



RESEARCH & EVALUATION PROJECTS UPDATE



Foundation for
Youth Development

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RESEARCH & EVALUATION PROJECTS UPDATE

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Introduction

It is the Foundation for Youth Development's (FYD) practice to stay at the leading edge in all areas of child and youth development, and evaluation is one of our 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 report (to October 2014) provides details of recent research on FYD programmes. The report summarises recently published research articles and research project reports (the last 4 years), and details research projects that are currently underway.

Research is grouped into the five FYD programmes: **Project K**, **Stars**, **Kiwi Can**, **MYND** and **Career Navigator**.

This report is updated annually and is published on our website:
<http://www.fyd.org.nz/Resources/ResearchandEvaluation.aspx>



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Project K

1. The Randomised Control Trial (RCT) Evaluation of Project K

From 2004 to 2007 a RCT evaluation of Project K was conducted as part of an on-going collaboration between FYD and the University of Auckland. The project was designed to examine outcomes for Project K students and to give insight into the function of Project K.

The study is longitudinal and questionnaires were collected at several time points (pre-programme, post-programme, one and three to four years post-programme) from 1181 participants: 606 students taking part in Project K programmes and a comparison group of 575 students who did not take part in the programme.

The key outcomes examined were: self-efficacy (academic, social, help-seeking, and career decision-making), health and lifestyle behaviours, family cohesiveness and parental monitoring, social competence, work and education status, and Project K participants' impressions of the programme.

Project K in Black & White: A theory-driven & Randomized Trial Evaluation of a Youth Development Programme

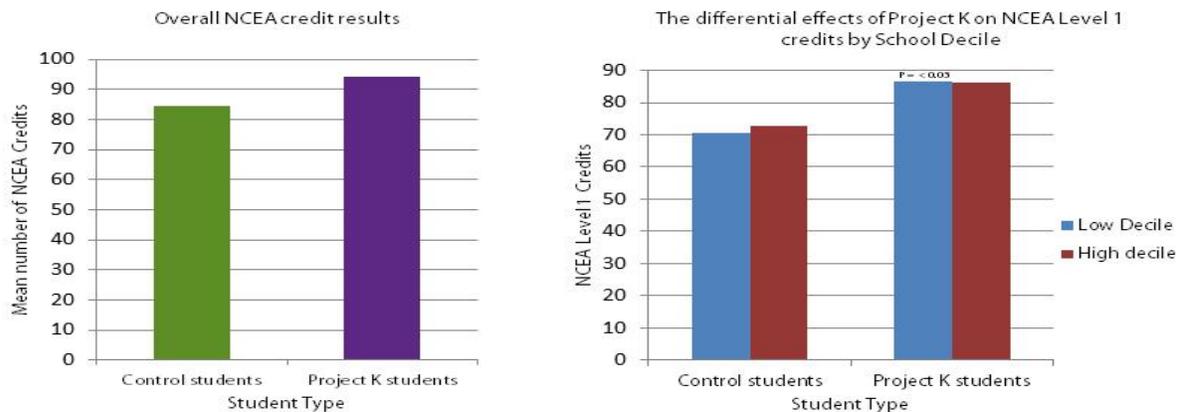
Self-efficacy and academic achievement data collected as part of the RCT was analysed by Kelsey Deane from University of Auckland for this 2012 thesis, completed in partial fulfilment of her PhD in psychology.

Key findings

- There was strong evidence that, on average, Project K had a consistent positive effect on all efficacy outcomes.
- Project K was effective in improving academic and social self-efficacy from pre to post programme, and this was sustained one year post-programme.
- 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.
- 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.
- No difference was found in academic achievement post programme, although it was proposed that the “boost in academic self-efficacy that did occur as a result of Project K may be more beneficial to academic success in the longer term”.

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- Project K seems 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.



