



National Motor Vehicle
Theft Reduction Council

**Best Practice Model and Business Plan
for a Young Recidivist Car Theft
Offender Program**

April 2002

(Updated September 2003)

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ISBN 1 876 704 13 6

REPORT OUTLINE

- Date:** April 2002
- ISBN:** 1 876704 13 6
- TITLE:** Best Practice Model and Business Plan for a Young Recidivist Car Theft Offenders Program
- ADDRESS:** National Motor Vehicle Theft Reduction Council
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CARLTON VIC 3053
Email: info@carsafe.com.au
- Type of Report:** Working Paper
- Objectives:** Reducing Opportunistic Theft
- NMVTRC Program:** Youth Motor Vehicle Theft Prevention Initiatives
- Key Milestones:** Model and plan completed
- Abstract:** Young people are responsible for more than 100,000 vehicle thefts in Australia each year. Traditional justice responses are costly and have done little to reduce youth offending while diversionary programs based around transferring mechanical skills and participation in motor sport have proven to be effective counter-measures.
- The NMVTRC best practice model and business plan provides training in mechanics and intensive case management for recidivist offenders and for those at risk of offending.
- Purpose:** The NMVTRC's best practice program model and business plan provides a readily available resource for jurisdictions wishing to implement their own diversionary programs for young car theft offenders.
- Key Words:** recidivist offenders, mechanical training, youth offending, car theft

Foreword

(Updated September 2003)

With young people responsible for more than 80,000 vehicle thefts in Australia each year, addressing youth vehicle crime is crucial to combating the nation's theft epidemic. While most young people grow out of stealing cars or cease to offend the first time they are caught, around 15 per cent go on to become recidivist offenders. These recidivist offenders are responsible for a large proportion of vehicle theft in Australia and creative solutions are required to reduce the level of offending of this group.

Traditional justice responses are costly and have demonstrated little success in reducing youth vehicle theft offending. It costs up to \$140,000 a year to keep a young offender in secure care and the underlying issues that caused the young person to offend are often not specifically addressed during the period of detention. As a consequence, the young person is often released back into the community without the support needed to leave their offending lifestyle behind them. Evidence from the United Kingdom and Australia suggest that diversionary programs based around mechanics and motor sport enjoy a good level of success in breaking the offending behaviour patterns of young recidivist offenders and provide a cost-effective alternative to detention.

Incorporating the best features of the Handbrake Turn (Victoria and New South Wales) and Street Legal (South Australia) programs, the best practice model is based on a philosophy of reconnecting the young person to values and networks that support non-offending lifestyles. Training in mechanics provides a hook for young people to join the program and intensive case management and mentoring throughout and beyond the program address the issues which lead young people to offend and prevent post-program relapse.

The NMVTRC is committed to building the capacity of Australian states and territories to deliver effective diversionary programs for young vehicle theft offenders. While the best practice program model and business plan documentation is available for jurisdictions wishing to implement their own programs, the success of the model will rely on the commitment of local stakeholders including police, justice agencies, social support services and the motor trades.

Tasmania was the first jurisdiction to implement the best practice program in 2003 with the NMVTRC and the Commonwealth government, through its National Crime Prevention program, providing seed funding for two years. Other sites will be established in Western Australia (late 2003) and Queensland (early 2004).

ACKNOWLEDGEMENTS

The authors would like to especially acknowledge and sincerely thank the following people who provided valuable assistance in the preparation of this report:

- Kaylene Arnell, Manager, Street Legal program
- Jill Kendall, Director Community Services, Care and Communication Concern Welfare Services (Hand Brake Turn program)
- Siobhan Sheridan, Project Officer and Geoff Hughes, Director—Strategy and Programming, NMVTRC

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1 INTRODUCTION

Car theft is one of the most common forms of crime in Australia and around three-quarters of vehicle theft is opportunistic, with young males the main perpetrators. While the majority of young car thieves cease their offending behaviour before developing entrenched patterns, a relatively small number become high rate recidivist offenders and some graduate to stealing cars to supply illicit professional markets. One of the top three priorities of the National Motor Vehicle Theft Reduction Council (NMVTRC) is to divert these offenders from vehicle theft.

The NMVTRC is an initiative of all Australian governments and the insurance industry which aims to bring about a sustainable reduction in Australia's unacceptable level of vehicle theft. The NMVTRC is working actively with police, insurers, the motor trades, vehicle manufacturers, motoring organisations, registration authorities and justice agencies to implement a range of theft reduction strategies. These strategies will make vehicles more difficult to steal, close the loopholes that professional thieves currently exploit, improve the flow of police and registration information nationally, and lead potential young offenders away from vehicle theft.

The NMVTRC recognises that the largest proportion of car theft is committed by young recidivist offenders and that relatively few programmatic responses are available to provide these young people with alternatives to their offending lifestyles. A strategic imperative of the NMVTRC is to ensure that programs that divert high rate recidivist car theft offenders from re-offending are maintained and replicated nationally. Consequently, the NMVTRC has developed a best practice program model for young recidivist offenders and for those at risk of offending that not only focuses on reducing car theft but also address the underlying reasons for youth offending. This document presents that model with an accompanying business plan.

2 BACKGROUND

What is meant by a 'best practice' model? Best practice draws on the lessons learned from the review and evaluation of motor vehicle projects from the UK and Australia, and is informed by research and the wider literature on best practice approaches in general youth offender diversion programs.

The best practice model presented here draws heavily on two Australian based programs working with young offenders, and in particular utilises key themes from the recommendations of their program evaluations.

2.1 What This Material Says About Motor Projects

Current research indicates that motor projects can and do work. However, to maximise success they require careful targeting and management, with the program executed professionally and following exacting criteria. The outstanding strength of these programs is that they capitalise on the interest of young people in motor cars: cars are the tools of engagement which then facilitate delivery of education and personal support.

In the past, projects have focused primarily on reducing the offender's criminal involvement. The emphasis has now shifted to programs that are community-based, with an educational or training and development focus. This shift is regarded as preferable: a vocational training/education focus, integrated with services to assist with the larger issues that commonly contribute to an offending lifestyle, for example, family conflict, financial insecurity, homelessness, lack of anger control, alienation from community. Programs that address these circumstances and connect the young person to other pathways appear to have more significant impact in the longer-term. Consequently, for real and long-term attitudinal and behavioural change the programs need to provide post-course support.

