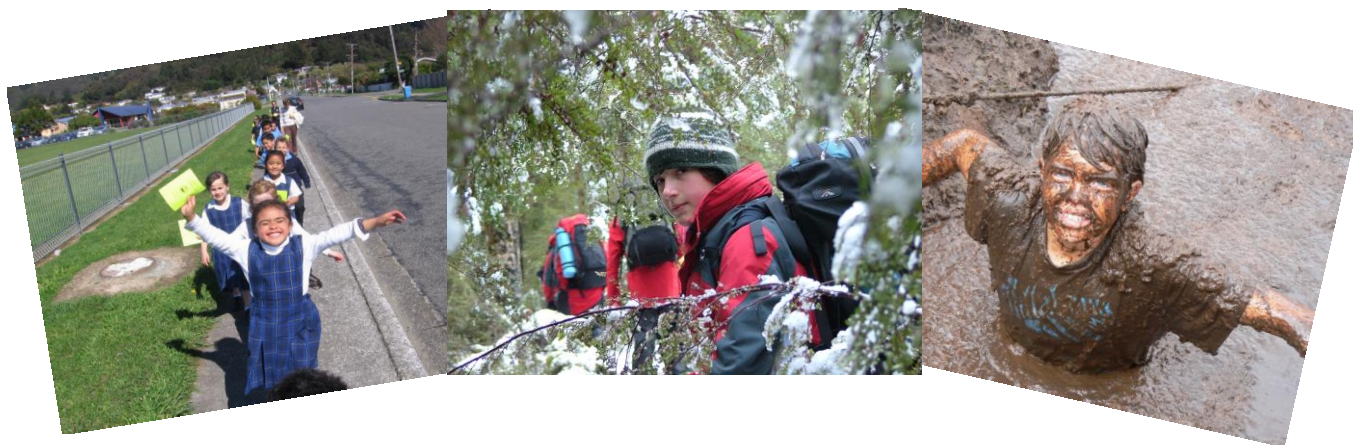
It is the Graeme Dingle Foundation practice to stay at the leading edge in all areas of child and youth development, and evaluation is one of our key strategic drivers. With our University research partners we know our programmes: improve attitudes and behaviour; improve academic results; help young people set and achieve their goals; boost self-confidence; reduce truancy rates and at risk behaviours; and help young people feel more positive about the future.

This Research and Evaluation projects update provides a summary of past research projects, some key findings about our programmes and details research projects that are currently underway.

Research summaries are grouped into the five GRAEME DINGLE FOUNDATION programmes:

**KIWI CAN • STARS • CAREER NAVIGATOR • PROJECT K • MYND**

This report is updated annually and is published on our website: <http://www.dinglefoundation.org.nz>



## PROJECT K

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### Summary of Past Research

**The Randomised Controlled Trial (RCT) Evaluation of Project K:** (QIAO, McNaught, 2007): From September 2004 through June 2007 an outcome evaluation was carried out by the Centre for Social Research and Evaluation (CSRE), Ministry of Social Development (MSD). The project analysed data from a Randomised Control Trial (RCT) developed by Graeme Dingle Foundation and the University of Auckland. Graeme Dingle Foundation collected demographic and outcome data for the 94 Year 10 students participating in the Project K programme at 8 high schools. A control group of the same number of students who did not take part in Project K, was selected from the same schools.

**Youth Māori Perceptions of a Youth Development Programme** (Hollis, 2009): Developed in response to the CSRE evaluation finding that Māori students in Project K showed significant improvement in academic and social self-efficacy. This Master of Arts project used a new narrative interview style of investigation to gather information from the perspective of six young Maori graduates on how Project K accommodated for Māori and influenced self-efficacy.

**The Effectiveness of Project K on Participants' Health and Lifestyle Behaviours** (Zhang, 2011): The primary aim of this Master of Arts thesis was to evaluate the effectiveness of Project K on participants' health and lifestyle behaviours using data collected for the RCT. The study also examined how Project K directly and indirectly addresses health behaviours and how potential barriers can be overcome

**Project K in Black & White: A Theory-driven & Randomized Trial Evaluation of a Youth Development Programme** (Deane, 2012): To further examine outcomes for Project K students and to give insight into the function of Project K, the RCT was extended by Graeme Dingle Foundation to include 606 students taking part in Project K programmes and a comparison group of 575 students who did not take part in Project K.