Further analysis of the Project K Randomised Control Trial

Data collected as part of the RCT data was analysed for a study conducted by the School of Psychology, University of Auckland (2013) and results were presented in two reports:

Report 1: Analysis of the Project K Randomised Control Trial Evaluation of Project K

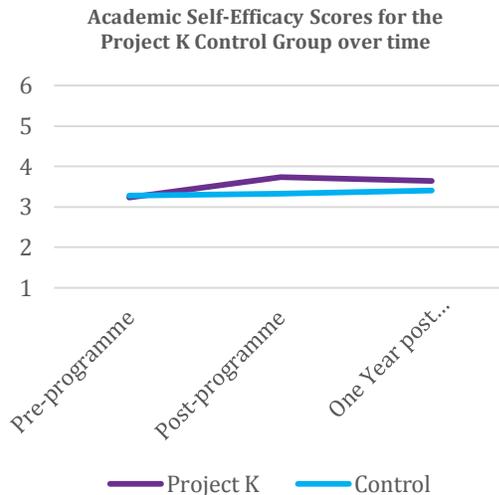
This report evaluated the effectiveness of Project K in relation to several of the outcome variables that were measured in the RCT and included an examination of the impact of the programme in different schools and regions, amongst girls versus boys and amongst participants of different ethnicities.

Key Findings

- Students who enter Project K with very low levels of self-efficacy are likely to gain more from the programme i.e. have more confidence in their social, academic and help-seeking abilities.
- Project K had a positive impact on eating healthily, i.e. eating breakfast and vegetables more often, and on eating less unhealthy foods (also see Zhang, 2012, a randomized Controlled Trial Evaluation of a Positive Youth Development Approach to Physical Fitness and Healthy Eating).
- One-year post programme there was evidence that Project K students were less likely to truant.
- Compared to controls, Project K students were more likely to reduce illegal drug use over time.
- One year after the programme, more Project K students than controls report attending school, full-time education, being employed full-time and looking for educational opportunities.

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- Parents confirmed the positive outcomes for Project K students, rating their children as significantly more socially competent than controls post programme.
- Project K students' impression of the programme and the impact on their lives was also positive. This was particularly so for Maori students, whose gains continued one-year post programme.



Report 2: Analysis of the Project K Randomised Control Trial General Report

This report provided a description of a sample of Year 10 students in New Zealand on outcome variables collected during the Project K RCT, compared these outcome variables by gender, ethnicity and region, and showed relationships between the variables where appropriate.

Key Findings

- 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.

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2. The Project K Programme Logic Model Study

Using a Programme Theory Driven Evaluation Science (PTDES) framework, in 2009 Kelsey Deane from the University of Auckland developed a Project K programme logic model (PLM). The model is a visual depiction of how the programme is proposed to create positive change. The PLM was developed through discussions with programme staff, reviewing programme documents, analysing Project K participants' qualitative responses regarding programme processes and outcomes and reviewing relevant research literature.

In addition, in 2009, an evaluation was designed to test the proposed Project K PLM. Participants were Project K students taking part in Project K programmes from 2009 to 2010, and 30 Project K programmes were included in the study. Measures were collected throughout the programme and one year post-programme to assess participants' sense of community, relatedness, perceptions of support, and engagement over time.

In 2013 Kelsey produced an article for publication: "Program theory-driven evaluation science in youth development context", which describes her application of the PTDES framework to Project K and the development of the PLM. The application of the PTDES framework to Project K demonstrated that Project K incorporates many of the best practice principals discussed in the literature.

Analysis of the PLM Evaluation Data

A sense of belonging has been shown to be important for adolescent health and well-being, and reduced participation in risky behaviours. In 2012, the PLM evaluation data was used for a University of Auckland study to assess whether Project K participants gained a greater sense of community and relatedness over the course of the programme and if so, to understand whether engagement relatedness and support experiences within Project K were related to those gains. The study also added evidence to a currently scant literature about how youth programmes utilising mentoring can promote healthy social relationship skills and experiences.

Results showed that Project K promotes positive social development among its participants through developing a sense of community and building relatedness. This is significant as having high levels of both have been linked to increased health, wellbeing, and a reduction in dangerous behaviours.

Key Findings

- 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.

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3. Changes in Protective Factors with Project K

This Massey University doctoral thesis (Furness, 2012) aimed to find out whether Project K can be an effective way to help improve students’ self-efficacy (self-belief in their own ability to achieve), resilience (bouncing back from difficulties), and connectedness to school (belief that adults at school care about them).