'At primary, secondary and tertiary levels our approach to juvenile offending must be to develop strategies that will enhance attachment to mainstream developmental institutions. It is only by continually seeking to reconnect young people to major developmental institutions that we provide them with pathways of participation in society and strengthen the social bonds which ensure a safe society, strategies that seek to reduce juvenile crime and criminality.' (O'Connor, 1997)

2.2 Existing Programs

The existing motor projects operating in Australia and the UK seem to offer a range of different types of diversionary activities, and aim to distract young offenders away from criminal involvement. The programs are carefully targeted in order to engage the interests of those participating, taking account of their

learning requirements. They aim to change the attitudes and behaviours of the offenders with a 'hands on' approach using practical activities; they focus on educational rehabilitation and employment prospects whilst developing life skills.

In particular the two Australian programs, Hand Brake Turn (HBT) and Street Legal, seem to be having a good deal of success. They target young car theft offenders, with HBT also targeting young people 'at risk' of offending.

HBT commenced in South Melbourne in 1994 as a joint project between the Australian Youth Foundation and Care and Communication Concern. A second project took over in Dandenong in 1995 and the model was later replicated in Parramatta, NSW, and Geelong, Victoria. 'As a combined vocational training and crime prevention scheme the Hand Brake Turn program seeks to open up practical training, personal support and employment and training pathways for young people. It also attempts to break the offending and unemployment cycle with those participants who have juvenile justice backgrounds and aims to prevent these young people from entering, or continuing to participate further in the criminal and justice systems' (Care and Communication Concern, 2001).

The Street Legal program, established in Adelaide in 1989, operates on the premise that involvement in car theft is indicative of involvement or potential involvement in other criminal activities. Funding problems have dogged the program nearly from inception, though a recent review and evaluation of Street Legal's outcomes would suggest that the program methodology has had major successes.

2.3 A Profile of Participants

Typically, a participant in the program may be very demanding, presenting with behaviour management problems, a history of negative experiences at school, and struggling with a number of life issues such as family conflict, instability of accommodation, difficulty in handling anger, low levels of literacy and numeracy, substance abuse and low self-esteem.

The HBT Evaluation (1998) identified that many of the young people referred to its programs can be characterised by a range of disadvantages which contribute to, or are interrelated with, their unemployment and/or criminal behaviour. These include:

- Unstable and/or dysfunctional family and peer networks
- Lack of suitable/actual accommodation
- Limited social skills
- Unstable life histories – many with histories of physical and sexual abuse and considerable involvement with child and juvenile justice protective services

- Low educational levels
- Poor literacy and numeracy skills
- Lack of work skills and extremely poor employment history and prospects
- Variety of health problems including over-reliance on alcohol and drugs, risk taking behaviour, low knowledge levels with respect to infection control (eg HIV Aids, Hep B), psychological and psychiatric problems
- Limited social, recreational and leisure pursuits
- Poor learning skills and in some cases an intellectual disability

2.4 Critical Success Factors for these Programs

The following features and key principles have been identified as important to the successful design and management of motor projects relevant to the UK and Australia.¹

- The aims and objectives of the project should be well defined, with well-structured course curricula, delivered through responsive, flexible teaching methods.
- There needs to be management accountability for the operation of the program, however overall management activities should be kept separate from the day to day running of the program.
- There should be adequate resources and multiple funding sources.
- Staff must be adequately trained and supported, with a staff-participant ratio never exceeding 1:6, and ideally at 1:4.
- A system of monitoring and evaluation of activity and program delivery should exist.
- Community based programs have generally shown more positive results. Schemes should be based in the locations that the participants are likely to be drawn from.
- An important criterion for accepting offenders on a program is evidence of an interest and readiness to make a new start; voluntary commitment is as relevant to the attitude and behaviour modification aspects as it is to the practical 'hands-on' experience.

¹ For a comprehensive list of the features contributing to success or failure of motor projects, refer *Motor Project Review: Current Knowledge of Good Practice*, Alaster Smith, Home Office, 1999.

- Multi-agency involvement – partnership and involvement from a wide range of key agencies is vital; business and local community networks need to support the project.
- A program of recreational opportunities and incentives must be in place to keep the participants motivated. However, the incentives need to reflect the interests and needs of the young people involved.
- Sufficient referrals need to be generated to maintain the program, with the Juvenile Justice agencies knowing and having confidence in the program. Regular liaison with these groups is important to ensure the long-term success of a program.
- Programs must reflect the criminogenic needs and risk-levels of all the participants. For example, not all motor offenders are motivated solely by a fascination with cars, other potential reasons need to be considered.
- Program content and approach must be culturally sensitive to gain the involvement of aboriginal youth and participants from culturally and linguistically diverse communities. Any program needs to develop specific strategies to address this issue.
- A multi-nodal framework of delivery is required and it is generally agreed that offenders need some form of cognitive-behavioural training in order to address their offending behaviours. This may include facing why they offend and the consequences of offending. Also, practical and 'hands-on' training in vocational skills as well as basic literacy and numeracy are recognised as important in improving self-confidence and job opportunities.
- Developmental opportunities – participants need to be able to develop both *within* the project and *from* the project. Interpersonal skills, team work and communication techniques are essential, as are literacy and numeracy. For offenders with a keen interest in driving, or a need to drive legally, the opportunity for formal driver training may be appropriate.
- Post course reinforcement is required to sustain beneficial changes.

In summary, the research indicates that the best results are achieved when programs targeting high-risk offenders focus on criminogenic problems, use a multi-modal framework incorporating cognitive-behavioural approaches, vocational and life skills training, incorporate active and participatory learning styles and keep to the stated aims and procedures. They must provide post course follow-up to continue to reinforce what has been learnt and to prevent relapse.

2.5 The Development of a Best Practice Model

There are currently two excellent Australian programs that incorporate many of these critical success factors, *Hand Brake Turn* and *Street Legal*. Both projects target young offenders, although HBT also targets youth from the 'at risk' category. The NMVTRC program model is based on the best features of these two programs and targets young high-rate vehicle theft offenders as a first priority.

The best practice model presents a philosophy that hones in on the individual offender's behaviour and his/her needs as the indicator for 'breaking the cycle/turning around' or preventing further offences. The core focus of the program is on reconnecting the young person to values and networks that support a non-offending lifestyle.

