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A process evaluation of the Children's Mentoring Programme at Pillars, Christchurch

NOVEMBER 2016

evaluationworks

Pillars
Ka Pou Whakahou

Our purpose

The purpose of the Social Policy Evaluation and Research Unit (Superu) is to increase the use of evidence by people across the social sector so that they can make better decisions – about funding, policies or services – to improve the lives of New Zealanders and New Zealand's communities, families and whānau.

Executive summary

This report presents the findings of a process evaluation of the Christchurch Mentoring Programme for Children and Young People (CMP) delivered by Pillars, a charitable organisation supporting the children of prisoners. Process evaluations aim to describe and assess how a programme is designed and operates in practice, and assist stakeholder understanding of how programme outcomes are achieved.

This evaluation is part of a wider evaluation workstream. This project was commissioned and funded by the Social Policy Evaluation and Research Unit (Superu), from the Community Investment NGO Evaluation Fund.

Purpose of the programme

The goal of the CMP is to provide children of prisoners with experiences and relationships that will enhance their development, prevent criminal activities and promote success in education and beyond. Mentors provide individualised time and attention to the children and young people (mentees) in the programme. The vehicle of change is the relationship between the mentor and the mentee.

A defining feature of the CMP is that it is delivered in conjunction with the mentee's family being supported by Pillars' Family Whānau Support Programme (FWSP). For the purpose of this evaluation it was agreed that the term 'CMP' would cover both the discrete mentoring components of the CMP (the core CMP) as well as its nexus with the FWSP (where the two programmes intersect and interweave).

The evaluation approach

This evaluation addressed three key evaluation questions (KEQs):

1. How well is the CMP designed to meet the needs of mentees?
2. How well is the CMP being implemented to respond to the needs of mentees?
3. How will learnings from this evaluation inform a later outcomes evaluation?

Evaluative criteria were developed for each of the KEQs in consultation with Pillars staff and were used to assess the evidence gathered by the evaluation team. The evaluation was conducted in collaboration with Pillars management and staff, using mainly qualitative methods and a strengths-based, appreciative enquiry lens. A Māori responsiveness lens was used to consider the participation of Māori in the CMP.

The evaluation was built around four site visits to Pillars in Christchurch between November 2015 and July 2016. Data gathering was done using a variety of methods, including key informant interviews and workshops with Pillars management and staff, a focus group with mentors, and semi-structured interviews with staff, mentors and caregivers.

Findings

The overall finding relating to the design of the CMP is that it is working well in parts, with work needed in other parts. The implementation of the CMP was found to be strong. Stakeholders were highly satisfied with the CMP. Recommended programme improvements are identified in four areas: articulation of the how the CMP is intended to work; identification of mentee outcomes; data; and Māori responsiveness.

KEQ 1: Design

The CMP is designed so that all aspects of the programme are aimed at supporting and enabling mentees to reach their potential. The programme is well documented, evidence-based and supported by strong quality and safety processes. Programme leadership and staff capability are good.

However, Pillars needs to better articulate the theory of change relating to the desired outcomes for mentees as a result of participation in the CMP. There is also a recommendation to consider and articulate how the design of the core CMP meets the needs of Māori mentees 'as Māori'.[1]

Improvements are needed in the capture of CMP data to inform policy and management decisions. Pillars has moved to a new client management system but is not yet able to fully utilise the capabilities of their new system, particularly in relation to aggregation and reporting of CMP data.

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[1] 'As Māori' means within their worldview or according to Māori values and beliefs.

KEQ 2: Implementation

The implementation of the CMP was rated as really good. All aspects of the provision of the programme by Pillars staff and mentors – ranging from the sign-up of mentees to facilitation and liaison to support mentees – were assessed as being good or really good.

CMP stakeholders (mentees, mentors, caregivers and Pillars staff) reported a high degree of satisfaction with the programme. Virtually all mentees (including Māori and Pacific Islands mentees) reported finding the programme effective and supportive, and the majority of caregivers reported being satisfied that the mentoring relationship was working well for the mentee.

The key area in the implementation of the CMP in which improvement is required is Māori responsiveness, including embedding a consistent approach in practice. Pillars has shown willingness and commitment to be culturally responsive to the needs of all mentees and their families and whānau, and is trying to improve the cultural support provided to staff and mentors.

KEQ 3: Informing a future outcomes evaluation

The three main ways in which this process evaluation will support a future outcomes evaluation are:

- Programme improvement: The evaluation has identified four key areas as needing development to strengthen the CMP. Improvements in those areas will better position Pillars and the CMP for an outcomes evaluation.
- Context alignment: The evaluation has identified that a particularly important part of the environment or context Pillars is operating in is the need for an outcomes orientation and outcomes monitoring.
- Evaluation capacity building (ECB): Staff engagement in this evaluation has developed staff capability in better understanding the conceptual basis of the CMP, how it works and how change is intended to occur.

The four areas for improvement that have been identified are as follows:

1. Design and theory of the CMP (including articulation of how it is intended to work)
2. Identification of mentee outcomes (changes) that can realistically be expected from the CMP
3. Data capture, extraction, analysis and reporting
4. Māori responsiveness.

A draft action plan to address each of these four areas for improvement has been developed with Pillars as part of the ECB process.

Further discussion

In common with other social service NGOs in New Zealand, Pillars is a small organisation working in a complex environment in which expectations evolve and change over time.

There have been substantial changes recently in funders' expectations regarding reporting on outcomes as part of taking a social investment approach to purchasing social services. The extent of the impact on small organisations of moving from reporting on outputs and activities to reporting on outcomes should not be underestimated. The experience of Pillars and other small NGOs is that the transition to an outcomes environment involves a substantial organisational change process.

The impact of increased expectations on volunteers (e.g. CMP mentors) who work with vulnerable children, and scrutiny volunteers may face, should also not be underestimated. The new requirements that Government has signalled will, at the very least, require more training for mentors who are already committing a great deal of their own time.

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Project

One of Superu's work areas supports service providers to build their evaluation capacity by providing them with training, tools and resources. As part of this workstream, Superu commissioned Evaluation Works Ltd to undertake two evaluations in partnership with two service providers (Barnardos in Whangarei and Pillars in Christchurch) selected through an open tender process. The project purpose was to increase the providers' knowledge and experience of evaluation, and to provide practical examples of evaluation to the wider social sector. The outputs are a report detailing the process evaluation conducted with Pillars, a report describing the outcomes evaluation undertaken with Barnardos, and a third report pulling together the findings and learnings from the two evaluations. All three reports are available online at superu.govt.nz/publication/evaluations

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Introduction

This project has involved working with two NGOs – Pillars in Christchurch and Barnardos in Whangarei – to undertake a programme evaluation and to provide evaluation capacity building in each site.

The programmes evaluated were the Children's Mentoring Programme at Pillars, and the In-home Parent Mentoring Programme at Barnardos. The project was commissioned and funded by the Social Policy Evaluation and Research Unit (Superu), from the Community Investment NGO Evaluation Fund.

The project brief was to undertake an outcomes evaluation, or alternatively a process evaluation with a focus on preparing the programme for a future outcomes evaluation.

This document reports on a process evaluation of the Christchurch Mentoring Programme for Children and Young People (CMP) delivered by Pillars, a charitable organisation supporting the children of prisoners. It follows earlier project reports undertaken by the same team, specifically:

- An assessment of programme readiness and organisational capability to undertake an outcomes evaluation, 11 December 2015
- The evaluation plan and evaluation capacity building plan, 18 March 2016.[2]

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2   For further information on products available from this project, please go to superu.govt.nz

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01

Pillars and the CMP programme

1.1 Pillars

Pillars is a small organisation delivering services to support children and families of prisoners. It has offices in two sites, one in Christchurch and one in South Auckland, with a small staff in each (seven and four respectively) and an Activities Centre at Invercargill Prison (with two staff). The seven Christchurch-based paid staff includes the Chief Executive, two staff undertaking the usual Head Office functions (such as applying for funding and reporting to funders, recruitment and management of staff) and a small team of four delivering services.

Amongst other activities, Pillars provide two core programmes, the Family Whānau Support Programme (FWSP) and the Children's Mentoring Programme (CMP). The CMP is available in both Auckland and Christchurch, although the evaluation was funded for the Christchurch programme only.

1.2 FWSP

Pillars offer a family support service when a parent or family member is sent to prison. The programme, run by the Family Whānau Worker who is a trained social worker, is family-centred with the main work undertaken with the parent or caregiver[3], although specific, goal-focused interventions occur with some children on discrete issues. The type of issues for which Pillars offers support include: grief, loss and separation; finding the way through the justice system; budgeting; coping with the children; and dealing with the huge changes in circumstances that often leaves families feeling stressed and overwhelmed.[4]

1.3 CMP

The Pillars mentoring programme was established in 1996 to provide ongoing developmental support to prisoners' children (aged 6-18 years), a group of children and young people identified as having complex needs.[5] In 2007, statistics showed that these children were six to seven times more likely than their peers to become offenders themselves (Pillars, p.10); in 2009 this had increased to over nine times more likely (Gordon, p.64).

The goal of the CMP is to provide participating children and young people (the mentees) with experiences and relationships that will enhance their development, prevent criminal activities and promote success in education and beyond.[6] Mentors are volunteers, who are recruited, trained and supported by the Mentoring Coordinator, a paid staff member.

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3 'Parent or caregiver' is sometimes summarised as 'caregiver' in the report.
4 Retrieved from Pillars website at pillars.org.nz/services-mainmenu-106/one-on-one-social-work.html
5 Research shows that about 70% of young people come through any troubled patches in adolescence with no intervention. The children and young people who Pillars work with tend to be in the other 30%, with a range of complex needs.
6 Pillars (2007). *Mentor Guide – A Guide for Mentoring Children of Prisoners*. Christchurch, pp.9-10.

> ...Children of incarcerated parents struggle with issues of trust and social stigma. These children often believe that no one trusts them because of their parent's criminal history and have trust issues themselves due to their unstable family situation. Training for mentors of this population should emphasize building trust, for example, by being consistent and following through with plans. Mentors of children of prisoners should also be aware of the possibility that their mentees may feel embarrassed about their parent's incarceration, and they should be equipped with the skills necessary to respond effectively in the event that these feelings are disclosed. Because these families often experience a lot of additional stressors associated with having a parent incarcerated, mentors may also need training related to these challenges including awareness about the impact of mentees' contacts with their incarcerated parents, unplanned cancellations, expectations about money, and managing their stress.
>
> (Garringer, Kupersmidt, Rhodes, Stelter, & Tai, 2015, p.42)

The CMP is structured around mentors providing individualised time and attention to mentees on a regular basis. This consists of at least weekly contact by phone and usually fortnightly time together for 2-6 hours for one year (although many mentoring relationships continue beyond 12 months and some last for several years).

The CMP documentation identifies the mentoring relationship as the vehicle of change. The expectation is that, through this relationship, children and young people will gain new skills, explore new interests and test behaviours that expand their experience base beyond their family or neighbourhood, increase their confidence, and develop an enhanced capacity to care for others.

1.4 Linkages between the CMP and FWSP

One of the defining features of the CMP is that it is delivered in conjunction with the family being supported by a Pillars Family Whānau Worker in the FWSP. The Pillars Chief Executive notes that "The specific programme mix at Pillars is unique - no other agency internationally has the mix of wraparound family services which includes home-based low, medium and high intensity social work support plus mentoring relationships offered concurrently. This was recently confirmed to us by Professor Jean Rhodes of the University of Massachusetts, Boston, an internationally renowned advisor and researcher for youth mentoring programmes".[7]

In order for children or young people to be eligible for the CMP, their family needs to be currently, or have previously been, actively engaged with FWSP. The mentee works directly with the mentor. Mentors have monthly supervision with the Mentoring Coordinator. Once the mentoring relationship is established, the parent or caregiver is contacted by the Mentoring Coordinator at specific points of time to check with how the mentoring relationship is going. The parent or caregiver may have ongoing engagement with the Family Whānau Worker. Pillars staff have regular case management meetings where the Mentoring Coordinator and the Family Whānau Worker share information that might be relevant to mentees' development and progress.

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7   Email communication with Pillars Chief Executive, 3 October 2016.

For the purpose of this evaluation[8] the term 'CMP' covers both the discrete mentoring components of the CMP (the core CMP) as well as its nexus, where the FWSP and CMP intersect, as this excerpt from the evaluation plan explains:

> One of the early tasks of the evaluation was to clarify with Pillars staff what the CMP *is* – where it starts and finishes – and where the boundary lies between this programme and the FWSP. The co-development of a process map (see Appendix One) demonstrated clearly how the programmes intersect and overlap. The decision that the CMP comprises all the activity that occurs in the shaded area in the diagram below (the CMP programme and the nexus between CMP and FWSP), enables a clear focus for both the evaluation and capability building

(Torrie, Bailey, Te Aika & Martin, 2016, p.7).

Diagram 1_Relationship between the CMP and FWSP
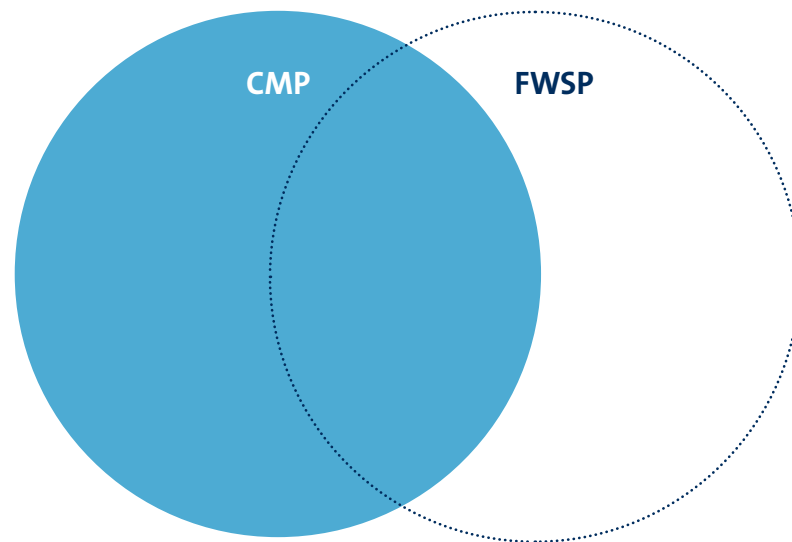
1.5_ Funding and numbers mentored

Since the completion of the Pillars pilot mentoring programme in 1996, and evaluation of the pilot's effectiveness, Pillars has received funding from (what is now) the Ministry for Social Development (MSD). The CMP has strong links with MSD priorities. Current funding supports 30 children and young people to participate in the CMP on an annual basis, although mentors who continue to support mentees beyond the 12 month-funded programme can, and often do, continue to engage with the mentor support programme provided by Pillars. Since 2000, 618 children have been mentored through the CMP.