This University of Auckland PhD project applied a Programme theory-driven evaluation science (PTDES) framework to the evaluation of Project K. The study analysed the extended RCT data to investigate the effects of Project K on self-efficacy and academic achievement and the effect of Project K on different subgroups (based on gender, ethnicity and socioeconomic status). In addition, a Programme Logic Model was developed that showed Project K incorporates many of the best practice principles discussed in the literature.

**Predicting Improvements in Relatedness and Sense of Community for Participants of the Project K Youth Development Programme** (Chapman, 2012): The aim of this University of Auckland study was to assess whether Project K participants gained a greater sense of community and relatedness over the course of the programme. The study also added evidence to a currently scant literature about how youth programmes utilising mentoring can promote healthy social relationship skills and experiences.

**Changes in Protective Factors with Project K** (Furness, 2012): This Massey University doctoral thesis explored whether Project K helps improve students' self-efficacy, resilience and connectedness to school. Participants were one group of 49 Project K students and a comparison group of 31 students not taking part in Project K.

**Analysis of the RCT Evaluation of Project K** (Leeson, Harré, 2013): Two reports on the analysis of the RCT data were produced by the School of Psychology, University of Auckland:

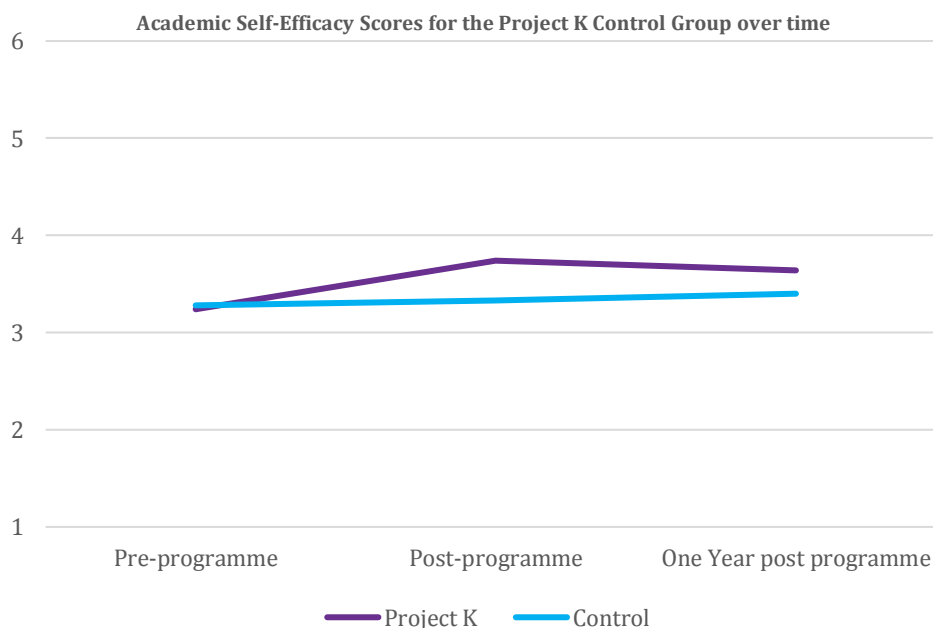
*Analysis of the Project K Randomised Controlled Trial Evaluation of Project K: The Final Report* - The purpose of this report was to evaluate the effectiveness of Project K in relation to several of the outcome variables that were measured in the randomised controlled trial (RCT). The impact of the programme in different schools and regions, amongst girls versus boys and amongst participants of different ethnicities was also examined.

*Analysis of the Project K Randomised Controlled Trial: The General Report* - The key aim of this report was to present analyses describing NZ young people in Year 10 and then Year 11 or 12 on key outcome variables (self-efficacy, substance use and risk behaviour, eating behaviour, family cohesion, parental monitoring, parent-rated social competence and work and training status), as well as comparing these outcome variables by gender, ethnicity and region