The interest in cars and mechanics is the key element in engaging the interest of participants, however the model places emphasis on the training and development of the individual as a whole. In line with the research findings the model is multi-modal and aims to tackle wider problems experienced by participants such as housing, unemployment, low self-esteem and family conflict.

A case-work and education/training approach is recommended as the most effective way of delivering the program. The young person needs to be supported through mentoring and case management in order to facilitate pathways away from offending, and later post-course support is essential to reinforce new skills and patterns and prevent relapse.

2.6 Targeting of Repeat Offenders

It is widely acknowledged that a small proportion of juvenile offenders are responsible for a large percentage of offences. The identification and assessment of these high-risk juveniles at their first court appearance, and selectively targeting them with programs and services to stop or minimise their further offending will have immense social and economic benefits for the community. Valuable program resources can be directed specifically to those juveniles identified as being at greatest risk of re-offending whilst accepting that the vast majority of first offenders will naturally 'grow out' of offending with minimal intervention.

Targeting high risk juveniles will mean a more rational and economic use of juvenile justice resources: problems and issues that are identified and addressed much earlier in the process have better prognosis. The argument for early intervention by justice and welfare agencies into the troubled lives of young

offenders and their families as the preferred strategy for attempting to address the juvenile crime problems is compelling.

Other research indicates that programming for young offenders be directed towards the extreme end of the offending continuum, not simply because such offending is so costly to society, but because of more complex reasons relating to their offending. (Andrews and Bonta, 1994) However, at the same time, we must be cautious to ensure that youth at lesser risk are not being labelled or stigmatised by the approach.

The best practice model presented here has as its priority target group, the high risk recidivist offender. However, the model also targets 'at risk' young people and aims to divert them from participating in an offending lifestyle.

2.7 The Best Practice Program Approach and Service Methodology

The model presented here relies on a multi-modal approach, that is, it utilises a number of different ways of intervening with the young person. Group work and individual work are elemental to the process, and where possible there is engagement with the families of the participants.

A cognitive-behavioural approach is used to help the individual understand how he/she thinks and operates in the face of certain triggers; the research indicates that work with young offenders needs to address these issues of cognition (Gendreau and Andrews, 1991).

Cognitive work is about helping the young person to take responsibility for their offending behaviour. Moreover, it is about learning that there are steps in a process leading to offending behaviour, and that one can learn to have control over the action one takes. It is about developing self-awareness and learning about placing some space between impulse and action.

3 THE BEST PRACTICE MODEL (BPM)

3.1 Program Description

The BPM program combines a mixture of mechanical training, case management and post-course support to young people with a history of motor vehicle offences and those at risk of participating in motor vehicle theft offending. Through personal support and pathways to further training and/or employment the program aims to break the re-offending cycle of those young people who have become involved and are at risk of becoming further entrenched in the juvenile justice system. Young people identified as at risk of offending are the second target group of the program.

3.2 Program Aims

The program aims to:

- reduce the rate of motor vehicle theft by young people;
- prevent recidivism and chronic career offending by young people;
- address anti-social behaviour;
- address life issues of participants and link participants to a comprehensive network of support;
- assist young people to maximise their potential so that they can offer a positive contribution to society.

3.3 Program Objectives

The objectives of the program are to:

- equip young people with practical vocational training and experience specifically within the automotive field;
- create pathways for further education, training, and jobs;
- develop the life and personal skills of participants, with support for them in re-entering mainstream community;
- redirect the energies of young people before they become entrenched in unsafe or illegal behaviour;
- break the cycle of risk taking behaviour and self-abuse by offering participants a positive and supportive environment that can assist them to make positive life changes;

- redirect the thrill-seeking associated with offending behaviour into positive, legal, safe and fun motor sport activities;
- identify, affirm and build on young people's existing skills;
- provide participants with workplace skills;
- foster self-esteem and confidence;
- develop participants' social skills and self-awareness;
- provide young people with emotional support, advocacy and referral via a case management approach;
- provide participants with interview and job skills training and motivation that will foster regular employment or further educational opportunities; and
- promote values that encourage an awareness of others and the broader community.

3.4 Best Practice Program Guiding Principles

The BPM describes a program that should:

- assist young people to accept responsibility for their own behaviours;
- promote positive, functional and non-offending lifestyles;
- provide a supportive environment which encourages participants to resolve problem behaviours;
- assist young people to develop practical alternative ways of coping with stressors;
- focus on remedial education and basic skills to raise social and occupational competence, thus leading to further training opportunities and jobs;
- assist in establishing and strengthening relationships, including the relationship between young offenders and police, facilitated by positive role models and mentors;
- meet the needs of young women, aboriginal young people and those from culturally and linguistically diverse backgrounds.

3.5 The Program Model

The program targets young high-rate vehicle theft offenders as a first priority and those at risk of participating in motor vehicle offending as a secondary target group. It is based on multi-modal and cognitive-behavioural approaches, using training, plus individual and group work. The program utilises the opportunities for learning by engaging young people through their interest in and enjoyment of motor vehicles. The environment of a mechanical workshop offers 'hands on' training in motor mechanics, including servicing of cars, panel beating, detailing, and workshop safety. The program also offers life-skills and personal development, literacy and numeracy training, and driver education as well as vocational support in the form of practice interviews, resumes, work experience and links to employment and further education.

At the core of the program is a structured ten-week training course, for 15 to 20 year olds, within the environment of a mechanical workshop. The training is offered at a pre-apprenticeship level and where practical the model's training outcomes could link to the TAFE system. Where this is an option, the association with TAFE allows some of the practical components of the program to be delivered and provides access to appropriate support programs – such as literacy and numeracy. TAFE involvement also allows for access to pathways for further training where that is an option. Upon completion of the 10 week structured program the young person is encouraged and assisted to take on a work placement or further training.