Key Findings

Self-efficacy

- Of the Project K group 73% of participants finished the programme with higher self-efficacy than when they started. On average, scores at the end of the programme increased 19 %.
- Of the comparison group 48% of students had higher self-efficacy at the end of the research than when they started, and some students showed lower, rather than higher, self-efficacy over this time. On average, in the comparison group scores at the end of the study decreased 3 %.
- Of the Project K group, participants who started with lower self-efficacy increased at a faster rate and by more over time when compared to participants who started off with higher self-efficacy. This means that participants with lower self-efficacy are more likely to benefit from a programme like Project K that focuses on building self-efficacy.

Resilience

- Of the Project K group 82% of participants finished the programme with higher resilience scores than when they started. On average, scores at the end of the programme increased 13 %.
- Of the comparison group 39% of participants finished the study with higher resilience scores than when they started. On average, in the comparison group scores decreased 4 %.

Connectedness to school

- Of the Project K group 73% of participants finished the programme with higher connectedness to school scores. On average, scores increased 23 %.
- Of the comparison group 52% of participants finished the study with higher connectedness to school scores than when they started. On average, the comparison group scores increased 5 %.

Well-being

- Participants who had higher self-efficacy, resilience and connectedness to school scores at the start of the programme also had higher well-being scores at the start of the programme.



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An observation study examining Project K implementation and levels of student engagement.

Beginning in 2015, the University of Auckland and FYD will be working in partnership on a research project to examine the dynamics of the Project K Wilderness Adventure and Community Challenge. This project will further develop our understanding of adventure programmes and youth development programmes and how they work to influence and create positive change in young people.

The focus of this research will be on participant engagement during the Wilderness Adventure:

- What determines participants’ levels of engagement, (e.g. Individual differences, the dynamics that exist within each PK programme, factors related to programme delivery)?
- Are the young people engaged with each and every aspect of the Wilderness Adventure?
- How engaged are students at each time point and during each programme activity?
- At what points do participants become fully engaged or become disengaged?
- How can we support successful transition back to school and into the home following these intense experiences?
- Do participant levels of engagement influence outcomes?

With an intensive, high investment programme like Project K it is important to answer these questions. This project will also support the delivery of the Project K programme by ensuring students who are most likely to benefit are selected and get as much as possible from the experience.

“Programmes like Project K aim to help young people reach their full potential through building self-confidence, teaching essential life skills such as goal setting and team work, promoting good health and a positive attitude. These programmes are effective in building self-efficacy, resilience, and connectedness in young people.”

(Massey University, May 2012)



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STARS

1. The Impact of the Stars Programme on Peer Mentor Outcomes: A Quasi- Experimental Programme Evaluation

This Stars research project is a quasi-experimental evaluation design with a youth participatory evaluation component. The project is a collaboration between the University of Auckland and the Foundation for Youth Development and is supported by the Lottery Community Sector Research Grants Board who considered the project well aligned to its priorities and as having a wide community benefit.

The project will run between 2013 and 2015, and is longitudinal looking at outcomes end of programme, six-months and one-year post programme. The primary aim of the project is to determine the impact of the programme on positive outcomes for the mentors. The project will also provide evidence-based information about the strengths and weaknesses of Stars that will support programme development and future funding, improve the Stars experience and outcomes for schools and students, and help to improve recruitment and retention of future Peer Mentors.

Mentor outcomes have not been considered in previous evaluations of Stars and in the youth mentoring research literature. The project will address this gap by examining the benefits and costs of participating in a peer mentor programme. Peer Mentors are Year 12/13 students on the cusp of an important life transition and the project will advance current understanding regarding how peer mentoring may facilitate or impede a successful school-to-work/further education transition, and inform current debates about how to enhance this transition in New Zealand.

Direct gains for Peer Mentors arising from this project include research experience through their participation in the project and a day trip to Auckland University’s Education Campus in Epsom.

What we want to know

- Does mentoring have an impact on the lives of the Peer Mentors?
- If so, what are the personal costs and benefits of mentoring?
- Does peer mentoring help the Stars Peer Mentors to:
 - Succeed at school?
 - Transition from school to work or further education?
- Does a difference in mentor and school characteristics have an effect on outcomes?