## What we have found so far...

### Self-efficacy

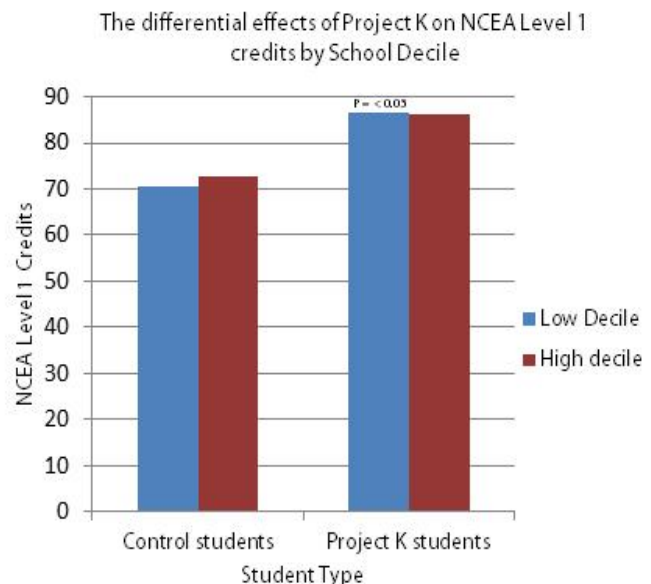
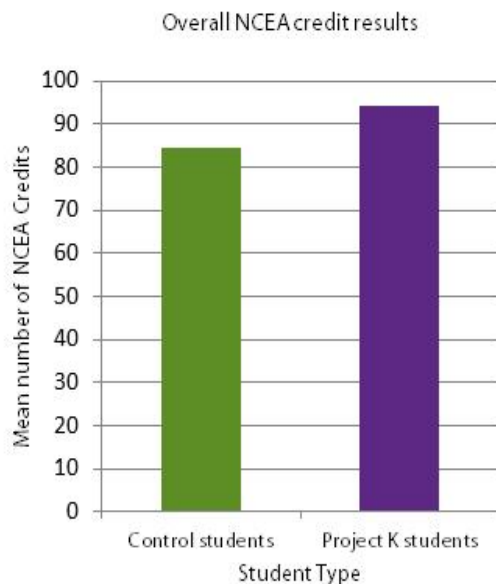
- There was strong evidence that, on average, Project K had a consistent positive effect on all efficacy outcomes.
- Project K was found to be effective in improving academic and social self-efficacy from pre to post programme, and this was sustained one year post-programme.
- Students who entered Project K with very low levels of self-efficacy are likely to gain more from the programme i.e. increase their confidence in their social, academic and help-seeking abilities.
- Project K appeared to reduce discrepancies between different subgroups, such as gender and ethnicities. For example, post programme male students who did not receive the programme reported lower levels of academic self-efficacy than the female students. Whereas, the male and female Project K students showed no difference in levels of academic self-efficacy.
- Project K participants reported higher career decision self-efficacy one year post programme, than a similar group of students that did not receive the programme.





## Education and Academic Achievement

- One-year post programme there was evidence that Project K students were less likely to truant.
- One year after the programme, more Project K students than controls reported attending school, full-time education, being employed full-time and looking for educational opportunities.
- Project K seemed to work more effectively for students in low decile settings when it comes to influencing academic achievement, a finding that implies Project K can close the achievement gap between students from low and high decile schools.

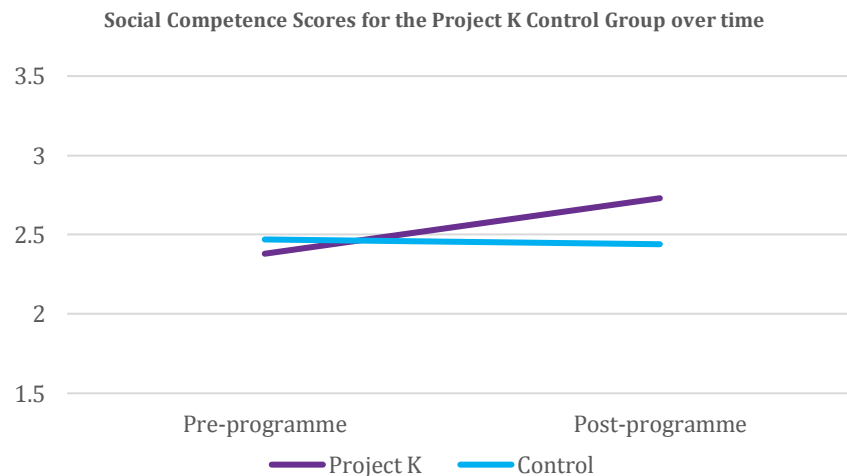


## Health Behaviours

- Project K had a positive impact on eating healthily, i.e. eating breakfast and vegetables more often, and on eating less unhealthy foods.
- Compared to controls, Project K students were more likely to reduce illegal drug use over time.