3.6 Program Components

The key components of the training program can be summarised as follows:

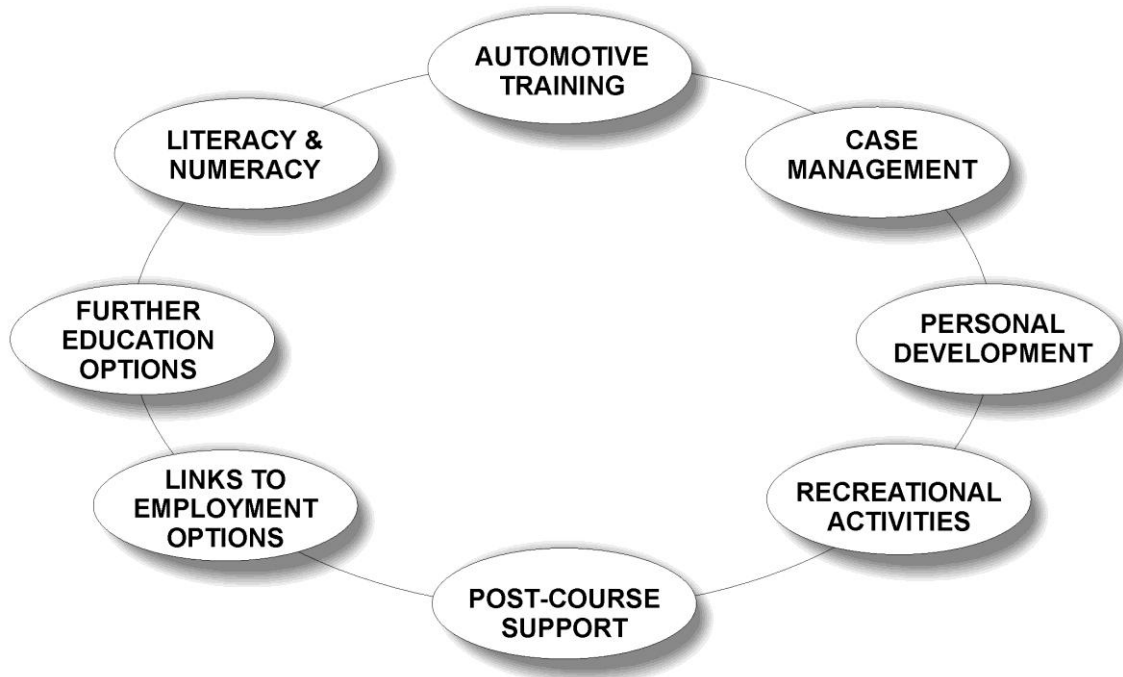
- Automotive education and training (general car maintenance and body work)
- Case management and personal development
- Recreational activities
- Links to employment, work experience and further education
- Post-course support and follow up (via mentoring, case management or referrals to other support workers or agencies)

In addition, training in the following areas is made available:

- Road safety education and assistance to acquire a learner's permit and/or a drivers licence
- Literacy and numeracy

Table 1. Program Flow Chart

Stage	Activity	Time Frame
Assessment	Initial interview with manager/youth worker	week prior to course
	Intake procedure, contract and agreement between participant and organisation	
Intervention	Orientation	Day 1
	Course modules Mechanics Life skills Literacy & numeracy Road safety	10 week duration
	Case management	weekly
	Establish mentor relationship	week 2
	Recreational activities	weekly
	Set up exit strategy plan and options - training, work experiences	week 9
	Graduation	week 11/12
Relapse Prevention	Case worker monitors: Ongoing mentor relationship Work and training placements	ongoing
	Case worker available to participants	ongoing
	Case reviews - interviews with ex participants & follow up	6 monthly
	Reunion Camp	2 months post graduation
	Participant and mentor club	weekly at premises
	Case reviews held 6 monthly to provide opportunity to track the progress of clients and inform the evaluation	Graduation to 22 months
Links to Community	Additional interventions may be warranted. Additional recreation and group reunions such as camps may be advisable depending on the interest of participants	



3.7 Description of Program Components

3.7.1 Case Management and Personal Development

The program is underpinned by extensive case management, as the readiness of the young person to change their attitude to offending is strongly affected by their personal circumstances. Where applicable, participants are linked or referred to other agencies that may assist with such circumstances as homelessness, lack of financial support, family conflict and violence, poor health, lack of independent living skills and substance abuse. The participant's family should be engaged in casework wherever possible. The program should assist the participant to develop positive life skills and also provide transition support to other education and vocational pathways. Likewise, opportunities need to be incorporated into the program for participants to address literacy and numeracy difficulties.

A highly supportive environment is paramount, with positive interactions encouraged and modelled by staff and volunteers. Assisting participants in dealing with agencies such as Centrelink is a crucial support mechanism.

Through case management, the young person may be assisted in identifying and overcoming the circumstances that lead many to re-offend. This particular aspect of the program is resource consuming, so the use of skilled and trained volunteers to support the approach may be necessary.

3.7.2 Mechanical Training

Mechanical training is the draw card for many into the program. The opportunity to gain motor vehicle skills that will be useful for employment and in their own lives may be the motivator that stimulates participants back into legitimate activities. Under the program's curriculum, instruction will be provided in basic car maintenance and welding, detailing, dismantling and servicing; tyre fitting; stripping engines; filling and sanding bodywork; compression and brake testing; use of power tools; maintenance of tools; workshop organisation and safety.

While care must be taken not to marginalise those with literacy and numeracy difficulties, the program must provide participants with a challenging, self-paced and flexible learning experience that supports their entry or re-entry into mainstream schooling, employment or training.

If the option is available for participants to use their workshop training towards gaining accredited TAFE modules then they can be encouraged further by the flow-on effects of the program. Schools which offer automotive subjects could also be enlisted to supplement the training.

Further, the workshop training offers more than mechanical skills. It engages participants in a working environment and has them participating in a team work atmosphere.

3.7.3 Recreational Activities

Many young people get a thrill or 'adrenalin rush' from driving at high speeds. Some may steal cars in order to experience this rush, thus being a danger to other road users. One of the key objectives in working with this particular group of offenders is to redirect the thrill seeking associated with stealing cars into positive, legal, safe and fun motor sport activities. There is evidence to suggest that recreational activities, such as go-karting, may address these urges to thrill seeking and risk taking.

Some motor projects include a go-kart program that allows young people to work on a vehicle during workshop activities with the subsequent reward of driving it on the track. Encouragement to compete against their own individual best lap times on the track can help focus them on improving their overall driving skill rather than the need to be 'the fastest'.

Street Legal for example incorporates recreational intervention as a core component of their program as a way of young people realising their need for risk taking behaviour, in a controlled and safety-conscious environment.