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8   This was agreed with Pillars staff during the second site visit in February 2016.

02

The evaluation approach

This report presents the findings of a *process* evaluation of the CMP.

Superu's preference for an outcomes evaluation was revised following an evaluability assessment of the CMP in late 2015. The focus of evaluability assessment was to determine whether the *programme* was 'ready' for an outcomes evaluation. In our framing and analysis we (Evaluation Works Ltd) drew on the work of Davies (2013) to focus on three core dimensions of evaluability:

- *Programme design*. We assessed elements such as whether the programme outcomes were explicit and clearly defined, the programme interventions logically linked to the programme outcomes, and whether there is a causal 'chain' connecting the organisation to any realised impacts (the theory of change)
- *Availability of information*. We assessed whether there was sufficient[9] and accessible information currently available that, when supported by field work data, would enable conclusions to be drawn about the programme
- *Organisational context*. We assessed whether the organisation was on board, wanted the evaluation and was available for participation in the evaluation.

The assessment concluded that:
- the CMP was 'not ready' for an outcomes evaluation
- a process evaluation, supported by evaluation capability building (ECB), would provide greater benefit for Pillars at this stage.

2.1 Evaluation focus

The process evaluation was designed to:
- describe how the CMP operates – focusing on programme design and the theory informing the design
- assess how well the CMP 'works' in terms of delivery, in particular, the infrastructure (policies, processes and systems) that support implementation
- consider how the CMP can be improved.

The particular intended value of a process evaluation is in assisting stakeholders to understand how a programme outcome is achieved. Evaluation capacity building activity was designed to support the aspects of the programme that needed development.

2.2 Key evaluation questions

The evaluation was designed around the following three key evaluation questions (KEQs):

KEQ 1: How well is the CMP *designed* to meet the needs of the mentees?
  a. How is the CMP, supported by the FWSP, intended to work?
  b. To what extent is the programme design supported by evidence?

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9   Sufficiency was considered in terms of both quantity and quality.

KEQ 2: How well is the CMP being *implemented* to respond to the needs of mentees?

    a.   How is the CMP, supported by the FWSP, implemented in practice?

    b.   To what extent is the CMP being delivered in a way that supports mentees?

    c.   What are the key things that are making a difference for the mentee (from mentee, parent or caregiver, staff and mentor perspectives)?

KEQ 3: How will learnings from this evaluation inform a later outcomes evaluation?

Appendix Two provides further detail about issues that were explored in relation to each of the key evaluation questions. The list is indicative rather than exhaustive.

2.3   Methodology

This section briefly summarises the evaluation approach and methods. A fuller summary is provided in Appendix Three.

The process evaluation utilised qualitative research methods situated within an evaluation-specific methodology.[10] External evaluators undertook the evaluation in collaboration with Pillars management and staff, using a strengths-based, appreciative enquiry lens. An assessment of the cultural responsiveness of the CMP – that is that the services were delivered in a way that is culturally appropriate – was an important aspect of the evaluation given the composition of the prison population. In particular, a Māori responsiveness lens[11] was used in considering the participation of Māori in the CMP, for three reasons:

- Māori comprise 50% of the prison population compared with 12.5% in the population 15 years and over (Gordon, 2009, p.8)[12] and it is likely that a high proportion of children and young people eligible for the CMP are also Māori

- The risk of intergenerational offending is a particular issue for Māori, as a result of bias within the criminal justice system and/or the experience of adverse early-life social and environmental factors (Department of Corrections, 2007 quoted in Gordon, 2009, p.58)

- Māori responsiveness is a specific focus in all government-funded evaluations given government (and thereby government-funded provider) responsibilities under the Treaty of Waitangi.

Evaluative criteria in relation to each of the three KEQs were developed early in the project. The evidence subsequently gathered was assessed against the criteria to determine how well the CMP is working. The evaluation logic model and evaluative criteria in the form of rubrics are set out in Appendices Four and Five.

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10 An evaluation-specific methodology involves systematic and transparent processes, procedures (methods, methodology) and principles (logic) for identifying relevant questions, data and criteria for blending "descriptive information with values to draw explicitly evaluative conclusions" (Davidson, 2005, p.240).

11 Using a Māori responsiveness lens involves examining the CMP for the extent to which Māori participate in the CMP, and Māori worldviews and values are respected and integrated in the CMP.

12 For Māori women, the picture is even more acute as they comprise around 60% of the female prison population.

The evaluative criteria which assess whether the CMP is 'responsive and acceptable to Māori and Pacific children, young people and their families and whānau, and those from other ethnicities' are included in each of the three rubrics - design, implementation, and stakeholder experience – and summarised in the introduction to Appendix Four. Towards the end of the project a Māori responsiveness framework was developed for future use. This is attached in Appendix Six.

The mainly qualitative methods used for data gathering and analysis[13] included key informant interviews and workshops with Pillars management and staff over three site visits; a focus group with ten mentors; and semi-structured individual interviews with three mentors, three caregivers and four staff (three in Christchurch and one in Auckland). The Mentoring Coordinator interviewed 12 mentees using a Pillars structured questionnaire (with additional questions for the purpose of the evaluation), which was then analysed by the evaluation team.

The evaluation was built around four site visits to Christchurch. The focus areas of each of the site visits were broadly:

1. Assessment of programme and organisational readiness for an outcomes evaluation

2. Planning for a process evaluation, including the development of evaluative criteria

3. Data gathering during fieldwork

4. Presentation of topline findings.

Evaluation capacity building with staff was also an integral part of each of the site visits. Further information about each site visit is attached in Appendix Three.

2.3.1_Limitations

The evaluation findings are based on a sample of about one-third of current mentees, a third of current mentors, a small number of parents or caregivers, provider observations and experience, and a limited literature scan. Confidence in the findings is provided by the consistency of feedback across the range of data sources.

A question of interest to Pillars was the extent to which the process evaluation findings can be generalised to the South Auckland site, given that South Auckland and Christchurch utilise the same manuals and other CMP documentation. We understand, however, that there are differences in delivery, in particular that implementation in South Auckland is grounded in a Kaupapa Māori approach (as is all implementation in the office).[14] One example provided was that in South Auckland the mentee's whānau will be included and the mentor's whānau may also be involved with the mentee. Neither of these is the way the CMP is delivered in Christchurch. Because of these differences, generalisability of findings would be problematic between sites.

As noted earlier (see methodology section), the evaluation of cultural responsiveness was an important aspect of the evaluation. However the evaluation team found that we were able to provide specific comment on Māori responsiveness only, as there were no Pacific Island or other evaluation participants (other than mentees). As a consequence, cultural responsiveness in this evaluation is more accurately Māori responsiveness.

13　The primary focus on qualitative data was due to difficulties with extracting data from a new client management system and paper-based longitudinal data, both of which were beyond the scope of this project.

14　The Chief Executive was acknowledged for supporting staff in South Auckland to deliver the CMP in a way that is appropriate for this environment.

03

Evaluation findings – Overview

This section provides an overview of the results of the evaluation, while Parts 4-6 of this report set out the findings in more detail.

A total of 618 children and young people have been mentored through the Pillars programme in Christchurch since 2000, which amounts to an average of 38 children and young people annually. This is a combination of new mentees funded via MSD for a 12-month period, and those who continue in a mentoring relationship and supported by Pillars after this first year.

The overall finding relating to the *design* of the CMP is that it is working well in parts, with work needed in other parts. The *implementation* of the CMP was found to be strong. Stakeholders were highly satisfied with the CMP. Recommended programme improvements are identified in four areas: articulation of the how the CMP is intended to work; identification of mentee outcomes; data; and Māori responsiveness.

Table one shows the overall evaluation findings against the KEQs. The possible ratings identified for the effectiveness of each aspect of the service were 'really good', 'good', and 'OK/needs work'. The evidence gathered in the fieldwork was assessed against the evaluative criteria (see Appendix Four) and tested in discussion with Pillars staff.

The rating for the design of the CMP was assessed as OK/needs work-good, and for the implementation, the rating was good-really good.

TABLE 01

Summary of evaluation findings against the KEQs

Rubric	Assessment
1 Design	**OK/needs work-good**
2 Implementation	**Good-really good**

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04

Evaluation findings – Design of the programme

This section sets out the findings of the evaluation of the design of the CMP. It addresses KEQ 1: How well is the CMP *designed* to meet the needs of the mentees?

The evaluation found that the design of the CMP places children and young people at its heart, and all aspects of this small but multi-faceted programme are aimed at supporting and enabling mentees to reach their potential.

The design of the current CMP was grounded in best practice at the time it was reviewed in 2007. The programme is well documented, evidence-based and supported by strong quality and safety processes. Programme leadership and staff capability is good. Further articulation is needed of expected mentee changes or outcomes, how they will be measured and how mentee changes are expected to occur. These components are increasingly expected in a social investment, outcomes-driven context and in recent mentoring best practice literature. There is also a need for review of the extent to which the design of CMP is responsive to Māori 'as Māori' and within the context of Māori whānau living in Christchurch.

OVERALL FINDING: OK/needs work-good

TABLE
02

Assessment summary for KEQ 1: CMP design

Aspects	Assessment of effectiveness
CMP description and design	Good
Articulation of how the programme is intended to work	OK/needs work
Data to inform policy and management decisions	OK/needs work
Programme reach and promotion	Good
Leadership and staff capability	Good
Quality and safety	Really good

4.1 Programme description and design

The key components of the CMP are evidence-based and grounded in best practice as at 2007.[15] The programme's 12 month commitment; required frequency of contact; training and supervision of mentors; and the way of matching mentors and mentees are all supported in the literature as being important aspects of good mentoring programmes.

At the time of the 2007 review, the Pillars Chief Executive commented that "...we believe we have exceeded [international standards]" (Youth Mentoring Guide, 2008, p.42). This is possibly because the CMP and FWSP actively connect and intersect with each other to deliver the mentoring service to mentees[16], with the Family Whānau Worker participating in the CMP in various ways. Pillars' approach to working with children and young people through a combination of services is consistent with a wraparound approach: "an intensive, holistic method of engaging with individuals with complex needs (most typically children, youth, and their families) so that they can live in their homes and communities and realize their hopes and dreams".[17]

15 An earlier version of the mentoring programme for the children of prisoners and the wraparound programme for their parents was reviewed in 2006/07 to bring it into line with international standards.
16 Children are not eligible for the CMP unless their caregiver is, or has been, actively involved with the FWSP.
17 This definition of 'wraparound' comes from the National Wraparound Initiative based in Portland University, Oregon, USA: nwi.pdx.edu/wraparound-basics/

Pillars staff believe that the intersection of the CMP and FWSP provides robustness and strength to the CMP and they have a good understanding of how the two programmes work together.[18] However, staff were not particularly articulate in describing the rationale for this approach and also had differing views on how they are positioned in relation to each other 'conceptually'.

The CMP and its activities are well described in the mentoring guides.[19] The target group is clear, and there is a very good organisational understanding of the issues faced by the children and young people participating in the programme. There is clarity about the range of potential impacts of having a parent in prison, which are often compounded by housing problems, lack of financial stability, health issues and poverty.

There is a very clear role definition for mentors. Pillars stresses that the relationship between mentor and mentee is key to the CMP, and that the relationship is central to the development of, and changes experienced by the children and young people. Again, this is supported by the literature on mentoring. The programme emphasises that the mentor is there for the mentee and this is clearly understood by all involved (mentees, caregivers, mentors and staff). This clarity is a strength of the CMP.

What became apparent during the evaluation however, is that while current staff practice complies with the CMP as designed, they do not know why they are doing it this way and would like to be better informed. Understanding the rationale for their practice would enable them to know, for example, which parts for the CMP can be safely modified and which need to remain as they are to maintain the integrity of the programme.

A concern that emerged for a number of informants was how the design of the CMP currently dissuades a mentor from having a relationship with the family beyond contact for arrangements. There is a question about whether the needs of Māori (and Pacific Islands) mentees are able to be met 'as Māori' ('as Pacific') without a relationship between the whānau and mentor. This is discussed in more detail under *Māori responsiveness* (p.26).

Another area for possible improvement or development relates to the training of mentors and the nature of mentoring as a voluntary activity. The CMP is designed to have ordinary people (i.e. non-professionals) as mentors whose purpose is to be a positive role model. Mentors are provided with supervision and peer support to deal with ongoing issues at monthly supervision meetings. Specific clinical issues are referred to the Family Whānau Worker who is professionally trained. Given the range and increasing complexity of issues faced by mentees, Pillars may need to consider providing mentors with a better understanding of developmental frameworks and concepts that could assist them in how they approach their engagement with mentee. One example is how mentors could respond appropriately if the mentee has disrupted attachment patterning.

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18 A process map in Appendix One details the specific responsibilities of the Programmes Coordinator, the Mentoring Coordinator and the Family Whānau Worker at different points of the CMP and how the two programmes work together.

19 Pillars has four comprehensive guides: the Guide to Mentoring for Primary School Children, the Young Person's Guide to Mentoring, the Mentor Guide and the Caregiver Guide.

4.2_ Articulation of how the CMP is intended to work

Articulation of how the CMP is intended to work involves in the first instance:

- clarity about the changes the programme is intended to achieve (outcomes)
- a theory of change about how said outcomes will be realised.

4.2.1_Outcomes

Pillars does have a logic model for the CMP that specifies an intermediate outcome and ultimate outcome for programme participants (see Appendix Seven), but staff were unable to explain how or if this model was used in their work or to drive reporting. Similarly, Pillars has a set of outcome pathways, three of which relate to children and young people (see next section), but data does not appear to be captured in relation to these either.

In researching the documentation provided by Pillars it became clear that the CMP has been designed and developed based on literature associated with the logic model[20], but that this understanding was no longer part of Pillars' institutional memory. In this way of thinking about mentee outcomes, the critical aspect to measure is the mentoring relationship, based on the idea that if a caring and trusting mentor-mentee relationship is developed, this will contribute to improved mentee attitudes about their lives, which in turn is linked to improved resilience.[21] A tool for measuring this relationship[22] is built into the six monthly mentee review, but the scores provided by mentees are not currently analysed in accordance with the tool guidelines, meaning that it is not possible to assess the quality of the mentoring relationship.

The second way Pillars has of thinking about mentee outcomes is as part of its outcome pathways. The three outcome pathways for children listed below specify how data is to be gathered, but this does not seem to occur.