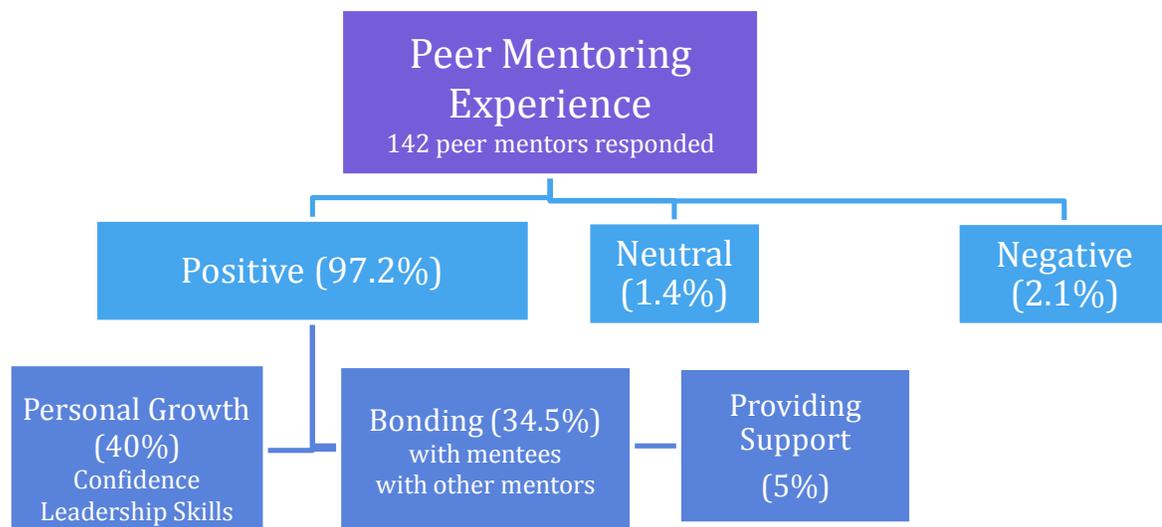


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Preliminary Qualitative Analysis

The following themes were identified from preliminary analysis of peer mentors comments at the end of the programme, when asked to tell us about their mentoring experience:

1. The great majority of mentors had a positive experience (97.2%).
2. Some mentors went on to write about experiences of personal growth, for example developing confidence, leadership and social skills.
3. Some mentors spoke about building relationships, bonding with their mentees and with the other mentors.
4. A few mentors spoke about how much they enjoyed providing support to their mentees'.
5. Among the challenges were controlling disruptive behaviour, engaging the mentees interest and getting them motivated and to focus and pay attention. Other mentors indicated that it was challenging dealing with some of the very complex problems the mentees were dealing with (e.g. bullying, being around drugs).
6. Many found it challenging to step out of their comfort zones and speak in front of others.



Analysis is underway and a full report on findings will be presented in 2015.

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2. School-Based Mentoring: Examining the Cultural and Economic Variations in Engagement and Effectiveness

A University of Auckland research project (Noonan, 2012) 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 in 2009 that ranged in size and decile (1-7).

Key Findings

- Stars students evaluated the programme highly.
- Stars was found to incorporate many of the components of best practice and address Lerner’s “Five Cs” of Positive Youth Development.
 - Competence was promoted through the acquisition of practical, social and behavioural skills.
 - Confidence was built through facing challenging activities, particularly on the Adventure Camp.
 - Connections were made by strengthening bonds between students, and between students and their school and wider community.
 - Caring and Character was evident through students learning to respect and support each other, and care for their community and environment.
 - Students were able to Contribute by giving back to their community through a community project.
- 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, meeting personal achievements, 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 and Maori students 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.

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3. Mentee Experiences in the Stars Peer Mentoring Programme as Predictors of Post-Programme Connectedness and Attitudes about the Future

This University of Auckland summer scholar project (Henderson & Deane, 2013) investigated how Year 9 students' experiences within the Stars programme predicted later outcomes for the Year 9's. 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.

Key Findings

- Experiences in each of the programme components were related to one or more of the post-programme outcomes (i.e. the more positive the experiences were, the higher the mentees' post-programme scores).
- The experience within the mentoring component was the strongest predictor across all of the outcomes (peer connectedness, teacher connectedness and future orientation).