In addition to vehicle related recreation, a range of alternative recreational options need to form part of the core program, ie individual and team sports, camping, kickboxing, and gym visits. This is especially important in situations where the go-kart program cannot be accommodated.

3.7.4 Post Course Support

Any impacts on attitudes and behaviour will require post-course support and reinforcement to minimise the risk of relapse. Post-course support should be provided to young people for up to 12-24 months following completion of the ten-week structured course. At this stage, the young person can be involved in the empowering experiences of assessing their own needs and planning and monitoring agreed case plans. Issues of self-confidence and self-esteem can be worked through in order to help them broaden their social and support networks, and assist them in establishing and strengthening relationships with significant others.

The young person may need support to link into community networks and develop new and nourishing pathways for themselves. Whatever deficiencies or problems were identified in the case management phase of the course should be followed up and monitored on an on-going basis.

3.8 Target Group

The BPM program targets young people (male or female) aged 15-20 years with a history of motor vehicle theft offences as a first priority and those who are 'at risk' through circumstances such as family breakdown, anti-social behaviour, unemployment, abuse, truancy, substance abuse or excluded from mainstream services as a second.

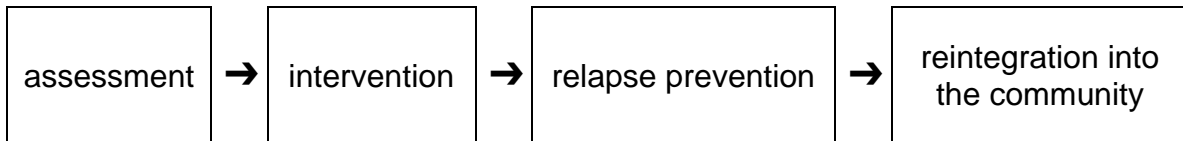
3.9 Eligibility

Youths that meet the following criteria will be considered eligible for the program:

- identified as having participated in vehicle crime, and those at risk of participating in motor vehicle theft offending, with preference given to repeat offenders;
- willing to participate and cooperate with program involvement;
- prepared to sign a contract to enter into the program and comply with the code of behaviour;
- having an interest in automotive training;
- able to safely operate machinery in compliance with occupational health and safety requirements.

3.10 Program Structure and Curriculum

The program works with participants through the following stages:



The program consists of a structured and time-bound course followed up with post-course support.

3.10.1 Formal Workshop Program

The workshop program is conducted over a 10 week period (a minimum of four courses held over a 12 month period with 10 participants at each course). Participants may be encouraged to attend more than one course.

The curriculum for the 10 week period covers:

- orientation
- weekly program consisting of the following modules:
 - basic communication and interpersonal skills
 - motor vehicle mechanics, panel beating and spray painting
 - life skills, such as information on finding accommodation, cooking, planning and budgeting, and problem-solving
 - literacy and numeracy
 - road safety and driver education
- recreational activities – vehicle recreation activities such as go-karting and non-vehicle recreation activities such as camping and kick boxing
- vocational support – exploration of work, education and training opportunities available; and assistance with interview skills, application preparation, and personal presentation
- case management – individual needs attended to through jointly agreed case management plans and active support, and where relevant, referral made to other services. Case reviews to be held six monthly to provide opportunity to track and ensure progress of client.

- mentor relationship – mentor available to the participant for ongoing support and post-course support
- exit strategy plan and options – exit plan to be developed jointly with the participant in week nine and to include training and work experience options
- graduation ceremony – participants who complete the program are presented with a graduation certificate at a graduation ceremony. This is a key celebratory event and held at the conclusion of the structured course. A high profile and popular sports or cultural figure is invited to present participants with their graduation certificate.

3.10.2 Post-Course Support and Follow-Up

Support should be offered for up to two years after completion of the program to maintain the new direction and prevent relapse. This aspect will capitalise on the momentum and enthusiasm generated during the program. A mentoring project may be planned with regular sessions of counselling based on the individual plans created with the young person to meet their needs and goals. Encouragement and support needs to be provided to participants in linking with educational institutions, employers, labour market programs, or health and welfare organisations.

A reunion camp or similar group event with a recreation focus could be organised months after graduation to bring the group together for peer support and encouragement.

(In the situation of pilot programs that may not exist beyond the initial funding period a contingency plan should be in place for ensuring that the support to participants will still occur for two years post-program.)

3.11 Staffing

Staff must have competencies and experience in behaviour management; with skills to provide training through responsive and participatory teaching methods; must have an understanding of the theory and values underpinning the model and be familiar with the profile of participants.

Based on four programs per year of ten weeks duration and ten participants per program, the following staff configuration would apply:

Program Manager, full-time

The Program Manager would be responsible for the establishment and day to day management of the program. The role requires a savvy manager with strong skills in attracting sponsorship and developing stakeholder relationships.

Youth Worker, full-time

The Youth Worker would be responsible for ensuring that young people who access the service receive appropriate support and services. This is a crucial position requiring a person who is experienced in working with disadvantaged young people, has links with and knowledge of a range of service providers and the ability to empathise with the program's participants.

Administrative Officer, 0.5 of full-time

The Administrative Officer would be responsible for providing secretarial and administrative support to program staff in a client-centred environment.

Workshop Trainers (Motor Mechanic & Panel Beating), 0.8 of full-time each

The two workshop trainer positions would be responsible for the planning, delivery, assessment and evaluation of the mechanical components of the course. It is intended that the incumbents of these positions would provide role models to the young people in the course.

(Job descriptions and applicant requirements for each of the positions are included in Appendix B of this report.)

Ideally the following functions should also be provided on a part-time basis. If the program is located within a larger organisation, these functions may be available through existing positions:

- Training and placement officer
- Mentor and Volunteer Coordinator
- Teachers in literacy and numeracy.

To address safety requirements and to enhance learning outcomes, the staff-participant ratio in the automotive workshop should never exceed 1:6, and ideally be 1:4.

3.12 Program Management

The program should be managed through a multi-agency advisory group and be auspiced by an organisation that has compatible values and commitment to working with young people with multiple needs. An auspicing agency would need to have an organisational structure that can support a crime prevention diversion program, a track record in working with disadvantaged young people with complex needs, and the ability to allow the program to determine policy and maintain its unique identity.