1. Active and healthy:
   Numbers and percentages of children who are active and healthy, with positive physical and mental wellbeing – as reported by mentors

2. Crime-free living:
   Numbers and percentages of children who are living a crime-free lifestyle – question asked of parent and mentor

3. Community involvement:
   Numbers and percentages of children who are connected, respected and contributing to their world – mentors involving children in volunteering activities.

Neither of these outcomes approaches (i.e. tool measuring relationship and outcome pathways) have been developed specifically for Pillars. Pillars is currently exploring the possibility of developing an outcomes framework that might more specifically measure the changes a mentee might make.

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20 Pillars' existing CMP logic model is derived from a mentoring package developed in California (Project Star, 2008, p.7).
21 Ibid.
22 The *Measuring the Quality of Mentor-Youth Relationships* tool is supported by a scoring guide that describes what the different questions are intended to measure, as well as how to administer and score them (P/PV, 2002).

4.2.2_Theory of change

Pillars stresses that the relationship between mentor and mentee is key to the CMP, and is central to the development of, and the changes experienced by the children and young people. Although the mentor-mentee relationship as the vehicle of change is supported by the literature, it may be valuable for Pillars to articulate the mechanism(s) by which change is intended to occur for mentees. Funders are increasingly asking providers to provide evidence of outcomes and to articulate the mechanism of change in programmes. Having this clearly documented will also mean that this knowledge and understanding is not lost when staff members leave Pillars.

It would also be desirable to have an articulation of how the CMP needs to be adapted when working with mentees from different cultures, particularly Māori and Pacific Islands children and young people.

4.3_ Useful data to inform policy and management decisions

The capture and use of meaningful data on the CMP is the area in which Pillars needs most development.

Pillars captures detailed mentee, caregiver and mentor information at the individual level, reviews each mentor-mentee relationship every six months, and does a termination interview when the relationship finishes. These files are linked in their client management system (Penelope). This information is useful and used for case management purposes. More care needs to be taken, however, to ensure that ethnicity data is collected consistently (as this data is important for matching, practice and reporting). Improvement is needed in the frequency and quality of the data currently collected to measure the quality of the mentoring relationship.[23]

There appears to be a particular issue with accessing robust, aggregated data about the CMP for reporting purposes, including baseline data such as the number of children and young people mentored through the CMP at specific points of time. Pillars does report annually to MSD against its contracted targets, but this is a subset[24] of all the mentoring that Pillars undertakes, and this information is collated manually. A new data system (Penelope) has recently been implemented, but Pillars is not yet able to fully utilise all of the new system's capabilities, particularly in relation to aggregation of data and reporting. This is both a combination of staff capability to extract data, and a need to set up reports in Penelope that are meaningful and useful. As discussed in the previous section, outcomes measures specific to the changes the mentees might make have yet to be developed. As a result, there is a mix of activity-based reporting and attempts at outcomes-based reporting which are not yet quite aligned.

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23 Assessment of the quality of the mentoring relationship (using a specific instrument) currently occurs only at the six-month point, and there is also an issue with the way a couple of questions are coded in this instrument.

24 Of 39 active mentoring relationships at the time of the evaluation, just 13 (1/3) were matched during the previous 12 months. It is this latter group that is funded by MSD.

These are issues that Pillars needs to address in order to be able to access data to inform policy and management decisions. The data will also be needed in order to show funders that the mentoring relationship is resulting in the desired changes in the lives of mentees, such as pro-social behaviours and engagement in education. Pillars reports well against its current MSD contractual requirements. As MSD is a key funder, Pillars will nevertheless need to develop its capability to report against outcomes measures in the future in line with how MSD results-based contracting is evolving.

4.4 Programme reach and promotion[25]

Pillars provides information on the CMP to families in the FWSP and any others that enquire. They also have an extensive list of Christchurch networks to receive child referrals, including from schools and the prisons. They work with any mentee who is referred to them and who meets eligibility criteria.[26] No mentees have been turned away from the service.

Targeting or segmentation of marketing to specific groups of mentees is beyond Pillars' current capacity as they are constrained both by funding to take on more mentees and the availability of mentors, particularly male mentors, despite recruitment of mentors being an ongoing focus of activity for them.

4.5 Leadership and staff capability

The evaluation found that leadership and staff capability to deliver the CMP is good, with aspects that are really good. Leaders provide a clear purpose and a focus on the quality, safety and ongoing improvement of the programme. They are appropriately qualified for their role and very experienced in this work. They provide regular staff supervision, emphasise safety and are available for consultation. Staff report feeling well supported in their work.

Leaders manage resources to best effect, including having processes in place to manage excess demand, such as how to better address the needs of mentees while they are on the waiting list.

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25 When the evaluative rubrics were designed for this evaluation, the team assumed that programme reach and promotion would be aspects that were relevant. However, in the course of conducting the evaluation, it became clear that the evaluative criteria that were developed for this aspect were not applicable. This is because the issue for Pillars is the recruitment of mentors rather than mentees. The organisation is actively working to recruit more mentors (particularly male mentors) and is limited by funding for recruiting more mentees.

26 These criteria include having a parent in prison and a caregiver involved in the FWSP.

The role of Mentoring Coordinator is focused on facilitating communication and support for mentors who work with children and young people who may have complex needs. Mentors reported being well supported by the incumbent. She recognises the need for clinical expertise where necessary, and draws on the expertise of other Pillars staff, in particular the Family Whānau Worker. Going forward, given the new requirements related to working with vulnerable children[27], Pillars may wish to consider whether a future Mentor Coordinator should have clinical skills as part of keeping mentees and mentors safe, given that this is a responsible role with a vulnerable community.

Pillars leadership and staff recognise the importance of working appropriately with Māori (and other cultures). Sir Pita Sharples is the patron and the Auckland office of Pillars operates from a whānau perspective. Pillars in Christchurch has ongoing involvement with the local runaka[28] spanning two decades, has been gifted a kaumātua and representative on Pillars' Board, and has set up cultural supervision (with a Māori cultural supervisor) to support the development of staff's cultural capability.

Pillars staff expressed concern that in practice the kaumātua and cultural supervisor are in demand and often not available, and that staff need cultural supervision which is more closely aligned and tailored to support their needs in relation to their specific work issues. In practice, the Christchurch staff call one of their Auckland colleagues for this support. Consideration is currently being given to whether this will be formalised in some way. The Pillars leadership will need to ensure that any strategies that are developed to improve cultural responsiveness are appropriate to the needs of whānau and the Christchurch context, and are embedded in a systematic and consistent way.

4.6_ Quality and safety

The policies and procedures for the CMP are comprehensive and outline acceptable standards of practice within the current model of practice delivery. They include information and tools for the mentoring task. The guidance provides a structured approach and a process that enables appropriate flexibility on a case-by-case basis.

All Pillars staff and mentors are familiar with the relevant legislation they are required to comply with.

The Pillars Chief Executive reviews new evidence of effective mentoring practice on an ongoing basis although it is not clear that this is regularly incorporated into the CMP. Processes are needed for transferring in-depth knowledge and understanding of the programme and mentoring good practice to new staff.

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27 The Vulnerable Children Act 2014 brought in new children's worker safety checking requirements, and government has signalled that there will be changes in requirements for social worker registration for people working with vulnerable children.

28 Runaka refers to a tribal or public assembly, conference or council. Runaka is Ngai Tahu dialect for rūnanga in many other Māori dialects.

05

Evaluation findings – Implementation of the programme

This section sets out the findings of the evaluation of the implementation of the CMP. It addresses KEQ 2: How well is the CMP being implemented to respond to the needs of the mentees?

The evaluation found that the implementation of the CMP is really good. This has two parts – the provision of the CMP by Pillars staff (and mentors), and stakeholders' experience and satisfaction. Overall, the delivery of the programme is working very well, and stakeholders are satisfied. The key area in which improvement is required is in Māori responsiveness.

OVERALL FINDING: Good-Really good

TABLE
03

Assessment summary for Rubric 2: CMP delivery

Aspects	Assessment of effectiveness
Provision of the CMP	
The sign-up of children and young people	Really good
Recruitment, training and support of mentors	Good
Planned mentor/mentee engagement on identified needs	Really good
Whether the voice of the mentee is being heard	Good-really good
Facilitation and liaison to support mentees	Really good
Provision of the FWSP	
Support for caregivers	Really good
The nexus between the CMP and the FWSP	
CMP/FWSP linkages	Really good
Professional sharing and liaison	Really good

TABLE
04

Assessment summary for Rubric 3: Stakeholder perceptions

Aspects	Assessment of effectiveness
Mentee engagement and satisfaction	Good-really good
Caregiver satisfaction	Good-really good
Mentor and staff experience of CMP	Really good
Māori responsiveness	OK/needs work
Mentee safety	Met

5.1 CMP delivery

Assessment of the effectiveness of the delivery of the CMP was considered in a number of ways. Most aspects of the CMP delivery were assessed as really good. These are discussed in detail below.

5.2_ Provision of the CMP

5.2.1_The sign-up of mentees

All children and young people who apply for and are eligible for the CMP, and whose caregivers give their permission, are able to go on the programme. Pillars explicitly manages the needs and complexities of everyone involved (including caregivers, parent in prison and referral agencies) and facilitates the process of signing children and young people up to the CMP.

The sign-up processes are straightforward but matching mentors to mentees is a challenge for boys, who can wait up to a year due to the lack of availability of male mentors.

5.2.2_Recruitment, training and support of mentors

The recruitment of CMP mentors by Pillars is generally good. There are usually sufficient mentors to meet the needs of girls and young women, but not boys and young men, and as noted earlier, this causes a bottleneck for the CMP.

Pillars takes a proactive approach to recruiting mentors, and working with local stakeholders such as workplaces, service clubs, past mentor networks, universities and Volunteer Canterbury. It targets specific groups for mentors as needed to ensure all mentees are provided with a mentor though there seems to be no proactive recruiting of Māori and Pacific Islands mentors.[29]

Potential mentors undergo a clear vetting and selection process and receive initial training. Once they are matched with a mentee, they have ongoing training and supervision (some of which is mandatory).

The pre-match training that is provided for mentors meets the minimum baseline of two hours identified by MENTOR (an internationally recognised mentoring organisation). Monthly supervision sessions provide the opportunity for further training. We note that more training and support with a coherent approach (pre- and post-match) is related to increased mentor effectiveness (Garringer et al., 2015, p.40).

Some possible improvements may be required to take CMP to the next level, including:

• Scaffolded learning to build on skills or stages of the mentoring relationship

• Use of information from the initial FWSP assessment about the mentee

• Simple developmental and other frameworks for mentors to assist in engaging with their mentee

• More attention paid to what being culturally responsive or adaptive could involve within the Christchurch context (including the development of a toolkit for mentors working with Māori or Pacific Islands mentees).

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29 A 2011 systematic review examining the cultural content of youth mentoring noted that the ethnic matching of mentors and mentees often occurs in programmes that consider the cultural needs of mentees, but it is unknown whether this impacts on the programme's effectiveness (Farruggia, Bullen, Solomon, Collins & Dunphy).

It is now a requirement in Pillars' MSD contract that mentoring engagement should be supported by clearly defined goals between mentees and mentors.[30] This is a new process, and while it is covered in the mentor training, the majority of staff and mentors indicated that they were not very clear what was required or how to go about setting goals. Pillars is planning to develop further training on this for mentors.

5.2.3_Planned mentor/mentee engagement

This aspect of the delivery of the CMP is really good. Virtually all of the mentor/mentee engagements meet Pillars' minimum standards of an effective mentoring programme.

Planning for the mentoring relationship, and how mentees and mentors will spend their time together, follows processes outlined in the mentoring guide and training documents and mentor-mentee goals (where these have been established).

Comprehensive processes for monitoring contact between mentors and mentees are in place and are used virtually all of the time. These processes include mentor logs, regular supervision and six monthly reviews.

One improvement in the process would be to have more structured questions in the mentor logs to help get an overview of what is happening for mentees. A further improvement could be to include a clinical component to the supervision for mentors. Given that mentors are working with increasingly complex cases, periodic clinical supervision, e.g. with the Family Whānau Worker, could be very helpful to their work with the mentee and enhance the quality of the mentoring relationship.

Pillars works hard at implementing the principles that drive the mentor's engagement with their mentee. These include upholding the mana of the mentee and drawing on the mentees' potential, their whanaungatanga and their manaakitanga.

5.2.4_Hearing the voice of the mentee

Virtually all mentees report that they feel heard by their mentors[31]. The six monthly reviews undertaken by the Mentoring Coordinator in face-to-face meetings enable mentees to provide feedback directly to Pillars about the mentoring relationship. This provides the opportunity for a quality check, for the mentee's voice to be heard by the Mentoring Coordinator, and for their needs to be identified and met through the mentoring relationship.

Another avenue for hearing how the mentoring relationship is going for the mentee is available if their caregiver is currently involved in the FWSP. The CMP Mentor Coordinator and the FWSP Family Whānau Worker have regular case management meetings to discuss families and whānau whose members are part of both the CMP and the FWSP.

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30 At times, the Family Whānau Worker undertakes targeted, goal-oriented intervention with a mentee *alongside* the mentoring relationship. However, the evaluation team understands this does not replace the need for goals to also be set between the mentor and mentee.

31 This information is based on the 12 mentee interviews conducted as part of the evaluation.

5.2.5_Facilitation and liaison

Virtually all the mentors, and the vast majority of caregivers, understand and use the processes that are in place to share important information about the mentee and any concerns. The processes enable mentors, caregivers and Pillars to respond effectively to any issues that arise (e.g. issues with school).

Virtually all the mentors, mentees and caregivers are clear and respectful of their respective roles and boundaries. The four Pillars mentoring guidelines support clarity about these.

5.3_ Provision of the FWSP

The evaluation explored the support provided through the FWSP to caregivers, to indirectly support the health and wellbeing of the mentee, as well as directly to mentees as needed. This was assessed as being really good.

For all new Pillars clients, a needs assessment is done for the caregivers and their children. Goals are then set based on these needs (e.g. learning parenting skills, addressing health needs, providing support around education), and resources are put in place to support the caregivers to achieve those goals.

Previously, the FWSP Family Whānau Worker worked with the caregiver to effect change in the household, thus indirectly supporting the child(ren). In the past year, the FWSP Family Whānau Worker has started to work directly with the child(ren) on specific issues such as bedwetting or school attendance.