## Social Competence

- Parents confirmed the positive outcomes for Project K students, rating their children as significantly more socially competent than controls post programme.



## Relatedness and Sense of Community

- Overall, participants showed improved relatedness and sense of community after Project K.
- Participants who began relatively low in these measures showed the most significant gains over time.
- These improvements were predicted by participants' engagement and experiences of support and relatedness throughout the programme (controlling for pre-programme levels and demographic variables of interest).
- Perceived mentor support was an especially powerful predictor of these social gains.

## Resilience and Connectedness to School

- On average, Project K students finished the programme with higher resilience scores than when they started while the comparison group resilience scores declined.
- On average, Project K students and the comparison group finished the programme with higher connectedness. However, on average the Project K student scores increased 23% while the comparison group scores increased 5%.



## New Zealand Youth

- Young people reported a greater belief in their social ability than their academic ability.
- Girls reported significantly higher confidence in their academic ability than boys.
- Pasifika students reported higher self-efficacy than NZ European students.
- There was a significant difference between girls' and boys' reports of drinking alcohol, substance abuse and risk behaviour. Girls reported a higher frequency of these behaviours than boys.
- Boys reported a greater change in behaviour over time. A greater proportion of boys than girls who had not smoked, used marijuana, or illegal drugs in Year 10 reported engaging in these behaviours 18 months later.
- Parental monitoring can reduce the risk of young people engaging in substance abuse and other risk behaviours, and reduce unhealthy eating behaviour.
- Having a cohesive family can support young people to engage in positive activities, such as volunteering, recreational activities and sport.



## Current Project K Research

Beginning in 2015, Graeme Dingle Foundation are partnering with the University of Auckland on two PhD research projects that will support the delivery of the Project K programme by ensuring students get as much as possible from the experience.

What are the factors that enhance positive experiences in Project K?: This qualitative case study will further develop our understanding of effective youth development programmes and how they work to influence and create positive change in young people. The researcher will observe Project K Wilderness Adventure participants at three different sites to explore the factors that influence participants' experiences in Project K's Wilderness Adventure and Community Challenge components. The research project focus is to:

Understand what determines participants' positive experiences: e.g. Individual differences, the dynamics that exist within each PK programme, factors related to programme delivery.

Examine how participant experiences influence outcomes.

### **Family reintegration experiences of young people after a positive youth development programme:**

This project aims to address a major gap in the literature by examining the reintegration experiences of young people into the home environment after Project K's Wilderness Adventure, and how parents can support participants' successful transition back to school and into the home following this intense experience. Through interviews the project will:

Explore Project K participants' experiences of reintegration after the Wilderness Adventure.

Investigate parents' or caregivers' and programme providers' views on reintegration



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## STARS

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### Summary of Past Research

**School-Based Mentoring: Examining the Cultural and Economic Variations in Engagement and Effectiveness:** (Noonan, 2012) This Master of Arts thesis examined the effectiveness of Stars and looked at the association between the effectiveness of Stars, school decile and cultural context. Participants were Year 9 students from eight ethnically diverse schools that ranged in size and decile.

**An Examination of Stars Longitudinal** (Naomi, 2012): This project examined data collected for the Stars longitudinal project that ran alongside the evaluation of the Stars programme. Starting in 2006, Schools taking part in the Stars programme were asked to participate in a longitudinal study examining several aspects linked to youth health and well-being. This project was undertaken as part of Graeme Dingle Foundation's commitment to conducting research aimed at improving student outcomes.

**Mentee Experiences in the Stars Peer Mentoring Programme as Predictors of Post-Programme Connectedness and Attitudes about the Future** (Henderson & Deane, 2013): This University of Auckland summer scholar project investigated how Year 9 students' experiences within the Stars programme predicted later outcomes for the Year 9 students. The project explored the ways in which the mentees' experiences within each component of the programme predict their levels of peer connectedness, teacher connectedness and future orientation, at the end of the programme.