3.13 Assessment and Referral

All young people referred to the program should be screened for their suitability by the Program Manager and Youth Worker. Selection of participants via careful assessment is vital. This is not in order to screen out the difficult clients, but rather to maximise success for those who participate. Acceptance into the program is largely dependent on the degree to which the candidate is committed to a more positive way of life.

Referrals to the program could be received from the following sources (a standard referral form requesting details would be provided):

- Youth Court
- Youth Justice Conferencing System
- Department of Human Services - youth justice workers
- Police

The Program Manager should then process these referrals, developing a 'case picture' for each individual. Referrals should be prioritised and, if necessary, further referrals made to services and programs where assistance can be given in urgent cases of substance abuse, mental health or emergency housing.

A suggested referral may come directly from the young offender. For example, the young offender may recommend that their co-offenders or siblings join the program. In this situation, where appropriate the person may apply for entry into the program, and be assessed for entry based on the stated eligibility criteria.

A program guide will be required for use by referring agencies and by prospective participants and their families. Guidelines should include goal statements, program outline, attendance and behaviour protocols, and grievance procedures. Referring agencies and participants should be clear about how the program is managed and why, the program structure, and the expected outcomes for the group as well as individuals.

3.14 Program Outcomes

As a guide, the program will work towards the achievement of the following outcomes:

- The elimination of re-offending and/or anti-social behaviour of individual young people during the program or in the six months afterwards
- Young people are better skilled at resolving problems identified as contributing to their offending behaviour
- Young people develop increased knowledge and skills in order to lessen the likelihood of engaging in anti-social behaviour
- Young people are assisted to take responsibility for their own behaviour
- Young people's participation in offending activities or activities that can lead to an increased risk of offending is reduced (such as substance abuse, truancy etc)
- Young people increase their participation in employment, training and educational, vocational and recreational activities
- Young people's families are involved, where possible, in resolving family issues that contribute to young people's offending
- Young people are involved in assessing their own needs and planning and monitoring their agreed case plans.

3.15 Evaluation

3.15.1 Principles of the Evaluation

Evaluation of the program should be guided by the following principles.

- Plan for evaluation early.
- Consult with all stakeholders.
- Use multiple procedures for gathering information (interviews, surveys, focus groups) to allow for comparative interpretation of outcomes.
- Use methods that enable participant involvement.
- Develop a broad range of perspectives.
- Use a variety of data sources and performance measures (eg, reconviction rates are not the only indicator of success or failure in changing offender behaviour).
- Ethical standard procedures should be in place, for example, informed written consent, explanation of research provided, and anonymity/confidentiality issues addressed.
- Identify and document unintended consequences of the intervention.

The program evaluation process should be *on-going and continuous* throughout and beyond the life of the program, with data collected from the outset. Because the program seeks long term outcomes, such as the cessation of offending behaviour, follow up of participants will continue for up to 24 months after their exit from the program. The main focus, however, will occur towards finalisation of the 10 week course and the 6 months program after completion.

It is recommended that a combination of two types of evaluation be used, *process evaluation* (reviewing what is being implemented) and *outcome evaluation* (measurement of the program's results). Evaluation techniques may include:

- interviews with participants, staff and stakeholders;
- analysis of existing data, such as program records, police and court statistics (refer 'consent to access police and court records'), crime trends;
- on-site program reviews;
- reviews of program materials and reports; and
- surveys of key stakeholder groups.

3.15.2 Consent to access police and court records

It will be necessary to establish protocols with the police for access to the criminal history records of participants. This information is subject to strict privacy provisions and the process of negotiating access to it is likely to be lengthy and complex. Consequently program staff need to work closely with the police and involve them in the program from the outset. The police are an important stakeholder and police interaction, on a casual and non-threatening level, should occur in range of program activities from mentoring to recreational activities.

Written consent from participants to access information about their criminal histories should be obtained and as many program participants will be under 18 years of age, the involvement of a parent or guardian to consent to the release of personal offence history information will be required.

While the offence history is important for evaluating participant outcomes, it needs to be noted that the offence history only includes thefts that the young person has been detected for. Self-reporting to case workers or program workers needs to be included in the evaluation process.

3.15.3 Evaluation by whom

Different aspects of the evaluation process may be carried out by staff, participants or an independent evaluator. Where possible, program participants should be involved as co-investigators or peer interviewers in the evaluation process. Peer interviewing increases participants' sense of commitment to the program and may provide unique insights not readily available through other means.

The evaluation model has been devised for implementation by the Manager in conjunction with program staff and participants. Sufficient resources need to be allocated by the program's auspice body to appoint an independent evaluator to manage the process over a 2 year period. Evaluation costs, estimated to be around 15 per cent of the overall program budget, have not been included in the costings outlined in appendix A.

Consistency and commitment to this role is important so that a coherent picture and process is delivered. The role of the independent evaluator is to:

- drive the evaluation process using the evaluation model and working in co-operation with the Program Manager;
- provide advice and expertise on the area of juvenile justice, public policy and the community in guiding any recommendations for future changes or directions in the evaluation process;

- conduct the stakeholder interviews, staff interviews, and supervise participant interviews; and
- write up the formal evaluation report.

3.16 The Evaluation Model

The evaluation framework utilises the following three-stage approach:

Table 2. Evaluation Approach

Objectives	Means	Measures
Stated objectives in measurable terms	The various strategies and activities to obtain objective	Stated measures for attainment of the objective

(Isaac and Michael, 1995)

3.16.1 Objectives

The evaluation framework centres around three stated objectives which reflect an amalgam of the program's overall objectives and form the basis for the key evaluation questions. They are:

- To prevent recidivists re-offending
- To bring about a shift in the lives of recidivist young offenders and other program participants through behavioural change and life skills
- To manage the program efficiently and effectively in line with Total Quality Management principles and best practice

3.16.2 Means

These are the strategies that the program employs to meet its objectives and by which the program objectives are achieved:

- Provision of an intensive structured course in motor trade and life skills
- Case management for the duration of the 10 week course, support and monitoring covering a 24 month period

- Mentoring system that reinforces the program and provides support to individuals
- Identification of achievable goals for individual participants
- Introduction to work experience and training opportunities
- Improve base skills in numeracy and literacy
- Provision of a supportive environment in which learning and behavioural change occurs

3.16.3 Measures

Table 3 suggests a number of measures for evaluating the program's success in regards to process and outcome. Evaluation techniques for each measure are also suggested.