5.4_ The nexus between the CMP and the FWSP

The nexus between the CMP and the FWSP is really good. Two elements were examined in relation to this:

• The programme linkages between CMP and FWSP, and

• Professional sharing and liaison to support connectedness between mentees and their family

The linkages and ways in which the CMP and FWSP overlap in practice are well understood by virtually all Pillars staff. Mentees are provided support through the CMP, and both the mentee and their caregiver are supported by the FWSP (an example of the latter being receiving a health assessment).

The staff in each programme regularly and actively share information that may support the mentee. For example, FWSP might pick up information on how the mentoring relationship is working, while CMP staff may gather information about the home environment that is useful context for the FWSP worker. This information sharing is supported by organisational arrangements such as case management meetings.

Most of the time, Pillars works closely with other agencies that are involved with the mentee, although this can be constrained by resources. Mechanisms such as multidisciplinary meetings are used to support a holistic response to the mentee's needs and goals. Pillars regularly offers resources and training to support health professionals and teachers to better support mentees.

5.5_ The experience of CMP stakeholders

In assessing the experience of CMP stakeholders, the evaluation looked at mentee engagement and satisfaction, caregiver satisfaction, and staff and mentor experience of the CMP. In general there is a high degree of satisfaction with the CMP from all these stakeholders. An issue was raised in relation to the responsiveness of the CMP to Māori mentees and their whānau.

5.6_ Mentee engagement

Virtually all mentees (including Māori and Pacific Islands mentees) report finding the mentoring services effective and supportive. At the end of the 12-month mentoring programme, some mentees opt to continue the mentoring relationship with the same mentor. This can happen either through Pillars or independently. At the time of the evaluation, 26 of the 39 mentees (2/3) had been mentored for longer than 12 months by mentors still involved with Pillars.

5.7_ Caregiver satisfaction

Caregiver satisfaction is assessed as being good to really good. The vast majority of caregivers report observing a positive relationship between mentor and mentee and are satisfied that the mentoring relationship is working well for the mentee. In cases where caregivers assess the match between mentor and mentee as 'good but not great', they still tend to support their child getting as much from the mentoring relationship as possible. The matches seen as less satisfactory tend to be with mentors who are younger, less mature and less settled.

Another gauge of caregiver satisfaction is that the vast majority of caregivers supported through the FWSP report improved capability to contribute to the health and wellbeing of their child(ren).[32] Some caregivers also report wanting to give back to Pillars because of their gratitude for the CMP.

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32 Exploring changes in the caregivers' abilities to care for their child(ren) was outside of the scope of this evaluation.

5.8_ Mentor and staff experience

Staff and mentor experience of the CMP is really good. The vast majority of Pillars staff have confidence in the way the CMP is delivered. This is based on their observations of happy mentees, and stories and feedback from mentors and caregivers.

Virtually all mentors agree that the CMP actively and appropriately supports mentees, and thereby their families/whānau. The vast majority of mentors report that being a mentor is personally satisfying and has changed their life. They report that they get as much or more from the mentoring relationship as the mentee and their caregivers. Virtually all mentors observe positive change in mentee engagements and relationships that they attribute, at least in part, to the CMP.

5.9_ Cultural responsiveness

As discussed in the methodology section, the evaluation was only able to comment on Māori responsiveness. Māori responsiveness was assessed as 'OK-needs work'.

The evaluation explored with stakeholders (mentees, caregivers, mentors and Pillars staff and management) whether the mentoring provided was working in a way that is culturally meaningful to Māori mentees (e.g. shows empathy, understanding and respect of the mentee's culture) and whether the mentoring provided met mentee needs.

As noted earlier, there is high degree of satisfaction with the CMP from all evaluation participants. A particular aspect of the CMP that was raised by a number of those interviewed in relation to Māori responsiveness was the relationship between the mentor and the mentee's whānau.

The design of the CMP currently dissuades the mentor from having a relationship with a whānau beyond making contact arrangements. This has created challenges for some mentors and whānau, as they see that such contact would support the effectiveness of the mentoring relationship. The actions of current mentors in relation to engaging with whānau ranged on a continuum from adhering closely to the CMP and having very limited contact with the whānau to including whānau as much as possible. Some family and whānau reported on the importance of "knowing a person" without which it made it difficult to wholeheartedly encourage their child or young person to spend time with the mentor.

The evaluation team reflected on the design and delivery of the CMP in terms of cultural fit with Māori worldviews. We noted that the CMP's central focus is on the one-on-one, mentee/mentor relationship (an individual relationship). From a Māori viewpoint, a relationship between the mentor and mentee that does not include the whānau is at odds with a whānau-centric worldview and approach.

We also noted that the Family Whānau Support programme is family-centred, and access to the CMP is through the FWSP. The nexus (described earlier) facilitates the sharing of information between the two programmes for those whānau still engaged with the FWSP. The mentee's caregiver is involved in the mentoring programme, has a relationship with the Mentoring Coordinator, and is consulted by the mentor regarding all arrangements for their child(ren).

However, there still exists a question about how a one-on-one mentoring programme for Māori mentees that does not include the whānau in the mentoring relationship, upholds the mana and rangatiratanga of the whānau in relation to their children. The evaluation team recommends that Pillars seeks to articulate and address this tension. Finding ways to meet the needs of Māori clients 'as Māori' is a challenge shared by many mainstream organisations.

5.10 Mentee safety in the mentoring relationship

This core aspect of CMP was assessed as being met. (Mentee safety is an essential baseline criteria and as such could only be met or not met.) All respondents report that they observe and/or experience that mentees are physically, sexually and emotionally safe within the mentoring relationship.

06

Evaluation findings – Informing a future outcomes evaluation

This section sets out the findings of the evaluation of the design of the CMP. It addresses KEQ 3: How will learnings from this evaluation inform a later outcomes evaluation?

6.1_ Three ways to support a later outcomes evaluation

There are three main ways in which this process evaluation will support a later outcomes evaluation: programme improvement, context alignment, and evaluation capability building.

6.1.1_Programme improvement

The evaluation has identified what is working well and what needs improvement:

- the strengths of the programme (those assessed as 'really good')
- the areas that are sound and could be improved (those assessed as 'good')
- the areas in which changes need to be made (those assessed as 'OK/needs work').

The CMP areas identified as needing work are at the centre of the proposed programme improvement.

6.1.2_Context alignment

All programmes are located in their specific context, including physical location, client group, service type, funder requirements and so on, and service delivery needs to be tailored to meet these requirements. As context changes over time, continuous improvement is a challenge (both in terms of resources and capability) for many organisations and programmes. One aspect of 'context' that emerged as particularly important for Pillars to engage with, and which could require adjustments to CMP data gathering, was adopting an outcomes-orientation and undertaking some form of outcomes monitoring.

6.1.3_Evaluation capability building (ECB)

The third way in which the process evaluation has assisted in preparing Pillars for an outcomes evaluation is through staff engagement in the evaluation and the development of staff capability in better understanding how the programme works and how change is intended to occur. Greater insights into the conceptual basis of the CMP provide staff with a reference point for judging which proposed changes to the programme can easily be made and which may jeopardise its core intention and integrity. Such insights also arguably improve programme fidelity, including the capture of outcomes data, and assist with making meaning from results, specifically the extent to which change can be attributed to the CMP.

Each of these three aspects for supporting a future outcomes evaluation are embedded in the areas identified as needing improvement to make the CMP 'evaluation ready'.

The four key areas identified as needing development to strengthen the CMP are:

1. Design and the theory of the CMP (including articulation of how it is intended to work)

2. Identification of mentee outcomes (changes) that can realistically be expected from the CMP

3. Data capture, extraction, analysis and reporting

4. Māori responsiveness.

Improvements in each of these areas, at the time of a future outcomes evaluation, will:

1. Assist judgements about whether it is the CMP, and not other factors, that has contributed to any changes experienced by mentees

2. Provide a clear focus for the outcomes evaluation

3. Enable measurement of the changes experienced by mentees

4. Assist judgements about how well the programme meets the needs of the diverse range of children and young people who participate.

The remainder of this section is devoted to a discussion of the work required and draft action plans[33] that Pillars has developed as part of the ECB process and agreed to undertake to get the CMP ready for an outcomes evaluation. These are living examples of the way in which the process evaluation is already contributing to strengthening the CMP and supporting staff evaluation capacity building for a future outcomes evaluation.

6.2 _ Design of the CMP/theory of change

The evaluation found that the CMP was well designed, but staff's understanding and articulation of the rationale underpinning the design, and the way in which change occurs for mentees, needs development. There are a number of reasons for this, including: to develop a shared organisational consciousness about 'why' some parts of the programme happen as they do; to recognise which parts of the CMP may be unable to be changed; which parts could be adapted in some circumstances without compromising the programme's integrity; and to assist with institutional memory in the event of staff turnover.

A two-stage strategy has been identified, the first to support understanding about the design of the *current* CMP, and the second, to support *ongoing development and improvement* of the CMP.

The first stage of the action plan is built around articulating and writing up:

1. The rationale for particular CMP components (e.g. the required commitment to a minimum 12 month mentoring relationship, limited mentor engagement with caregivers/whānau, or frequency of contact)

2. How change is understood to occur through the CMP.

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33   The 'who' and 'when' columns – timeframes – are yet to be completed by Pillars.

To keep this work manageable, it is proposed that the first step is the Mentoring Coordinator interviewing Pillars Chief Executive[34] to identify the key components and supporting rationale, and then capturing this in a one-page document using bullet point notes (which could be added into the mentoring manual). If relevant literature is known this should also be referenced. The next step is to articulate and write up some preliminary ideas about how mentee change is understood to occur. Again this should be a single page document, drawing on the statement in the CMP documentation that the mentoring relationship is the vehicle for change. It should add in some of the mechanisms that are understood to be activated in the mentoring process as identified during the project, specifically: role model, social support, specific positive skill development, and ecological influences (Evans & Ave, 2000).

The second stage of the action plan includes ongoing review of the literature to inform periodic reviews of the rationale and documentation as part of ongoing improvement as the CMP develops over time.

TABLE

05

Action plan one – Improving the design and theory of the CMP

Action plan for improving the design and theory of the CMP			
What	**How**	**Who**	**When**
Now Document the rationale for the design of the current CMP	• Interview Pillars Chief Executive to identify the key components of the CMP, the rationale and supporting literature (if known) for each component • Write-up • Identify place to locate this document	• Mentoring Coordinator?	
Future Regular review and analysis of mentoring literature to support continuous improvement of the CMP	• Identify questioning framework, sources and timeframe for reviewing mentoring literature • Surface key ideas from mentoring literature as relevant at programme review meeting for possible changes to the CMP • Update the rationale document as needed	• Pillars Chief Executive and Mentoring Coordinator	

34 The Chief Executive is the only staff member who was around during the 2007 CMP review.

6.3_ Mentee outcomes

As the findings show, Pillars is not currently able to report on outcomes for mentees and needs to be able to do so, given the results-based reporting environment. Pillars management and staff are keen to develop from the ground up a robust outcomes monitoring and measurement framework for their organisation as a whole, which incorporates outcomes for programmes like CMP. Some preliminary thinking to contribute to this was undertaken during the evaluation (see the draft logic model in Appendix Two and draft outcomes model) but completion of this work was beyond the scope of the current project.[35]

Diagram 2_Draft outcome areas for CMP and/or Pillars as a whole

Outcome areas (Pillars? CMP?)

- Connectedness and belonging
- Relationships
- Mental and emotional health
- Life skills and opportunities
- Safety
- Education
- Lawful behaviour
- Physical health and activity

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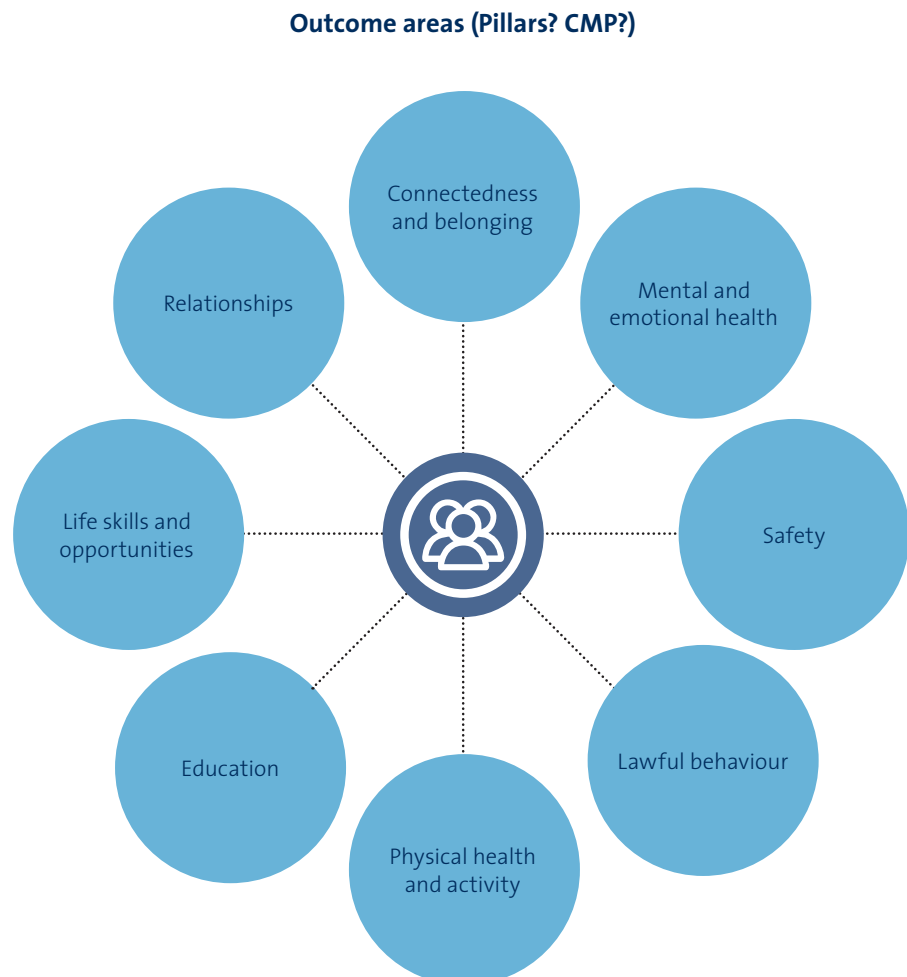
35 Pillars has already applied for funding elsewhere to support the completion of a robust outcomes model and measures that can monitor mentee changes in real time for staff use, as well as providing aggregated information for reporting to the Board and funders.

Pillars has a clear need to capture outcomes data until a tailored and comprehensive outcomes framework can be developed. An action plan has been developed for Pillars to implement, which will enable some outcomes data capture *now*, utilising and building on existing ways of thinking about the CMP, processes and tools for engaging with mentees.