**Stars Adventure Camp and Variations in Outcomes** (Graeme Dingle Foundation, 2015): The Stars Adventure Camp is a component of the Stars programme and was designed as a 3-5 day residential camp at the beginning of the school year. Modifications of the Stars Adventure Camp have been made over time to accommodate the needs of participating schools. This project examined the impact of the Adventure Camp on life skills and factors thought to be linked to students' ability to successfully transition to secondary school. It also examined whether there were any differences in these outcomes based on the school or the camp the students attended.

**The Impact of Stars on Peer Mentors** (Deane, Moore, Gillham, & Brown, 2012-2015): This was a collaborative research project between Graeme Dingle Foundation's Research and Evaluation Unit and a researcher in the School of Counselling, Human Services and Social Work at the University of Auckland. The goal of the project was to determine the impact of Stars on positive outcomes for the Stars Peer Mentors and to contribute to the broader knowledge base on youth peer mentoring. Peer Mentors completed questionnaires at several time points from the start to one year after the completion of the Stars programme.

## What have we found so far...

### Stars and the Year 9 students

- Participants who rated their experiences very positively were more likely to have higher connectedness and future orientation scores at the end of the programme.
- The experience within the mentoring component was the strongest predictor across all of the outcomes (i.e. peer connectedness, teacher connectedness and future orientation).
- Stars Year 9 students evaluated the programme highly.
- The programme contributed to the well-being of the students by helping them to gain practical skills and life skills such as: working with others, connecting to their communities, achieving their goals, improving relationships with friends, and developing relationships with older students.
- While Stars benefited all Year 9 students, those from low decile schools appeared to benefit the most from Stars.
- Schools with greater proportions of Pasifika also appeared to benefit the most. It was suggested that this was due in part to the cultural appropriateness of the Adventure Camp for New Zealand youth and of group mentoring for Pasifika and Maori students.
- Stars incorporates many of the components of best practice and in particular Lerner's "Five Cs" of Positive Youth Development.

### Stars Wilderness Adventure and the Year 9 students

- In previous Adventure Camp evaluations, thematic analysis of students' answers to open-ended questions have revealed five major themes across responses:
  - Development of practical skills
  - Working with others
  - Personal development
  - Friendships
  - Peer mentors
- When outcomes from the Wilderness Adventure (and Adventure Days) were compared there were significant differences in outcomes at the school level (i.e. based on the school/camp experience the student attended). It was found that consideration given to the programme objectives, students' developmental needs, and the cultural relevance of activities for the youth participants within a particular school during the preliminary planning stage can enhance outcomes for students.



## Stars and the Peer Mentors

- Over the duration of the programme Peer Mentors reported significant increases in their social competence (how able you feel in social situations) and character (your belief in the importance of values associated with honesty, responsibility, and integrity).
- One year after the programme the increases in social competence and character were still apparent. In addition, mentors also reported significant increases in self-confidence (confidence in your abilities, knowing that you can do what you need so that things work out well), task leadership (how well you lead other people, especially when you need to get something done) and intellectual flexibility (being able to change the way you think and use new information as it becomes available to you).
- The gains in social competence, self-confidence, intellectual flexibility, and active initiative were greater for Peer Mentors who attended many (i.e. over 20) sessions.
- The vast majority of Stars Peer Mentors said they had a positive experience. The peer mentoring helped them to build positive connections (new friendships and bond with others), develop more confidence (cope and face new challenging situations) and competence (socially and as leaders). It also provided enjoyable opportunities to help and influence others, and to feel respected and listened to.
- Six months and one year after the programme, participants told us that Stars continued to influence their lives because of the positive impact the experience had on their confidence and competence (socially and as leaders) and their levels of maturity and sense of responsibility.
- The biggest challenge for the Peer Mentors was relational challenges. The Peer Mentors found particularly challenging having to cope with mentee behaviour that was out of control, the negative attitudes of some mentees and lack of interest or participation.
- Second to the relational challenges was the need to overcome personal inadequacies and anxieties, such as managing stress, having the courage and confidence needed to speak in front of the mentees and to be a leader. However, overcoming these challenges can also be viewed as contributing towards personal growth, such as the increased confidence and competence found in this project.
- Findings indicate that Peer Mentors academic achievements were above what can be expected relative to decile-based norms. It appeared that being a Peer Mentors can have positive impacts on the life skills and character of a young person while not compromising their academic achievements.
- Having more positive adult role models in their life is the strongest predictor of a Peer Mentor returning to mentor for another year.