3.16.4 Reference Document

The following forthcoming publications by the Commonwealth Attorney-General's Department are important resources for evaluating programs, particularly Commonwealth funded programs:

- Attorney-General's Department, Principles for Evaluating Community Crime Prevention Projects, report prepared by Brian English, Ralph G. Straton & Rick Cummings, AGD, Canberra (to be published in June 2002)
- Attorney-General's Department, Guidelines for Evaluating Community Crime Prevention Projects, kit prepared by Communication Research Institute of Australia, AGD, Canberra (to be published in August 2002).

Table 3. Evaluation Measures and Proposed Techniques

Participant outcomes	Evaluation Techniques
Number of participants in program	<ul style="list-style-type: none"> • <i>Program Records</i>
Baseline measures, ie prior conviction rates	<ul style="list-style-type: none"> • <i>Police and Court Records</i>
Completion and Attendance Rates	<ul style="list-style-type: none"> • <i>Program Records</i>
Number of young people who do not finish the program	<ul style="list-style-type: none"> • <i>Program Records</i>
Number of young people who successfully complete the program	<ul style="list-style-type: none"> • <i>Program Records</i>
Number of participants who at the end of the program return to school or gain entry to a course or TAFE or who find employment	<ul style="list-style-type: none"> • <i>Program Records</i> • <i>Participant Interviews</i>
Reconviction rates of participants and seriousness of subsequent offences	<ul style="list-style-type: none"> • <i>Police and Court Records</i> • <i>Participant Interviews</i>
Number of participants who do not offend while in the program	<ul style="list-style-type: none"> • <i>Police and Court Records</i> • <i>Participant Interviews</i>
Number of young people who do not offend within six months of completing the program	<ul style="list-style-type: none"> • <i>Police and Court Records</i> • <i>Participant Interviews</i>
Number of case plans developed	<ul style="list-style-type: none"> • <i>Program Records</i> • <i>Program Documentation</i>
Number and types of groups and courses designed to improve skill levels	<ul style="list-style-type: none"> • <i>Program Documentation</i>
Number of mentors/mentee relationships formed	<ul style="list-style-type: none"> • <i>Program Records</i> • <i>Participant Interviews</i>

Impact on participants lives, ie improved stability in housing, income, employment and training	<ul style="list-style-type: none"> • <i>Police and Court Records</i> • <i>Participant Interviews</i>
Feedback from participants on attitudes to driving, safety and self-esteem	<ul style="list-style-type: none"> • <i>Participant Interviews</i>
Post-course reinforcement and risk assessment	<ul style="list-style-type: none"> • <i>Program Documentation</i> • <i>Participant Interviews</i>
Program Management	
Success in securing funding following seed grant	<ul style="list-style-type: none"> • <i>Program Documentation</i> • <i>Participant Interviews</i>
Number of referrals and success in market penetration	<ul style="list-style-type: none"> • <i>Program Documentation</i> • <i>Stakeholder Surveys</i>
Level of program sponsorship and in-kind support from private and public sector stakeholders	<ul style="list-style-type: none"> • <i>Program Documentation</i> • <i>Stakeholder Surveys</i>
Ability to build strategic partnerships with agencies and sponsors	<ul style="list-style-type: none"> • <i>Stakeholder Surveys</i>
Broad representation from key stakeholders on the program advisory/management group	<ul style="list-style-type: none"> • <i>Program Documentation</i>

4 BUSINESS PLAN 2002/2003

4.1 Introduction

The 2002/2003 Business Plan summarises the resources required to implement the best practice model, outlines program administration and documentation requirements and describes human resource requirements. The plan sets out site and program establishment and annual operational costs, provides criteria for selecting a service delivery location, and details on marketing and sponsorship.

4.2 Mission

The program which aims to achieve a reduction in the level of motor vehicle offences perpetrated by young people provides automotive training and personal support to young people aged 15-20 years who have come before the Justice system for repeated motor vehicle offences and to those at risk of offending.

4.3 Physical and financial resources

4.3.1 Establishment Costs

It is proposed that the program(s) will be run from an office and warehouse complex located immediately adjacent to or on major transport routes and located in the general geographical area where participants are likely to be living.

Preliminary advice indicates that the office and workshop will need an area of approximately 120 square metres for office space with a further 250 to 280 square metres for workshop and a small tutorial/teaching room and lunch room. In addition, sufficient car parking for up to 8 vehicles will also be required.

Based on prevailing market rents for tertiary or secondary quality office/warehousing in outer suburban Melbourne and Sydney it is expected that the gross rental for such a property will be in the range \$35,000 to \$45,000 per annum. In cities such as Adelaide and Hobart the same type of accommodation will be in the range \$25,000 to \$35,000 gross.

Based on these rental estimates it is expected that the landlord will pay for all building outgoings with the tenant to cover normal water/sewerage, electricity and gas charges.

It would normally be expected that a 3 year plus an option for a further 3 year period lease agreement would be negotiated, although, some landlords may well be prepared to enter a much shorter lease period.

It is most unusual to find a purpose built and equipped building so some establishment expenditure should be anticipated. This expenditure would include modifications to an existing building in order to accommodate the anticipated program delivery. There may be the added expense of modifying existing toilets in order to provide access for the disabled: this is mandatory for public buildings, though it is unusual to find privately owned office/warehousing with disabled toilet facilities already installed.

In this business plan an amount of up to \$15,000 has been set aside to partition office and workshop space, to modify existing cabling requirements (3 phase electricity for example) and for the installation of a spray-painting booth with required air conditioning and ducting. Industrial standard fans will need to be available or be installed in the warehouse to service the spray-painting facility.

It is expected that the office will be open space layout with the exception of two glassed in (or similar) offices for the Project Manager and Youth Worker, together with another small, fully partitioned meeting room.

Careful sourcing of office equipment from the second hand market should help to control fit-out costs, although the actual cost is often taken up in installation.

It is anticipated that up to three 20 giga-byte capacity computers together with networked printing capabilities will be required while the facility will need a 5-extension commander system to be installed.

Major cost items likely to be incurred in establishing the workshop facility will include fit out (partitioning), lighting, and acquisition of tools and machinery. The following table provides an indicative guide as to the likely establishment costs for the workshop.