4. Stars Adventure Camp Variations

The Stars programme model includes a Stars Adventure Camp component during which professionally trained outdoor facilitators take Year 9 students through a series of experiential outdoor activities. Across schools there are variations in the way the programme is implemented, such as length and time of year the camps are held. A major variation introduced in 2013 was a non-residential camp due to the difficulty of locating a venue to accommodate a large number of students. In addition, broader contextual variables such as school decile and the ethnic proportion of participants at the school may affect the outcomes of the Stars Adventure Camp.

This project examined outcomes for Year 9 students from 6 schools who participated in the Stars Adventure Camp in 2014. Outcomes were also compared to determine if there were significant differences in outcomes between schools.

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Among the findings to date:

- All Year 9 students said the Adventure Camp helped most with getting to know and feeling supported by the mentors.
- The Adventure Camp is particularly effective at helping students to work with others, increasing their confidence and positive relationships.
- Findings indicate an improvement in students' confidence that they can overcome several of the challenges associated with the transition from primary to secondary school. For example, making new friends, working well in groups, and being prepared for class.
- There is also evidence that programme strengths and outcomes differ across schools.
- Further research using a larger sample is needed to help determine what may be causing the differences in outcomes between programmes, for example the way the programme is implemented or broader contextual variables.

"I learnt that taking risks isn't such a bad thing. I wasn't confident enough going into the courses because I thought my group would've laughed, but instead they cheered/supported me."

(Stars Adventure Camp Year 9 student 2014)



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Kiwi Can

Previous evaluations of Kiwi Can schools have used questionnaires to assess outcomes from the perspective of the students, teachers and principals of Kiwi Can schools around New Zealand.

Findings from these surveys include:

- Children look forward to Kiwi Can. They make every effort to come to school on Kiwi Can days and fully participate in the activities.
- Kiwi Can leaders are seen as making a positive contribution to the school.
- The leaders keep the children motivated and engaged and act as positive role models.
- Kiwi Can is particularly effective at building positive relationships and improving students' social skills.
- Students develop more positive and respectful relationships, and improve their ability to work with others and resolve conflict independently, using strategies taught in Kiwi Can.

1. Promoting positive development in school children: Perspectives of the Kiwi Can programme in New Zealand

The University of Auckland research study “Promoting positive development in school children: Perspectives of the Kiwi Can programme in New Zealand” (Ahmed, 2010), 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 students. The model has facilitated effective programme planning and implementation to further develop and strengthen Kiwi Can.

2. Can It? An Evaluation of Kiwi Can, a School-Based Values and Life Skills Programme, in Aotearoa New Zealand

Building on this theoretical programme evaluation, in 2012 FYD continued their collaboration with the University of Auckland by supporting a PhD study designed to evaluate Kiwi Can. The study uses a positive education-based theoretical framework to examine Kiwi Can programme implementation and outcomes.

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Implementation

The implementation evaluation was completed in 2013.

Key findings

- Students reported a high degree of learning and enjoyment in the Kiwi Can classroom.
- Students liked their leaders.
- Students 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 results show that the programme is being delivered to a high standard across all regions and students, regardless of age, gender, or ethnicity, are reporting similar results.

Outcome

The outcome evaluation of Kiwi Can used a quasi-experimental, pre-post survey design. A survey was created to evaluate the impact that participation in the programme had on individual developmental outcomes (Competence, Caring, Connection and Character) and the social climate of Kiwi Can and non-Kiwi Can schools. A full report will be available in 2015.

Research 2015

An unexpected outcome from Kiwi Can research shows 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.

Planning is also underway for a qualitative project that will 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 the 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?

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"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 survey)



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MYND

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).

This prospective step-wise cohort study is a joint project between the Foundation for Youth Development (FYD) and the Department of Psychological Medicine, University of Auckland. Up to 100 young people will be invited to take part in the study. Half the participants will do the usual MYND programme and half will complete the computer-administered self-directed SPARX-R programme (cCBT) as part of the MYND programme. To date we have received ethics approval for the research project, University of Auckland personnel have carried out training with the administrators and social workers, and the first participants have been invited to take part in the study.

The University of Auckland are working on publishing the study protocol developed for this project in a peer reviewed journal. Making the protocol available prior to publishing the results creates an early scientific record of the proposed research design. This encourages collaboration and early feedback, and reduces research duplication.