## Stars Current Research

**Exploring outcomes in a new Stars programme:** Evidence of outcomes from the Stars programme have been used to inform the evaluation of the Stars programme. A mixed methods evaluation has been developed that will enable further exploration of the impact of the programme on the Stars Years 9 students, Peer Mentors and the school community, over time.



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## KIWI CAN

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### Summary of Past Research

**Graeme Dingle Foundation teacher and student surveys (2008-2009);** surveys administered by Graeme Dingle Foundation in a selection of Kiwi Can schools gathered student and teacher's perspectives of the impact of the Kiwi Can programme on the children's attitudes and behaviours. Following these evaluations, Graeme Dingle Foundation recognised the need to understand the programme theory to be able move forward and develop theory-driven evaluation and programme development.

**Promoting positive development in school children: Perspectives of the Kiwi Can programme in New Zealand (Ahmed, 2010):** This University of Auckland research study aimed to clarify the theory underpinning the Kiwi Can programme. The researcher consulted with key programme personnel, reviewed documents and observed the programme to develop a greater understanding of Kiwi Can and how it contributes to the children's positive development. As part of the study a programme logic model was developed demonstrating how Kiwi Can works to create positive change in Kiwi Can students. The model has facilitated effective programme planning and implementation to further develop and strengthen Kiwi Can

**Can It? An Evaluation of Kiwi Can, a School-Based Values and Life Skills Programme, in Aotearoa New Zealand (Williams, 2013, 2014):** This PhD study used a positive education-based theoretical framework to build on the above theoretical programme evaluation and examine the Kiwi Can programme implementation and outcomes.

To examine programme implementation, semi-structured focus groups were conducted with programme leaders, and questionnaires were administered to Kiwi Can students in eight regions.

The outcome evaluation used a quasi-experimental, pre-post survey design. Surveys were completed by students from 15 Kiwi Can schools across eight regions, and nine non-Kiwi Can schools. The survey evaluated the impact that participation in the programme had on individual developmental outcomes (Competence, Caring, Connection and Character) and the school social climate.



## What we have found so far...

### Student Outcomes

- Kiwi Can was particularly effective at building positive relationships and improving students' social skills.
- Students developed more positive and respectful relationships, and improve their ability to work with others and resolve conflict independently, using strategies taught in Kiwi Can.
- There may be a 'protective effect' of participation in Kiwi Can under highly transient conditions.
- Children looked forward to Kiwi Can. They make every effort to come to school on Kiwi Can days and fully participate in the activities.
- Students reported a high degree of learning and enjoyment in the Kiwi Can classroom.
- Students liked their leaders and they are seen as making a positive contribution to the school.
- The leaders keep the children motivated and engaged and act as positive role models.

### Programme implementation

- Kiwi Can leaders reported that they had adequate access to resources, and felt that the Kiwi Can lessons were well organized, topical and structured to meet their needs.
- The programme was found to be delivered to a high standard across all regions and students, regardless of age, gender, or ethnicity, are reporting similar results

## Current Kiwi Can Research

**Overcoming the negative effects of transience: Investigating the impact of a school-based, health promotion programme on student social health outcomes:** An unexpected finding from the outcome study was that long-term Kiwi Can students from highly transient schools report better social health outcomes than students from new or control schools. This finding raises some very interesting and important questions around transience. To address these questions plans are underway for a further project to evaluate the impact of participation in a modified Kiwi Can curriculum on social health outcomes for students in highly transient schools.

### **Seeing through the eyes of students: The impact of Kiwi Can on the 5Cs of Positive Youth**

**Development:** This qualitative project will build on the 2013 outcome evaluation of Kiwi Can to explore further the relationship between engagement in Kiwi Can, and individual attitude and behavioural outcomes. The project will examine the impact of the Kiwi Can programme from the perspective of Kiwi Can students in low-decile primary schools. For example, what does a Kiwi Can school look like, feel like and sound like according to programme participants?