There are *two* ways of thinking about mentee outcomes embedded in the CMP. The first involves measuring the mentoring relationship. The second involves measuring outcomes in three CMP domains (outcome areas) that have previously been determined. The action plan has been developed to enable the collection of data in both these ways.

The first way of thinking about mentee outcomes, embedded in Pillars' existing CMP logic model[36], is based on the idea that if a caring and trusting mentor-mentee relationship is developed, this will contribute to improved mentee attitudes about their lives, which in turn is linked to improved resilience.[37] Other literature in the resilience field also shows that a significant relationship with a caring adult serves as a protective factor for a wide range of adversities.[38] This means that if the quality of the mentoring relationship can be demonstrated, improved outcomes can be assumed.

Information on the quality of the mentor-mentee relationship is currently provided by the mentee. The six-monthly mentee review undertaken at Pillars (completed in conversation with the Mentoring Coordinator) includes the use of *Measuring the Quality of Mentor-Youth Relationships (MQMYR)* tool, developed in the U.S. in 2002.[39]

In discussion with Pillars it was agreed that the MQMYR tool would also be used at two other points of time over the initial 12 month CMP period. Capturing data at three points will provide evidence of the quality of the mentoring relationship at any particular time, and of any changes (positive or negative) over time. Suggested additional points for data capture are:

- After about two months, in the early stages of the mentoring relationship (baseline or pre-test)
- On completion of the 12 months programme (post-intervention).

The *second* way Pillars has of thinking about mentee outcomes is as part of its outcome pathways developed for reporting on the FWSP and CMP to MSD. The three existing outcome pathways for the CMP are numbered 1-3 below, along with a fourth added by Pillars staff:

1. Active and healthy – Children are active and healthy, with positive physical and mental wellbeing
2. Crime-free living – Children are living a crime-free lifestyle
3. Community involvement – Children are connected, respected and contributing to their world
4. Education – Children are engaged and achieve in school.

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36 Pillars' existing CMP logic model is derived from a mentoring package developed in California (Project Star, 2008, p.7).
37 Ibid.
38 See, for example, Laursen, E. K., & Birmingham, S. M. (2003) and Wolkow, K. W. & Ferguson, H. B. (2001).
39 The tool is supported by a scoring guide which describes what the different questions are intended to measure, as well as how to administer and score them (see P/PV, 2002).

Key people in the mentee's life will provide this outcomes information. In the first instance it is suggested that mentors[40] are asked to provide this information at three points of time as outlined above (two, six and 12 months), using a simple 5-point rating scale[41] for each domain/pathway. The end points for the first domain/pathway for example, would be 'unhealthy and inactive with likely challenges in their mental and/or physical well-being' at one end and 'healthy, active and thriving physically and mentally at the other'. If staff or caregivers have information that suggests a measure different from that provided by mentors, this should be raised by the Mentoring Coordinator with the mentor, and an agreed rating reached. Diagram 3 shows a possible rating scale for the fourth outcomes pathway.

Diagram 3_Rating scale for the education outcome pathway

1 ———— **5**

Child or young person fails to achieve at school

Child or young person is thriving academically

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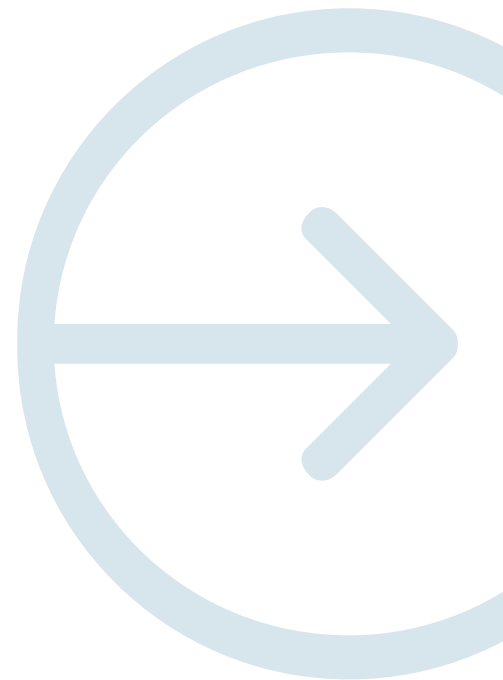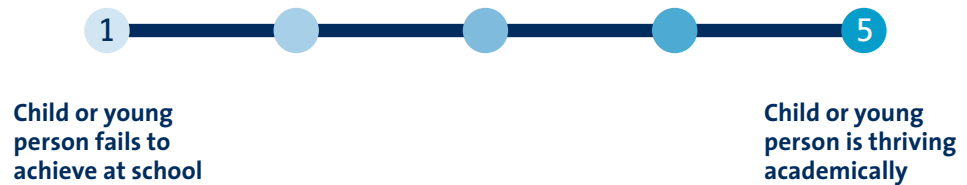
40 In the first 12 months of being a CMP mentor, each mentor is required to attend regular monthly supervision. It would be relatively simple for the Mentoring Coordinator to ensure that mentors complete these measures for their mentees at the three designated points.

41 In the future it would be possible to develop descriptors for each point on the rating scale so that measures can be more standardised.

TABLE

06

Action plan two
– Improving the
capture and use of
outcomes data

What	How	Who	When
Measure quality of the mentoring relationship			
Review the MQMYR tool	• Check the accuracy of the questions and measures against the original tool[42] • Decide whether to retain additional questions developed for the process evaluation	• Mentoring Coordinator • Programme Coordinator and Mentoring Coordinator	
Measure outcomes domains/pathways			
Develop rating scales	Develop 5-point rating scales for each pathway		
Embed in organisational processes			
Determine when and how data will be captured	• Confirm key points at which to capture data, e.g. two, six and 12 months or something else • Complete MQMYR questionnaire with mentees at two, six, and 12 months • Determine who will capture data from mentors, caregivers and staff on domains/pathways at two, six, and 12 months	• Programme Coordinator and Mentoring Coordinator • Mentoring Coordinator • Programme Coordinator	
Change organisational processes/systems as needed	• Embed data capture responsibilities into staff and mentor role descriptions	• Programme Coordinator	
Align Penelope software to collect this data	• Set up new data fields in Penelope • Ensure data entered straight into Penelope and not off a scanned document	• Programme Coordinator • Programme Coordinator	
Reporting			
Report on the quality of the mentoring relationship and mentee changes in four domains	• Enter mentee changes at two, six, and 12 months (from both sources) into Penelope software • Aggregate overall movement by mentees for regular reporting	• Mentoring Coordinator • Chief Executive	

6.4_ Data capture, extraction, analysis and reporting

As the findings show, data use and reporting is an area needing improvement for Pillars. This is an area that many NGOs experience as a challenge, and also need to address, in order to be able to access robust data to inform policy and management decisions.

In this section we identify some standard steps that apply to the electronic collection and use of any NGO data. These steps can be helpful for pinpointing which parts of the 'data system' are working fine and which need improvement. The main steps are listed in table seven below.

TABLE
07

Steps involved in collecting and using data[43]

Task	Steps involved
Collection of data	1. Identification and definition of data to be collected 2. Development of guidelines and a data collection protocol 3. Set up data capture fields in IT system (taking account of reporting requirements) 4. Individual/frontline staff buy-in 5. Frontline staff gathers information from client at identified times 6. Recording/inputting data into IT system
Use of data	1. Technical skills to extract data from IT system and/or engagement with IT system owner 2. Identification of information needed in aggregate form for various purposes, e.g. case management, reporting to Board or funders 3. Decision-making regarding which recipients receive what types of reports and how frequently, e.g. Board, funders 4. Running reports based on data needed 5. Analysis of data 6. Staff discussion/interpretation of data 7. Translating data into a format for reporting to funders

Using this framework, it can be seen that the collection of current client information is on track at Pillars. Following earlier difficulties with incorrect usage by staff, over the past year, staff have been increasingly using Penelope correctly to record client information. Any proposed change in the data to be collected, such as Pillars' plan to capture more outcomes information (outlined in table six), should trigger application of the 6 steps outlined in the *Collection of data* row of table seven.

The evaluation identified that Pillars has more difficulty with *extracting* and *using* the data that it currently stored in its IT system. This framework makes it possible to see that this can be a 'thinking and decision-making' issue (see table seven, *Use of data* steps 2 and 3), a technical issue (see *Use of data* steps 1 and 4), a capability issue (see *Use of data* steps 5 and 6), or a reporting issue (*Use of data* step 7).

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43 This table has been modified from the original source (Platform Trust, 2015, p.12).

6.5 Cultural responsiveness

Pillars staff in Christchurch are committed to delivering a mentoring programme that meets the cultural needs of all children and young people who participate in the CMP. They nevertheless acknowledged that they required support to identify the steps needed to systematically embed cultural responsiveness in the CMP.

A framework provided by one of the evaluators (see Appendix Five) provided the basis for discussion about the practical actions that Pillars could take in relation to responsiveness to Māori. The framework recognises that Pillars Christchurch is a primarily mainstream organisation with no Māori staff currently and, while they have connections with the local runaka[44] and a kaumātua, Māori leadership could be described as sporadic.

The criteria about 'what matters' and 'what is important' in the framework include the following:

- The programme meets the cultural needs of the whānau
- Mentors are culturally safe and supported
- Caregivers and whānau trust that the CMP will keep their children culturally safe
- Mentees feel culturally supported
- Cultural supervision is in place for the CMP staff
- Appropriate use of cultural frameworks and tools
- Appropriate consideration of cultural factors in the design of the programme
- Implementation of the programme meets cultural needs
- Cultural outcomes are evident, e.g. affirmation of culture, increased cultural pride.

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44 Runaka refers to a tribal or public assembly, conference or council (see earlier footnote 28).

TABLE

08

**Action plan three
– Improving Māori
(and cultural)
responsiveness
in the CMP**

What	How	Who	When
Data collection			
Ensure capture of ethnicity data for mentees and mentors	• Check current ethnicity categories in all recruitment forms • Require capture of ethnicity data at recruitment of mentors and mentees • Monitor that ethnicity data capture occurs	• Programme Coordinator	
Responsibility for cultural responsiveness			
Identify a cultural responsiveness portfolio	• Develop a role description (that includes reviewing Pillars Christchurch programme of work in terms of meeting the needs of Māori whānau) • Seek funding for this position • Recruit for this role	• Programme Coordinator	
Develop responsiveness of CMP			
Modify the CMP to better respond to mentees who are Māori, Pacific Islands or from other ethnic groups	• Identify how the CMP programme can be changed to support mentees who are Māori, Pacific peoples or from other ethnic groups (e.g. enable the mentor's interaction with the mentee's whānau family in culturally appropriate ways), while still maintaining the primacy of the mentor-mentee relationship • Make changes to documentation and training as appropriate	• Cultural responsiveness portfolio, Programme Coordinator and Mentoring Coordinator	
Cultural guidance for Pillars			
Seek a 'guide' or advisor for Pillars	• Develop role/job description – weekly in first instance – to work alongside Pillars • Ask longstanding informal advisor for suggestions	• Chief Executive	
Te Ao Māori training for staff	• Revisit and review the plan that was originally put in place and identify what is needed • Approach longstanding informal advisor about possibly delivering Te Āo Māori training for all staff	• Chief Executive	

Cultural supervision for staff and mentors	Develop a clear statement of Christchurch Pillars staff's needs on cultural supervision, including aspects of Te Āo and Tikanga Māori that would help with staff's specific practice; someone who can make connections between knowledge and applicability to Pillars; and training for mentors	• Programme Coordinator with Mentoring Coordinator and Social Worker	
	Draft a cultural supervision job description	• Programme Coordinator	
	Approach respected contacts to take on cultural supervision role	• Chief Executive	
Networking with Māori providers			
Develop networks with whānau and other Māori providers and seek funding to undertake cultural responsiveness work	Identify list of whānau and other Māori providers	• Chief Executive and Programme Coordinator	
	Broker contact/ relationships/links, including Te Putahitanga and Māori organisations working with families with prisoners		
	Link with organisations that can develop joint projects (and seek funding, or who already have funding, or could possibly access Whānau Ora funding).		

07

Further discussion

In this section we discuss the impact of changing expectations on Pillars, with potential relevance to other small NGOs. We also briefly touch on how components of this evaluation could assist considerations of programme transferability.

In common with other NGOs that provide social services in New Zealand, Pillars is a small organisation working in a complex environment in which expectations evolve and change over time. This process evaluation has provided a great opportunity for Pillars to reflect on the CMP, the key elements of the programme and its delivery, and to consider what changes would enable the programme to be 'fit for purpose' in the 2016 environment.

The evaluation found many aspects of the CMP to be working well and some needing to be updated, in part as a result of changes that have occurred since the CMP was substantially reviewed in 2007. These changes include what is considered to be best practice in mentoring programmes, and in the way funders (particularly the New Zealand government) wish to purchase services.

7.1 Changing expectations

Pillars' CMP is 20 years old. It was originally developed via a combination of grounded experience and learning from what worked, and has been increasingly informed by evidence. In 2007 it underwent a substantive review to bring it in line with international standards. Pillars Chief Executive considered at the time that they had exceeded these standards.

Since 2007, there have been:

1. Further developments regarding mentoring best practice (Farrugia et al, 2011, 2011a; Garringer et al, 2015; NZ Youth Mentoring Network, 2016)

2. Substantial changes in funder expectations regarding outcomes reporting requirements.

The evaluative criteria decided at the outset, with and agreed to by Pillars (see Appendix Two) appropriately included these developments. This meant that the design of the current CMP, which would likely have been found to be 'really good' in 2007, was found to be 'good' in 2016. Current literature suggests that best practice in the design and delivery of mentoring programmes is more purposeful and goal-oriented than has previously been the case, and recent New Zealand literature highlights what is needed for good service delivery to Māori, Pacific Islands and other groups.

In assessing the CMP against the evaluative criteria related to outcomes identification and data capture, it was found to be 'OK/needs work'. Pillars, like many other NGOs, is in a transition process from reporting on outputs and activities to reporting on outcomes as part of the new social investment purchasing environment. The extent and impact of this change on small organisations should not be underestimated. A tool developed by MSD in late 2015 to support the development of organisational capability in reporting robustly and meaningfully on results affirms the experience of Pillars, and other small NGOs, that the transition to an outcomes environment is a substantial organisational change process.

The Outcomes Capability Assessment and Planning Tool[45] has been designed to support the development of organisational capability in reporting robustly and meaningfully on results. The tool highlights eight discrete areas that require substantive attention: ensuring clarity of organisational purpose; leadership; identification of outcomes; development or identification and implementation of an outcomes measurement system; enabling attribution of client changes; development of IT system capability on outcomes data capture; development of staff capability; and analysis and reporting.