The MYND programme has received positive evaluations from the Ministry of Social Development in assessments and has consistently produced good outcomes that show significant reductions in seriousness and frequency of re-offending. However, there is very little information about the underlying cognitive and behavioural changes that are contributing to these results. Information about the possible impact of MYND will enable FYD to better plan future programme developments.

CBT has been shown to be among the most effective psychological therapies for depression. Additionally, CBT is also one of the most promising interventions for enhancing emotional regulation amongst anti-social adolescents and is an appropriate treatment for anti-social behaviour. The MYND programme does not currently include a Cognitive Behavioural Therapy (CBT) component or offer a mental health therapy component. Implementing face-to-face CBT in the MYND programme is not feasible due to the level of staffing skills and the costs of bringing in specialist therapists. Additionally, the young people attending MYND often appear to be reluctant and distrustful of professionals or authority figures. CBT offered via computerised programme may be more appealing to these youth. Computerised cCBT has been shown to be as effective as face-to-face CBT, has the potential to greatly increase the availability of CBT and has been reported to be appealing to young people excluded from mainstream high schools. (Youth New Directions study protocol, University of Auckland, 2013)

Reference

University of Auckland (2013). 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). SPARX-MYND Study Protocol

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What we want to know

- 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.
- Participants and staff satisfaction with SPARX-R and their views on the SPARX-R programme and its implementation.
- The feasibility of the implementation of SPARX-R in the MYND programme.
- The effectiveness of the MYND programme (pre and post intervention on selected outcome measures for participants allocated to MYND only).
- The effectiveness of the interventions and satisfaction with SPARX-R for Maori participants.

Measures

- Demographics,
- Depressive symptoms as measured using the Reynold's Adolescent Rating Scale,
- Anti-social cognitions as measured using the How I Think (HIT) questionnaire,
- Beck Anger Scale,
- Self-report of help-seeking,
- Self-report of hurting others,
- Satisfaction and enjoyment of SPARX-R,
- Social worker report of number of hours per week the participants are involved in MYND and a brief description of main activities and any external referrals undertaken as part of treatment to date.



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Career Navigator

Career Navigator is a ready-for-work programme designed to provide secondary school students with the information they need to make informed decisions about future employment. The programme aims to help youth have a purposeful pathway into their future and positively transition into higher education and employment.

In 2013 and 2014 FYD conducted exploratory evaluations of the Career Navigator programme using interviews, focus groups, and pre and post self-report surveys to investigate the effectiveness of the modules of the Career Navigator programme from the perspective of participants. The aim is to explore what works well and what does not work well to guide the on-going development of Career Navigator.

Findings from the 2013 Evaluations

Career Pathway Events

This module is designed to provide students and their families with a taste of possible career and employment opportunities and pathways. At the Year 11 Career Pathway Event, students were addressed by a keynote speaker, they also had talks from the NZ Drug Detection Agency on drug testing in the workplace, Careers NZ, on knowing who you are and rising to your “calling” and Adecco Recruitment Agency who gave some practical advice on interview skills, writing CVs and general work preparation tips.

Students reported:

- 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

Gains for employers included:

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- An 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."

(Year 11 students, Manurewa High School)



Workplace Mentoring

This module of the Career Navigator programme is part of an ongoing partnership between Manurewa High School and the Foundation for Youth Development (FYD). 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.

The Workplace Mentoring pilot that took place in 2013 involved four mentors from Leighton Contractors Ltd supporting twelve engineering students from Manurewa High School. The aim of the evaluation was to determine the value of the Workplace Mentoring module for mentees and mentors, and identify areas for improvement. Feedback on the programme and their experiences was collected from mentees and mentors through self-report paper-based surveys and a focus group session with mentors.

The evaluation showed that students' gains included:

- Increased career self-efficacy
- A more positive view around the job opportunities available
- Increased motivation and ability to seek employment
- A more positive attitude
- Greater confidence
- An increase in their belief that they can successfully complete career seeking activities

All of the mentees are currently in tertiary education or employment with 8 students receiving an apprenticeship, including one with Leighton Contractors Ltd.

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*"That there is a lot of opportunity out there.
A lot of people care."*

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

(Manurewa High School Workplace mentoring mentees 2013)

Reference

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.