“Kiwi Can has been an effective model of positive relationships which has engaged students and staff together. Students enjoy the lessons and so are engaged and want to attend. We gather data on bullying throughout the year and have noticed a reduction.”

**School principal, Innovations Fund school**



“I really like Kiwi Can because they try there hardest to help in every possible way. They don’t stop caring and they are always there to talk to. I find Kiwi Can fun because they have great activities and I like them a lot.”

**Kiwi Can Student**



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## MYND

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### Summary of Past Research

Youth New Directions: A Prospective Step-Wise Cohort Study of the Mentoring Youth New Direction (MYND) Programme for Adolescents With or Without Computerised Cognitive Behavioural Therapy (SPARX-R) (Fleming et al, 2013-2015): This prospective step-wise cohort study was a joint project between Graeme Dingle Foundation and the Department of Psychological Medicine, University of Auckland. MYND participants were invited to take part and allocated to receive MYND and SPARKS or MYND only. The main aims of the project were:

- To evaluate the effectiveness of the MYND programme with SPARX-R computerised cognitive behavioural therapy (cCBT) compared to the MYND programme only, with respect to measures of mood and behaviour.
- To examine participants and staff satisfaction with SPARX-R, and the feasibility of the implementation of SPARX-R in the MYND programme,
- To explore the effectiveness of the MYND programme on selected outcome measures (participants allocated to MYND only).

The 2012 MYND Sibling pilot evaluation (Graeme Dingle Foundation, 2012): This evaluation examined outcomes from a MYND early intervention programme pilot. The programme aims were to improve life outcomes for the seven siblings of youth offenders, reducing the likelihood of future offending. MYND mentors delivered activities designed to build life-skills and provided access to pro-social leisure activities. MYND social workers used opportunities created by the programme to consolidate sibling learning, identify any service gaps, and support the sibling to continue their engagement or to re-engage with school. The social workers were also the first point of contact for the families.

### What we have found so far...

#### The MYND programme

Due to the low levels of MYND participants who completed SPARX we were unable to compare SPARX and no SPARX groups. However, looking at participant changes over time, it was found that there was a statistically significant reduction in depressive symptoms and anger from baseline to the 20 week assessment.

Although the scores showed a trend downwards, there was no statistically significant change in antisocial cognitions (as measured using the 'How I Think' questionnaire). Also, although there was a



beneficial change in the majority of help-seeking intentions and conduct behaviours, the changes in proportions were not statistically significant.

The results are promising and will help inform a future project to examine the outcomes for MYND participants.

**The Sibling Programme:**

- Anecdotal evidence from mentors, parents and the siblings provided evidence that the siblings had made positive changes in their lives.
- The programme helped many of the siblings to develop more positive relationships and social skills, and engage more positively with school.
- Of particular note was the improvement (as identified by two mothers interviewed) in their children's behaviour, attitude and general mood, and as a consequence the improvement in their school and family relationships.
- All the participants were highly engaged in the programme, and throughout the programme there were high attendance levels for all activities.



## Current MYND Research

**The MYND Sibling Evaluation** (Graeme Dingle Foundation, 2015/2016): This evaluation will examine outcomes from two 6-month MYND sibling programmes running consecutively from June 2015 to June 2016. Participants are 12 siblings, aged 8-13 years, and their families who were identified by the NZ Police and Department of Child Youth and Family and invited to take part in the sibling programme. During the 6 month programme, the young people attend a two hour session twice a week where they take part in activities aimed at teaching life skills, supported by MYND mentors. The siblings also attend an activity based programme during the school holidays. MYND will work in partnership with the family to establish a 'Family Development Plan' which will determine agreed targets and intended outcomes for each family unit. A MYND Social Worker works alongside the family as and when required.



By supporting and encouraging siblings to complete their education, have positive relationships and feel connected to their community, it is hoped that on leaving school the siblings will join the workforce and make a positive contribution to their communities. This mixed methods evaluation has been designed to examine the ways the programme works to enhance protective factors and build the resilience of the participants.

## REFERENCES

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- J Moore (2012). MYND Sibling Trial Evaluation. Report prepared for the Foundation for Youth Development.