Two other issues we would like to highlight here (which are beyond the scope of the evaluation to explore in any depth) are volunteering and the NGO funding environment.

All mentors are volunteers, and commit substantial amounts of their own time on a weekly basis for at least a year, and often much longer, to become a trusted adult in the mentee's life. This time includes, at a minimum, weekly contact with their mentee and fortnightly face-to-face contact, initial training, monthly supervision, and regular get-togethers hosted by Pillars for mentors and mentees. The tension that Pillars (and other organisations who use volunteers) faces is that the role of 'amateur volunteers' is coming under increasing expectation and scrutiny to deliver a more 'professional' service. In common with all NGOs delivering social services in New Zealand, there are new requirements for Pillars related to working with vulnerable children. At the very least this requires more training for mentors who are already committing a great deal of time in this role.

Another important contextual element is the NGO funding environment. Most NGOs do not have an independent income stream and as such are dependent on funders and funders' contract terms. In most cases funding must be spent on the delivery of services to clients. Regardless of the value NGOs place on maintaining organisational infrastructure and continuous improvement of programmes, the reality is that they often have limited capacity and resources. The loss of institutional memory at Pillars regarding the rationale underpinning the CMP can be understood in this context.

7.2_ Transferability

While Pillars works with the needs of children and families of prisoners in both Christchurch and Auckland, there are other communities that would also benefit from such services and who approach Pillars for advice and support. Recently Pillars delivered its Invisible Sentence module in two other communities. Pillars is engaged in discussions about offering the CMP in other sites, with the possibility that the FWSP part of the programme be delivered by an existing local agency.

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45 A modified version of this tool was used early in this project to assess Pillars' organisational readiness for an outcomes evaluation. This tool is available at the following link: msd.govt.nz/about-msd-and-our-work/work-programmes/community-investment-strategy/outcomes-capability-planning-and-assessment-tool.html

There are a number of ways in which the process evaluation and associated evaluation capability building will support Pillars' consideration of transferability, including:

- *The process map.* The process map (see Appendix Four) details the specific staff responsibilities at different points of the CMP and how the two Pillars' programmes weave together to provide the wraparound service for mentees. Given that these roles may not be contained in a single organisation in other sites, the process map could be used as a basis for role development and job descriptions.

- *The evaluative criteria/rubrics.* The evaluative criteria identify the standards for what constitutes a successful programme. They can be used as a guideline for programme development.

- *Outcomes data.* The action plan in relation to outcomes data (see Part 6) provides the basis for collecting outcomes data from the introduction of the CMP in different sites.

- *Māori responsiveness.* Understanding the way in which the CMP is/can be adapted to meet the needs of Māori, Pacific peoples or mentees from other groups will be particularly important in some communities.

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Appendix One:

Process map

Mentoring process map – Pillars

Child/YP referred

- Agency, caregiver or YP calls Pillars
- Referrer completes form on website
- Referral information picked up by Mentor Coordinator
- Mentor coordinator calls caregiver to assess baseline eligibility for mentoring of all children and YP in the family
  - Not eligible
  - Eligible

Assessment by FWSP

- FW worker sets up meeting with caregiver by phone
- Programme Facilitator and FW worker visit caregiver to build engagement and provide consent for full assessment
  - Consent
  - No consent
- FW worker returns and completes FW assessment with caregiver, assessing needs of all family members
- Options for Pillars involvement including mentoring made to family
- Caregiver asks child or YP if they would like to receive mentoring
  - Yes
  - No

Assessment by FWSP

- FW worker and caregiver complete application for mentoring
- Application referred to Mentor Coordinator along with handover process from FW worker
- Mentor Coordinator calls caregiver to arrange time to meet child/YP
- Mentor Coordinator meets with child/YP and together complete 'pre match mentee' questionnaire
- Child/YP placed on waiting list until mentor match is found
- Check in every 1 or 2 months by Mentor Coordinator

- FW worker likely to still be working with family and may work directly with child/YP if there are parental issues, eg, truanting

- Check in every 1 or 2 months by FW worker if family engaged on FWSP waiting list

Parallel process of recruiting and training mentors

Matching of mentor & child/YP

- Mentor Coordinator identifies a possible mentor match for the child/YP
- Mentor Coordinator identifies a possible mentor match for the child/YP
- The Mentor Coordinator and mentor go to the child/YP's home and meet with the mentee and caregiver to:
  - Explain the programme
  - Establish frequency of meeting
  - Sign 4-way agreement including consent to share information
- After agreement is signed, mentor and mentee arrange first meeting time

Mentoring relationship takes place over a 12 month period – the mentee has contact with the mentor every week or fortnight

Pillars oversight

- After a month, the Mentor Coordinator checks with the mentee to see how the mentoring is going
- The mentor submits monthly logs and receives monthly supervision from the Mentor Coordinator
- Information for mentee case management is provided by the FWSP worker, the Mentor Coordinator, the mentor, the caregiver and the school
- The Mentor Coordinator observes mentors and mentees together at events she arranges every 2 months
- The Mentor Coordinator undertakes a six month mentee evaluation
- The Mentor Coordinator undertakes a closure interview with the mentee

Appendix Two:

Key evaluation questions and supporting questions

Key evaluation questions and supporting questions

KEQ1: How well is the CMP *designed* to meet the needs of the mentees?	a. How is the CMP, supported by the FWSP, intended to work? • What population does the CMP intend to serve? • How is it understood that the CMP will bring about change? What is the programme theory? • What are the intended outcomes/changes for mentees from participating in the CMP?
	b. To what extent is the programme design supported by evidence? • To what extent is the design of the programme built around key elements of a successful programme as identified in the literature and/or by experts? • To what extent does the data captured enable monitoring and reporting on critical success factors?
KEQ 2: How well is the CMP being *implemented* to respond to the needs of mentees?	a. How is the CMP, supported by the FWSP, implemented in practice? • Who is accessing the CMP and who is missing out? • What is the length of mentee engagement with the CMP? • What are the main issues that Pillars works on with mentees and families/whānau (frequency and severity)? • How is data captured and reported?
	b. To what extent is the CMP being delivered in a way that supports mentees? • To what extent is the CMP meeting the needs of Pākehā, Māori and Pacific Islands mentees? • How well does the Pillars approach support the delivery of CMP? • What is it about how Pillars works, that works or doesn't work?[46]
	c. What are the key things that are making a difference for the mentee (from mentee, parent, staff and mentor perspectives)?
KEQ 3: How will learnings from this evaluation inform a later outcomes evaluation?	

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46 This would involve exploring mechanisms of success, e.g. culture, shared experience of having a family member in prison, lack of judgement, holistic approach, 'holding' of the child or young person even if using other services, longevity, trust etc. These ideas can then be tested in a future outcomes evaluation.

Appendix Three:

Methodology

The process evaluation utilised qualitative research methods situated within an evaluation-specific methodology.[47] External evaluators undertook the evaluation in collaboration with Pillars management and staff, using a strengths-based, appreciative enquiry lens. A Māori responsiveness lens was used in considering the participation of Māori in the CMP.[48]

The evaluation logic model and evaluative criteria in the form of rubrics are set out in Appendices Four and Five.

The evaluation was built around four site visits to Christchurch. The focus of these visits is outlined below.

First site visit: Evaluability assessment

During this visit, two assessments were done using tools developed for this purpose[49]:

1. An evaluability assessment of the CMP, which focused on programme readiness

2. An assessment of Pillars' organisational readiness to undertake an outcomes evaluation.[50]

In-depth conversations and workshops were held over two days with the Pillars Chief Executive and Programme Facilitator in order to gain better understanding of the CMP and FWSP (and the boundary between them), explore the programme theory underpinning the CMP, discuss the focus of the evaluation and explore Pillars' evaluation capability.

After the first site visit, the evaluation team reviewed and assessed the programme and organisational documentation. A draft outcomes logic model was also developed. The decision that Pillars was not ready for an outcomes evaluation was made at this point, and the basis for that judgement outlined in the first report for this project on 11 December 2015.

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47 An evaluation-specific methodology involves systematic and transparent processes, procedures (methods, methodology) and principles (logic) for identifying relevant questions, data and criteria for blending "descriptive information with values to draw explicitly evaluative conclusions" (Davidson, E.J., (2005). *Evaluation Methodology Basics*, Sage, p.240).

48 Māori comprise more than 50% of the prison population (compared with 15% in the overall population) and it is likely that a high proportion of children and young people eligible for the CMP are also Māori. Using a Māori responsiveness lens involves examining the extent to which Māori participate in the CMP, and how Māori worldviews and values are respected and integrated in the CMP.

49 These tools are available publicly (superu.govt.nz).

50 This tool was adapted from an MSD tool developed in 2015 to assess provider readiness to report on outcomes in a results-based reporting environment. This tool is available at: msd.govt.nz/about-msd-and-our-work/work-programmes/community-investment-strategy/outcomes-capability-planning-and-assessment-tool.html

Second site visit: Planning

The focus of the second site visit was information gathering for the evaluation plan and the development of the evaluative criteria. A rubrics workshop was held to test the draft criteria and flesh out the rubrics, and face-to-face staff workshops served as key informant group interviews.

Following the visit, the evaluation team reviewed the documentation that supports the delivery of the CMP (e.g. mentoring guides for mentors, mentees and caregivers, training information, and programme logic maps). This helped identify questions for the individual or group interviews during the third site visit.

The deliverable from this part of the project was an evaluation plan and evaluation capacity building plan dated 18 March 2016.

Third site visit: Fieldwork

Information was gathered in three ways:

- Facilitated questionnaire with mentees
- Individual interviews with caregivers, individual interviews and a focus group with mentors, and a mixture of individual and group interviews with staff
- Desktop analysis of available data.

Mentee questionnaire

An expanded version of Pillars' six-monthly mentee questionnaire (used to check in with mentees on their experience of their mentoring relationship) was utilised to incorporate the mentee voice in the evaluation. The Mentoring Coordinator, already known to mentees, facilitated the completion of the questionnaire in interviews with them.

Twelve mentees completed the questionnaire, representing 30% of Pillars' 39 current mentees.[51] Half of the mentees were male and half female, and half included Māori or one of the Pacific groups as (part of) their ethnicity. All twelve were aged between six and 13 years, reflecting the fact that most of Pillars' mentees (31/39) were in this age bracket at the time the questionnaires were completed. (Attempts to interview the five older, 'eligible'[52] mentees were not successful.) The length of time that participants had spent as a mentee ranged from seven months to three years and seven months.[53]

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51 In fact nine of the mentees had less than six months as a mentee and were considered too new to answer the questionnaire.
52 Mentees who had been there for at least six months.
53 Selection of mentees was based on a purposive sample aimed at capturing the maximum variation of mentee participants in terms of age, culture, and length of time as a mentee.

Interviews with caregivers, mentors and staff

Individual, face-to-face interviews were conducted with three caregivers in their own homes about their experience of the CMP and their observations of their children. Individual interviews were conducted with three mentors (two face-to-face and one by phone), and a focus group was held with an additional 10 mentors at Pillars. Individual, face-to-face interviews were also held with the Chief Executive of the CMP and of the FWSP, and with the Programmes Coordinator. A phone interview was held with a Pillars staff member in Auckland.

Desktop analysis of available data

Pillars provided data for the current year about mentees and mentors, copies of their monthly CMP statistics, and the Pillars annual report of programme statistics for MSD for the 2014/15 year. Longitudinal data before the 2015/16 year was available only in individual, paper-based files and beyond the scope of this evaluation to research.

Fourth site visit: Topline findings, final ECB support and lessons learned

At this visit the evaluation team presented and workshopped the key evaluation findings with Pillars staff. Final ECB activities were also undertaken. Three action plans were developed aimed at strengthening the CMP and at readying the programme for an outcomes evaluation:

- design/theory of the CMP
- outcomes data capture
- Māori responsiveness.

The action plans are discussed in Part 6.

The last session of the visit also sought feedback and learnings from Pillars staff about the evaluation and the ECB activities over the course of the project.
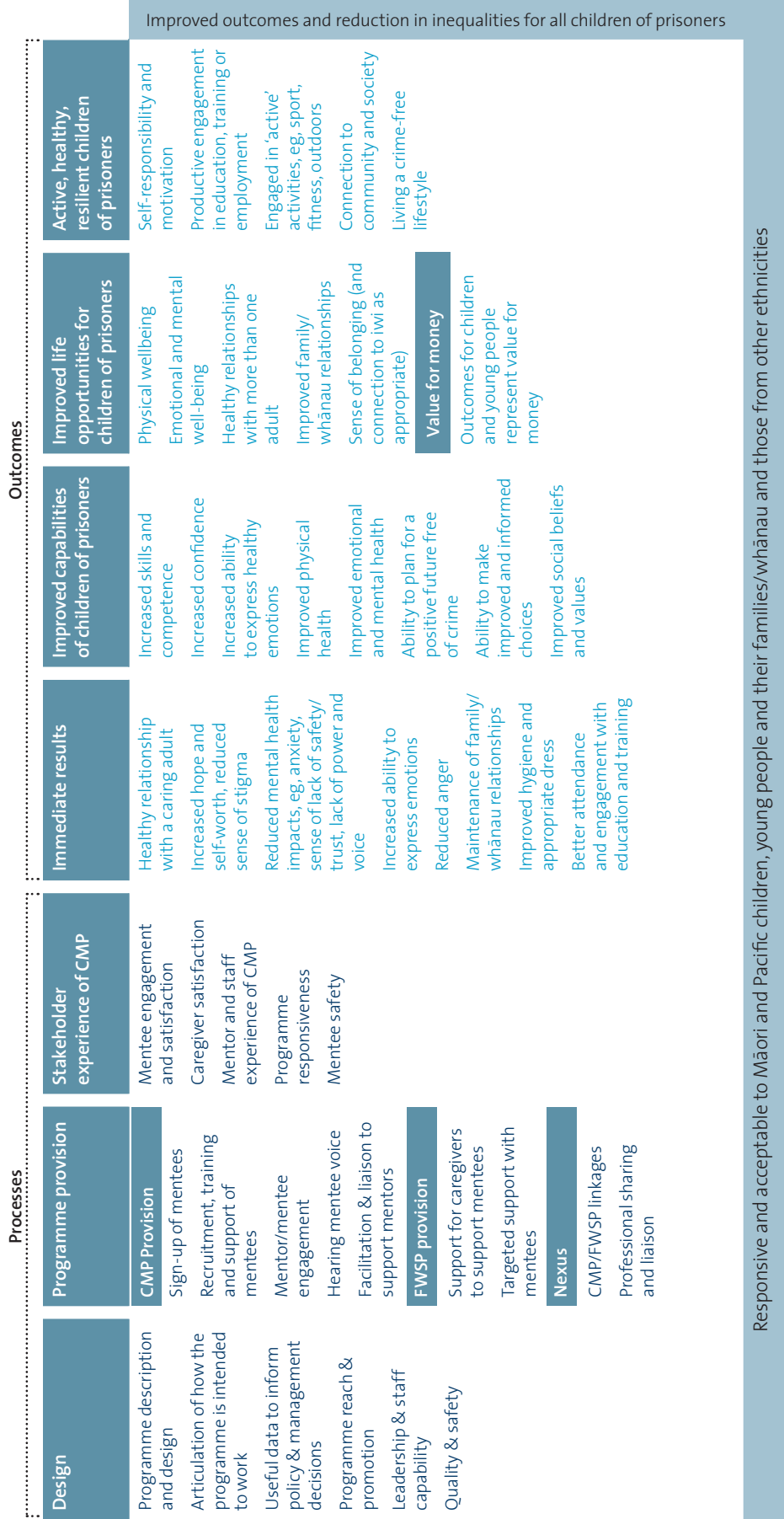
Appendix Four:

Evaluation logic model

Evaluation logic model

This logic model was developed by the evaluation team, in consultation with Pillars, as a basis for developing the evaluative rubrics.