## CAREER NAVIGATOR

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### Summary of Past Research

**Graeme Dingle Foundation Exploratory Evaluations (2012 to 2014):** To investigate the effectiveness of the modules of the Career Navigator programme from the perspective of participants, exploratory evaluations of the Career Navigator programme have been conducted using interviews, focus groups, and pre and post self-report surveys. The aim was to explore what works well and what does not work well to guide the on-going development of Career Navigator.

### What we have found so far...

#### Module One - Group Career Mentoring

This module of the Career Navigator programme is part of an ongoing partnership between Manurewa High School and Graeme Dingle Foundation. The Workplace Mentoring module provides an opportunity for young people to receive help and guidance from mentors who have experience and expertise in a particular vocational field. Graeme Dingle Foundation evaluations have showed:

- At the start of the mentoring, mentees recognised the value of the mentors to help connect them with someone in a job or career they are interested in, and help them look for a job. After the programme they also valued the mentors help to define their career path and goals.
- After the mentoring, mentees felt more confident about successfully completing job seeking tasks and navigating a career path. This was supported by an increase in their levels of self-efficacy, indicating an increase in their confidence to perform career related tasks.
- The group career mentoring provided a mix of individual and group mentoring, and all mentees benefitted from the collective mentoring and learning.
- Group mentoring events, such as the rock climbing were ideal opportunities for breaking down barriers and building trust.
- The workshops and the school project also provided mentors with the opportunity to teach life and career skills such as the value of planning, working efficiently and not losing focus.
- Mentees said they benefitted from the mentors' experience and knowledge, and their perspective of the workplace. They described their mentors as knowledgeable and realistic, and said that the mentors helped provide direction and motivation, which in turn helped them to approach job seeking with confidence.
- The mentors enjoyed the 'feel good factor' and the opportunity to give something back and make a difference in the lives of their mentees.
- Individual mentoring contacts were restricted by mentees limited access to home computers and cellphones (or no cellphone credit).

“That anything is possible, and I can do what career I want to do through hard work.”

“I wouldn’t have taken that apprenticeship without my mentor telling me about it”

“Yes, I got a job, it helped me to talk to the person that interviewed me. I already had it (career choice) in mind but my mentor helped me change my mind set, like work harder, for me”

“My mentor he influenced us to try and be better like not go for the lowest job and qualifications but try and go higher”

“There is a lot of opportunity out there. A lot of people care.”



## **Module Two – Experiential Workshops**

The Experiential workshops module is designed for Year 12 and 13 students. They provide learning experiences that support students to obtain occupational and other work-ready skills valued by employers. Graeme Dingle Foundation evaluations have obtained attendee feedback on the workshop content and their confidence to perform the work-ready skills taught in the workshop. The evaluations suggest positive support for the workshop from the attendees. Participants also gave their recommendations for improving the workshop delivery and content.

“It helped me a lot cause I came in here knowing nothing about how to get a job, now I am getting some great ideas.”



### Module Three - Career Pathway Events

This module is designed to provide students with a taste of possible career and employment opportunities and pathways. Student gains included:

- Greater awareness of what will be expected from them to be successful in the workplace
- Increased skills and confidence in their ability to make career and subject choices
- Help to identify suitable career and subject choices, confirm their current options
- Encouragement to carefully consider their future career path and relevant subjects
- Increased confidence that they can research and get information about careers, and set their own career goals
- Employers reported valuing the opportunity to raise their profile and to benefit young people and their community

“It showed me which pathway to head to. What subjects will take me to my career”

“I know what is expected from me in a workplace and I can start practicing that while I'm in school.”



### Current Career Navigator Research

Exploratory evaluations of the Career Navigator programme will be continuing in 2015. The aim will be to explore further what works well and what does not work well, as well student outcomes such as the development of life skills and career self-efficacy. In addition, current stakeholder knowledge of the Career Navigator programme will be gathered to develop a programme logic model. The model will be used to demonstrate how programme theory connects to the programme activities, and to guide the on-going development of Career Navigator and future evaluations.

## REFERENCES

- J Moore (2013) Manurewa Option Selection Day Year 11 Evaluation. Report prepared for the Foundation for Youth Development.
- J Moore (2014) Career Navigator Workplace Mentoring 2013 Evaluation Report. Report prepared for the Foundation for Youth Development.
- J Moore (2015) Group Career Mentoring 2014 Evaluation Report. Report prepared for the Foundation for Youth Development.