Draft logic model for the Pillars children's mentoring programme (CMP)

(One of Pillars' programmes contribution to the goal of reducing inter-generational incarceration)

Improved outcomes and reduction in inequalities for all children of prisoners

Processes			Outcomes			
Design	**Programme provision**	**Stakeholder experience of CMP**	**Immediate results**	**Improved capabilities of children of prisoners**	**Improved life opportunities for children of prisoners**	**Active, healthy, resilient children of prisoners**
Programme description and design	**CMP Provision**	Mentee engagement and satisfaction	Healthy relationship with a caring adult	Increased skills and competence	Physical wellbeing	Self-responsibility and motivation
Articulation of how the programme is intended to work	Sign-up of mentees	Caregiver satisfaction	Increased hope and self-worth, reduced sense of stigma	Increased confidence	Emotional and mental well-being	Productive engagement in education, training or employment
Useful data to inform policy & management decisions	Recruitment, training and support of mentees	Mentor and staff experience of CMP	Reduced mental health impacts, eg, anxiety, sense of lack of safety/ trust, lack of power and voice	Increased ability to express healthy emotions	Healthy relationships with more than one adult	Engaged in 'active' activities, eg, sport, fitness, outdoors
Programme reach & promotion	Mentor/mentee engagement	Programme responsiveness		Improved physical health	Improved family/ whānau relationships	Connection to community and society
Leadership & staff capability	Hearing mentee voice	Mentee safety	Increased ability to express emotions	Improved emotional and mental health	Sense of belonging (and connection to iwi as appropriate)	Living a crime-free lifestyle
Quality & safety	Facilitation & liaison to support mentors		Reduced anger	Ability to plan for a positive future free of crime	**Value for money**	
	FWSP provision		Maintenance of family/ whānau relationships	Ability to make improved and informed choices	Outcomes for children and young people represent value for money	
	Support for caregivers to support mentees		Improved hygiene and appropriate dress	Improved social beliefs and values		
	Targeted support with mentees		Better attendance and engagement with education and training			
	Nexus					
	CMP/FWSP linkages					
	Professional sharing and liaison					

Responsive and acceptable to Māori and Pacific children, young people and their families/whānau and those from other ethnicities

The focus of this project is a process evaluation covering the aspects in dark blue text above, with an emphasis on readying Pillars to be ready to report on outcomes and undertake an outcomes evaluation at a future date.

The outcome areas identified in bright blue text above represent a first attempt to unpack the 'black box' in Pillars' current CMP logic model between a 'healthy caring relationship with a caring adult' (see immediate results above) and 'mentees develop and enhance a positive attitude towards the future'.

Appendix Five:

Evaluative criteria/rubrics

The three evaluative rubrics were developed in consultation with Pillars staff to address the key evaluation questions (KEQs) below. Each of the rubrics specifies the evidence that is required to reach a rating of 'really good', 'good', or 'OK/needs work'.

The KEQs are:

KEQ 1: How well is the CMP designed to meet the needs of the mentees?

KEQ 2: How well is the CMP being implemented to respond to the needs of mentees?

KEQ 3: How will learnings from this evaluation inform a later outcomes evaluation?

A combination of evaluative and exploratory information is required to answer the key evaluation questions. KEQs 1 and 2 are evaluative queries about how well the CMP is designed and being implemented, and as such rubrics have been developed which specify the criteria by which the questions will be assessed. KEQ 3 is a research-based query, focused on understanding what can be learned from the evaluation.

The evaluation also particularly explored whether the CMP is 'responsive and acceptable to Māori and Pacific children, young people and their families and whānau, and those from other ethnicities'. The specific aspects that are highlighted in the evaluative rubrics are grouped together here:

Design

- Articulation of how the programme is intended to work, including how the programme is intended to work with Māori, Pacific peoples and other groups
- Whether Pillars has a planned approach for targeting mentees in Christchurch, including Māori, Pacific and other ethnic groups
- Whether leaders and staff are well trained, supervised and feel well-supported in their work, including how the programme may be implemented differently for Māori, Pacific peoples and other ethnicities to respond to different cultural needs.

Implementation

- Recruitment, training and support of mentors, including whether there are *Māori and Pacific mentors* to provide best fit for communities.

Stakeholder experience

- Programme responsiveness measured by mentees who are Māori, Pacific Islands or from other ethnic groups reporting that their mentor works in a way that is culturally meaningful to them (e.g. shows empathy, understanding and respect of the mentee's culture) and that the mentoring provided meets their needs.

RUBRIC
01
Design of the CMP

Core concept	This rubric is about the design (what is intended) and implementation (what happens in practice) of the CMP: How well is the CMP designed to meet the needs of the mentees? How well is the CMP being implemented?
Level	**Descriptors**
Really good Must meet all criteria below and in this box	• **Programme description and design:** All of the following are clearly and explicitly defined - the problem that the programme is addressing, the drivers of the problem, the intended target group, the outcomes of the programme. The activities of the programme and how they link to the intended programme outcomes are modelled. • **Articulation of how the programme is intended to work:** How the CMP is intended to work to support change in mentees is clearly articulated, documented and supported by evidence, including how the programme is intended to work with Māori, Pacific Islands and other groups. • **Useful data to inform policy and management decisions:** Data systems are operating well and producing *relevant and useful data* (fields, accuracy, completeness) linked to CMP outcomes. Data are actively analysed and used to inform ongoing service enhancements and report on outcomes. • **Programme reach and promotion:** Pillars has a planned approach for targeting mentees in Christchurch, including Māori, Pacific Islands and other ethnic groups, including how best to reach them and has strategies in place to effect this. Marketing and communications about the programme are developed in a style that "speaks" to the target groups. Information on the CMP is reaching the *vast majority*[54] of caregivers and children and young people who could benefit from the CMP in Christchurch. The *vast majority* of caregivers and referral agencies (e.g. CYF, SWIS, schools, CDHB, prisons, Police, Child Protection Unity) agree that Pillars is effective in promoting the CMP. • **Leadership and staff capability:** There is good leadership for the CMP, providing a clear purpose and focus on quality, safety and ongoing improvement of the service. Leaders and staff are well trained, supervised and feel well-supported in their work, including how the programme may be implemented differently for Māori, Pacific Islands and other ethnicities to respond to different cultural needs. Leaders manage resources to the best effect including processes or system in place to manage over-demand. • **Quality and safety:** The CMP's policies, procedures and guidelines are comprehensive, outlining expected standards of practice within an explicit framework. This includes information and tools for the mentoring task, and guidance that enables flexibility to meet the differing needs of mentees, to optimise the potential for their learning and change. *Virtually all* staff, mentors and volunteers who are involved in the CMP programme are familiar with the relevant legislation they need to comply with.
Good Must meet all criteria for good and OK/needs work	• **Articulation of how the programme is intended to work:** The core elements of the programme are based on evidence of effective mentoring programmes. • **Useful data to inform policy and management decisions:** Data systems are in place and include *reasonable* data (fields, accuracy, completeness) to meet contractual reporting requirements. Data gathered may not be as useful as it might be (i.e. not clearly linked to programme goals or outcomes and/or reporting requirements.) • **Programme reach and promotion:** Information on the CMP is reaching the *majority* of caregivers and children and young people who could benefit most from the CMP in Christchurch. The *majority* of caregivers and referral agencies (e.g. CYF, SWIS, schools, CDHB, prisons, Police, Child Protection Unity) agree that Pillars is effective in promoting the CMP underpinned by the FWSP. • **Leadership and staff capability:** Staff receive a good/moderate level of training and supervision. Staff feel reasonably well supported to fulfil their roles. Leaders manage peaks and troughs of demand for mentoring reasonably well. • **Quality and safety:** The **vast majority** of staff, mentors and volunteers who are involved in the CMP programme are familiar with the relevant legislation they need to comply with.

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54   Virtually all = close to 100%, with only small numbers of reasonable exceptions. The vast majority = usually about three quarters or more. The majority = most = more than half. At least some = substantial numbers = not just a handful, but likely to be fewer than half. Increasing numbers = substantially more than previously; increases are *practically*, not just statistically, significant.

Core concept	This rubric is about the design (what is intended) and implementation (what happens in practice) of the CMP: How well is the CMP designed to meet the needs of the mentees? How well is the CMP being implemented?
Level	**Descriptors**
OK/needs work Must meet all criteria	• **Programme description and design:** The programme and its activities are mostly described; links to programme outcomes and organisational outcomes may not be clear and need more work. • **Articulation of how the programme is intended to work:** There is a general understanding of how change is intended to occur through the delivery of the programme, and the organisation has identified some of the other people/factors/organisations that may contribute to mentee changes, but this needs to be better articulated. This may not be documented. • **Useful data to inform policy and management decisions:** Data systems are in place and include *adequate* data (fields, accuracy, completeness) to meet minimum contractual reporting requirements. Data may be hard to extract and utilise. • **Programme reach and promotion:** A plan for attracting mentee referrals generates some enquiries, and enquirers receive useful information about what to expect. Pillars undertakes sufficient promotion to make *virtually all* caregivers and young people associated with the organisation aware of the mentoring service. • **Leadership and staff capability:** There is clear allocation of staff roles and responsibilities and a minimum level of training and supervision. Staff feel adequately supported to minimally fulfil their roles. Leaders do not always manage peaks and troughs of demand for mentoring as well as they might. • **Quality and safety:** Minimum processes and guidelines (including confidentiality and safety protocols) are in place to support the safety of programme participants. Work with clients complies with relevant legislation (e.g. Vulnerable Children's Act, 2014; Health and Safety Act 2016; Children and YPs and their Families Act 1989; Privacy Act 1993). The *majority of* staff, mentors and volunteers who need to comply with these Acts know about them.
Not OK	Any of the OK/needs work requirements are not met

RUBRIC
02

Implementation
of the CMP

Core concept	This rubric is about the services being delivered: How well is the CMP working?
Level	**Descriptors**
Really good	**CMP provision** • **Sign-up of children and YP:** Children and young people with the greatest needs/who can most benefit from the programme are prioritised using an effective triage system. Pillars regularly scans to identify potential mentees for CMP. Pillars explicitly and consciously manages the needs and complexities of all those involved (caregivers, prisoner, referral agencies), and facilitates the process of signing up children and YP to the programme. • **Recruitment, training and support of mentors:** Pillars is using a proactive approach including prioritising areas where mentors are needed, and working with existing local stakeholders (e.g. workplaces, service clubs, past mentor networks, universities, Volunteer Canterbury) to recruit mentors. Potential mentors undergo a clear vetting and selection process, initial training, and once matched mentee, ongoing relevant training and supervision (some mandatory). There are sufficient mentors on the database to meet *virtually all* mentoring needs (including *Māori and Pacific* mentors to provide best fit for communities). • **Planned mentor/mentee engagement:** *Virtually all* of the mentor/mentee engagements meet Pillars minimum standards of an effective mentoring programme. Clear goals for the mentoring relationship are established. Comprehensive processes for monitoring mentor/mentee contact are in place and utilised *virtually all* of the time (e.g. mentor logs, regular supervision and six monthly reviews). Principles that drive the mentor's engagement include upholding the mana of the mentee, drawing out the potential of the mentee, whanaungatanga and manaakitanga. • **Hearing the voice of the mentee:** *Virtually all* mentees report that they feel heard by their mentors. • **Facilitation and liaison to support mentees (mentors, caregivers, and Pillars)[55]:** *Virtually all* mentors and the vast majority of caregivers understand and utilise the processes that are in place to share important information about the mentee, any concerns, and/or advocate on the mentees behalf with each other and Pillars. The facilitation and liaison processes enable mentors, caregivers and Pillars to effectively respond to any issues that arise e.g. school issues. *Virtually all* of those involved are clear and respectful of their respective roles and boundaries. *FWSP provision* • **Support for caregivers to support the health and wellbeing of the mentee:** Where the FWSP is involved, in *virtually all* cases a needs assessment is undertaken to find out what the caregiver's needs are in relation to the mentee, goals are set around these needs (e.g. parenting, addressing health needs, providing support around education), and resources to support them are put in place to action. *Nexus[56]* • **CMP/FWSP linkages:** The linkages between the CMP and FWSP are well understood by *virtually all* staff. Staff in each programme regularly and actively share relevant intel that may support the mentee, e.g. FWSP staff about how the mentoring relationship is working, and CMP staff about the home environment. This information-sharing is supported by organisational arrangements e.g. case management meetings. These linkages work seamlessly to enable a holistic response to the mentee the *vast majority* of the time. • Professional sharing and liaison to support connectedness: Pillars works closely with other agencies involved with the mentee most of the time (e.g. multidisciplinary meetings), to support a holistic response. Pillars regularly offers resources and training to support health professionals and teachers to better support the mentee.

55 CMP working within its own system.
56 Internal management of nexus.

Core concept	This rubric is about the services being delivered: How well is the CMP working?
Level	**Descriptors**
Good	**CMP provision**

CMP provision

- **Sign-up of children and YP:** There are clear criteria for acceptance onto the mentoring programme (e.g. if needs can be met on the programme, if the 'right' mentor is available, age). There are strategies in place to reach a wide range of potential mentees.

- **Recruitment, training and support of mentors:** There is a recruitment strategy in place to attract potential mentors. Potential mentors undergo a clear vetting and selection process, initial training, and regularly attend follow-up supervision sessions. There are sufficient mentors on the database to meet the *vast majority* of mentoring as needed (including *Māori and Pacific* mentors to provide best fit for communities).

- **Planned mentor/mentee engagement:** The *vast majority* (three-quarters or more) of the mentor/mentee engagements meet Pillars minimum standards of an effective mentoring programme. Guidelines are in place that state desired frequency of contact and recommend that mentor/mentee engagement is based on an agreed plan. Some processes for regularly monitoring mentor/mentee contact are in place and utilised the *vast majority* of the time.

- **Hearing the voice of the mentee:** The *vast majority* of mentees report that they feel heard by their mentors. Regular and standardised feedback loops are in place to enable the mentee to feedback directly to the organisation about the mentoring relationship. This provides a quality check, separate from mentor feedback, that the voice of the mentee is heard and their needs identified and met through the mentoring relationship.

- **Facilitation and liaison to support mentees (mentors, caregivers, and Pillars)[57]:** The *vast majority* of mentors and the *majority* of caregivers understand and utilise the processes that are in place to share important information about the mentee, any concerns, and/or advocate on the mentees behalf with each other and Pillars. The facilitation and liaison processes in place enable mentors, caregivers and Pillars to effectively respond *most of the time* to any issues that arise e.g. school issues. The *vast majority* of those involved are clear and respectful of their respective roles and boundaries.

FWSP provision

- **Support for caregivers to support the health and wellbeing of the mentee:** Where the FWSP is involved, in the *vast majority* of cases a needs assessment is undertaken to find out what the caregiver's needs are in relation to the mentee, goals are set around these needs (e.g. parenting, addressing health needs, providing support around education), and resources to support them are put in place to action.

Nexus

- **CMP/FWSP linkages:** The linkages between the CMP and FWSP are reasonably well understood by the *vast majority* of staff. Staff in each programme periodically share relevant intel that may support the mentee, e.g. FWSP staff about how the mentoring relationship is working, and CMP staff about the home environment. This information-sharing is supported by some organisational arrangements. These linkages work well to enable a holistic response to the mentee the *majority* of the time.

- **Professional sharing and liaison to support connectedness:** Pillars works closely with some external agencies involved with the mentee (e.g. multidisciplinary meetings), to support a holistic response. Pillars occasionally offers resources and training to support health professionals and teachers to better support the mentee.

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57 CMP working within its own system.

Core concept	This rubric is about the services being delivered: How well is the CMP working?
Level	**Descriptors**
OK/needs work	*CMP provision* • **Sign-up of children and YP:** The assessment criteria are limited and individual workers have to use their discretion to assess acceptance onto the programme. There are some strategies in place to reach potential mentees. • **Recruitment, training and support of mentors:** Recruitment of mentors is ad hoc. There are adequate systems and processes *in place* for selection and vetting of appropriate mentors, and for matching mentors and mentees. *All* mentors have attended baseline mentoring training. Attendance at supervision sessions is voluntary and variable. • **Planned mentor/mentee engagement:** The *majority* (more than half) of the mentor/mentee engagements meet the minimum standards of Pillars effective mentoring programme.[58] In other cases, the frequency of mentee/mentor engagement varies and the focus of mentor/mentee engagement is decided on an as needs basis. Mentor/mentee contact is monitored periodically. • **Hearing the voice of the mentee:** The *majority of* mentees report that they feel heard by their mentors.[59] Some feedback loops are in place to enable the mentee to feedback directly to the organisation about the mentoring relationship. • **Facilitation and liaison to support mentees (mentors, caregivers, and Pillars)**[60]**:** The *majority* of mentors and *some* of the caregivers understand and utilise the processes that are in place to share appropriate information about the mentee. Some facilitation and liaison processes are in place that enable mentors, caregivers and Pillars to respond to issues that arise, e.g. school issues. The *majority* of those involved are clear and respectful of their respective roles and boundaries. *FWSP provision* • **Support for caregivers to support the health and wellbeing of the mentee:** Where the FWSP is involved, in the *majority* of cases a needs assessment is undertaken to find out what the caregiver's needs are in relation to the mentee, goals are set around these needs (e.g. parenting, addressing health needs, providing support around education), and resources to support them are put in place to action. *Nexus* • **CMP/FWSP linkages:** The linkages between the CMP and FWSP are generally understood and working together adequately enough to support the CMP. Staff in each programme occasionally share relevant intel that may support the mentee, e.g. FWSP staff about how the mentoring relationship is working, and CMP staff about the home environment. These linkages work adequately to enable a holistic response to the mentee some of the time. • **Professional sharing and liaison to support connectedness:** Pillars works closely with a few external agencies involved with the mentee (e.g. multidisciplinary meetings), to support a holistic response.
Not OK	Any of the above OK/needs work requirements are not met.

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58 That is, a commitment to engagement of no less than 12 months, and a minimum of 2-6 hours per fortnight with contact once a week, as based on the research evidence.

59 See questions 12, 16, 25, 28 in the *Youth Mentoring Relationship Questionnaire (YMRQ) – Six Monthly Questionnaire, and Mentoring Evaluation Questionnaire*

60 CMP working within own system.

RUBRIC
03

Stakeholder experience

Core concept	This rubric is about **stakeholder perceptions** (mentees, caregivers, mentors, Pillars): To what extent is the CMP being delivered in a way that supports mentees?
Level	**Descriptors**
Really good	• **Mentee engagement and satisfaction:** *Virtually all* mentees (including Māori and Pacific mentees) find the mentoring service *effective and supportive*. At the graduation and review at the end of the designated 12 months mentoring programme *at least some* mentees opt to continue mentoring with the same mentor, through Pillars or outside it. • **Caregiver satisfaction:** The *vast majority* of caregivers observe and report a positive relationship between the mentee and the mentor and are satisfied that the mentoring relationship is working well for the mentee. The *vast majority* of caregivers supported through FWSP experience an improved capability to contribute to the health and well-being of their child/young person. *At least some* caregivers want to give back to the organisation because of their gratitude about the programme. • **Mentor and staff experience of the programme:** *Virtually all* mentors agree that the CMP actively and appropriately supports mentees and their families/whānau. The *majority* of mentors report that being a mentor is personally satisfying and has changed their life. The *vast majority* of staff have confidence in the way the CMP is delivered, based on observations of happy mentees, and stories and feedback from mentors and caregivers. Mentors report that they get as much or more from the mentoring relationship as the child and grateful parents. *Virtually all* mentors observe positive change in mentee engagement and relationships that they attribute, at least in part to the CMP. • **Programme responsiveness:** *Virtually all* mentees who are Māori, Pacific or from other ethnic groups report that their mentor works in a way that is culturally meaningful to them (e.g. shows empathy, understanding and respect of the mentee's culture) and that the mentoring provided meets their needs. The CMP is delivered in different ways to meet the needs of participants without effectiveness being compromised.
Good	• **Mentee engagement and satisfaction:** The *vast majority* of mentees (including Māori and Pacific mentees) find the mentoring service *effective and supportive*. The mentee stays in touch with the mentor and 'keeps coming back' regardless of what is happening in their life. • **Caregiver satisfaction:** The *majority* of caregivers observe and report a positive relationship between the mentee and the mentor and are satisfied that the mentoring relationship is working well for the mentee. The *majority* of caregivers supported through FWSP experience an improved capability to contribute to the health and well-being of their child/young person. • **Mentor and staff experience of the programme:** The *vast majority* of mentors agree that the CMP actively and appropriately supports mentees and their families/whānau. At *least some* mentors report that being a mentor is personally satisfying and has changed their life. The *majority* of staff have confidence in the way the CMP is delivered, based on observations of happy mentees, and stories and feedback from mentors. The *vast majority* of mentors observe positive change in mentee engagement and relationships that they attribute, at least in part to the CMP. • **Programme responsiveness:** The *vast majority* of mentees who are Māori, Pacific or from other ethnic groups report that their mentor works in a way that is culturally meaningful to them (e.g. shows empathy, understanding and respect of the mentee's culture) and that the mentoring provided meets their needs.

Core concept	This rubric is about **stakeholder perceptions** (mentees, caregivers, mentors, Pillars): To what extent is the CMP being delivered in a way that supports mentees?
Level	**Descriptors**
OK/needs work	• **Mentee engagement and satisfaction:** The *majority* of mentees (including Māori and Pacific mentees) find the mentoring service *effective and supportive*. • **Caregiver satisfaction:** *At least some* caregivers observe and report a positive relationship between the mentee and the mentor and are satisfied that the mentoring relationship is working well for the mentee. *At least some* caregivers supported through FWSP experience an improved capability to contribute to the health and well-being of their child/young person. • **Mentor and staff experience of the programme:** The *majority* of mentors agree that the CMP actively and appropriately supports mentees and their families/whānau. *At least some* staff have confidence in the way the CMP is delivered, based on observations of happy mentees, and stories and feedback from mentors. The *majority* of mentors observe positive change in mentee engagement and relationships that they attribute, at least in part to the CMP. • **Programme responsiveness:** The *majority* of mentees who are Māori, Pasifka or from other ethnic groups report that their mentor works in a way that is culturally meaningful to them (e.g. shows empathy, understanding and respect of the mentee's culture) and that the mentoring provided meets their needs. • **Mentee safety:** All respondents observe and/or experience that mentees are physically, sexually and emotionally safe within the mentoring relationship.
Not OK	• Any of the OK/needs works requirements are not met *and/or* • Any significant *negative* unintended impacts of the CMP are identified that result in *reduced* access to CMP *or deterioration* in viability or stability of CMP or risks associated with providing mentoring services *and/or* • Services are unacceptable or ineffective for the majority of Māori or Pacific mentees.

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Appendix Six:

Māori responsiveness framework

The Māori Responsiveness framework is based on a TetraMap[62] approach as follows:

- EARTH like a mountain is firm, direct and focused on results
- AIR like the wind is clear and focuses on quality, systems, structure
- WATER like a lake is calm, and is focused on feelings, relationships, inclusiveness, processes
- FIRE like the sun is bright, and has energy, enthusiasm, sees possibilities, is creative.

See tetramap.com

Pillars Māori Responsiveness Framework

AIR
- Quality systems for assessing and meeting cultural needs
- Mentors are guided by the kawa and tikanga of each whānau
- Assessment clearly determines level of cultural needs and support required
- Programme activities are a logical cultural fit for children/whānau
- Quality cultural training and supervision of mentors/programme staff
- Clear statements about the strengths and limitations of the programme to meet cultural needs
- Pillars relationship with Iwi and Māori providers is clear

FIRE
- Mentors/Programme staff see possibilities for engaging culturally as purposeful and valuable
- The programme acknowledges, encourages and inspires the value of identity and culture
- Interaction with children/whānau is highly positive in cultural terms
- A whānau ora approach is understood
- Harnessing the potential of each child/whānau is a primary focus
- Partnerships with other Iwi/Māori organisations result in positive outcomes

EARTH
- The programme meets the cultural needs of children and whānau
- Mentors are culturally aware and capable of relating to and working with whānau Māori
- Whānau Ora is understood and promoted
- Children are culturally safe and supported in the relationship with the mentor
- Caregivers/whānau are confident that the mentor is a good fit culturally
- Positive results for children and whānau (culturally), depending on need

WATER
- Awhi mai, awhi atu – love, care and support for children/whānau is constant and ongoing throughout the programme
- Children are well supported in ways that are culturally appropriate
- Whanaungatanga – children/whānau are connected to wider/other cultural support where needed
- Mentors work in caring and supportive ways with children/whānau
- Programme staff/mentors feel supported in cultural matters
- Relationships with Iwi and Māori providers are working well

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61 Framework developed in July 2016 by Kataraina Pipi, FEM 2006 Ltd. Freely available for use within Pillars with acknowledgement.
62 Tetramap is a tool and framework aimed at helping to facilitate transformational change for individuals, teams, and organisations (see tetramap.com).

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Appendix Seven:

Pillars Children of Prisoners Mentoring Program Logic Model

Logic Model

Community Need: Mentoring provides a stable adult presence for children and youth with a parent in prison who can benefit by enhancing positive attitudes about school and their futures, building a better sense of wellbeing, a greater sense of self-control and improving relationships with peers and parents. Children and youth of parents who are incarcerated may especially need a stable, caring adult presence. Research shows that these children/youth often suffer from feelings of fear, anxiety, anger, sadness, depression, and guilt that may cause emotional withdrawal, failure in school and delinquency (Children of Incarcerated Parents, California Research Bureau, 2000).

INPUTS	ACTIVITIES	OUTPUTS	INTERMEDIATE OUTCOMES	END OUTCOMES
In order to accomplish our results we need the following resources and tasks (completed or ongoing):	*In order to achieve our results we will conduct the following service activity:*	*We expect that once completed or underway this activity will produce the following outputs:*	*We expect that if completed or ongoing this activity will lead to the following intermediate outcomes:*	*We expect that if accomplished this activity will lead to the following end results:*
Programme provides: • volunteer mentors • volunteer mentor background checks • matching of mentors and mentees • training for mentors • ongoing supervision and support through regular meetings with mentor • emergency support during out of school hours and weekends • recognition for mentors	Volunteer mentors are matched with mentees, aged 5-16, who have an incarcerated parent. They meet at least once a fortnight for at least 2-6 hours over the year at agreed-upon locations and have telephone, email or text contact on a weekly basis. Activities are child/youth-oriented and might include: recreational outings, to the movies or a park; eating meals together at restaurants; visiting arcades, sporting events, or other locations that mentors and mentees select together. Mentors may also help mentees with homework on occasions. Once a year a civic activity will take place.	Mentors and mentees meet regularly for 12 months. **Output Indicator:** Number of weekly contacts and fortnightly meetings over a 12-month period; average duration of weekly meeting. **How Measured:** • Volunteer Mentor Log	A trusting relationship forms between mentors and mentees. **Intermediate Outcome Indicator:** Percent of mentors/mentees with increased positive responses – higher scores on a post-survey – about their relationship (e.g. good communication). **How Measured:** • Mentor Survey • Mentee Survey	Mentees develop or enhance a positive attitude toward the future, contribute to their society and live crime-free. **End Outcome Indicator:** Percentage of mentors/mentees/adults with increased positive responses – higher scores on a post-survey – about mentee's attitude toward the future (e.g. belief that he/she will have a happy life). **How Measured:** • Mentor Survey • Mentee Survey • Adult Survey

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Families
Commission Kōmihana ā
Whānau