The fit-out standards of public service facilities (not for profit), such as the proposed complex, are often higher than would normally prevail for a private sector operation. The highest standards of public accountability must be reached and then maintained, whilst accepting that there are limited capital budgets with which to operate.

It should also be noted that public health and occupational health standards do vary from state to state. What may apply in one state will not automatically apply in another. This has implications for the fit-out costs likely to be incurred. The following table should serve as a guide only and is based on the costs likely to be associated with purchasing new or as new plant and machinery.

It is estimated that the total establishment cost will be in the range \$50,000 to \$60,000 although local information and contacts will help to reduce this figure.

Table 4. Establishment Costs

Building-Office	Fit out modifications	\$2,500
	Office furniture	\$5,000
	Computing equipment	\$6,000
	Telephone system	\$1,250
	Lunch room equipment	\$600
	Sundry extras	\$2,300
	Total Building Office	\$17,650
Building-Teaching Workshop	Fit out modifications	\$12,500
	Lighting	\$2,500
	Tools	\$4,000
	Paint booth & equipment	\$6,000
	Hoist(s)	\$5,000
	Air compressor	\$1,200
	Waste storage	\$500
	Storage for equipment, tools, clothing	\$1,500
	Welding gear	\$3,150
	Sundry extras	\$3,578
	Total Teaching Workshop	\$39,928
	Building-Teaching Room	Desks
Chairs		\$1,000
Total Building Teaching room		\$3,000
Total Establishment costs		\$60,580

4.3.2 Annual Recurrent Costs/ Annual Operating Budget

The estimated annual recurrent cost for the provision of this service as outlined will be in the range \$300,000 to \$350,000 per annum.

The following table summarises the major recurrent costs likely to be incurred. As with most non-profit service delivery programs, staff wages account for the greatest portion of the proposed operating budget. This is to be expected given that the focus of the program is the training and personal development of young offenders and those at risk of offending.

As previously identified the program contains provision to employ a youth worker whose primary responsibility will be to provide case management to participants and to provide on-going support following the completion of the 10 week structured course. Two automotive trainers with complimentary skills will be employed, as well as a program manager to provide leadership and project direction, and a part-time administrative officer.

Annexed to this report is a table outlining in detail the major cost items. (Appendix A)

The following points should be considered when reviewing this budget estimate:

- Staff salaries have been based on the lower end of salary ranges for trades people in Melbourne and Adelaide only. It is likely however that a program manager could be recruited for less than the \$45,000 per annum specified, depending on the range of experience and capability.
- A contingency of 25% over the stated total salary bill has been included in order to cover the current Government superannuation requirements together with long service leave, staff training, and the need to hire contract staff on an occasional basis.
- As previously stated, it is expected the automotive trainers will be employed on a .8 FTE basis while the administration officer will be employed on a .5 FTE time basis.
- Both the Program Manager and the Youth Worker will be full-time positions.

It should be stressed that this operating budget (recurrent expenditure) for year 1 is based on a level of service delivery most commonly expected of not-for-profit public service type programs. 'In-kind' support arrangements are encouraged and such arrangements may feasibly modify this budget. To significantly vary the budget, however, may impact on the standard of service delivery.

The cost to maintain and operate a suitable facility accounts for approximately 17% of the estimated budget while the cost of transport for both staff and program participants remains the next highest cost item.

An allowance of \$16,500 has been included for the leasehold costs (including operating costs) for a utility/cab vehicle. It is expected that this vehicle will be used to serve the majority of needs of the program. However an additional allocation has been made in the budget to reimburse staff for the use of private vehicles for program business.

The program will be required to provide a range of insurance covers for its operations in order to protect workers and participants including workers compensation, public liability, and professional indemnity. Public liability costs are changing almost on a daily basis. The figure shown here is conservative and is for \$5m cover. The program may need to look at options for combined insurance cover to reduce the anticipated high premium costs.

Table 5. Summary Major Recurrent Costs

Staff	\$191,625	55%
Building (rent etc)	\$56,000	16%
Communications	\$7,630	2%
Transport	\$28,000	8%
Insurances	\$16,415	5%
Licenses	\$750	0%
Oils & other materials	\$10,000	3%
Sundry extras	\$19,600	6%
Contingencies	\$16,326	5%
Total	\$346,521	100%

4.4 Marketing and Sponsorship/ Sources of Income

It is assumed that the responsibility for funding of the program will be negotiated between government, industry and the non-government sector.

The greatest likelihood of this program succeeding will depend to a significant degree on its appeal to a range of stakeholders who can actively support the program and its objectives. To attract broad sponsorship, and to ensure the program's sustainability, it is important to secure core program funding for at least a three-year period. Short-term funding arrangements will inhibit the program's capacity to attract corporate sponsorship.

As a priority a funding and sponsorship strategy should be developed, targeting a broad cross-section of philanthropic groups; state, commonwealth and local government; and the corporate and local business sector. The strategy needs to also identify individuals and organisations that are potential sources of 'in-kind' support for the program, for example the supply of vehicles by insurers or the motor trades for the program's workshop.

4.5 Program Administration and Documentation

4.5.1 Accounting Practices

It is envisaged that the financial management of the program will be conducted using accrual accounting procedures: thus permitting a comprehensive analysis of resource allocation decisions, direct accountability, and compatibility with the accounting records of government agencies.

Should the program be self-managed, it would be necessary to acquire a computer package of the type used by small businesses in order to adequately record and process financial transactions, for example MYOB. The cost of a suitable package, ie one that accommodates payroll processing for a service organisation is approximately \$600.

4.5.2 Documentation

The program documentation needs to incorporate the following participant and program related data:

- Demographic profile and socio-economic status of participants (ie. age), gender, family profile, and cultural background
- Previous convictions and sentencing history of participants
- Program specific details
 - Number of annual enrolments
 - Number of participants who do not finish the program
 - Number of participants who successfully complete the program
 - Number of participants who do not offend while in the program
 - Number of participants who do not offend within six months of completing the program
 - Number of participants who at the end of the program return to school or gain entry to a course or TAFE or who find employment
 - Number of referrals and origin of referrals
 - Number of hours the service is available

4.6 Accountability

Financial accountability will be acquitted through the annual audits of the organisation's accounts. The acts and regulations that prescribe the accountability requirements of Incorporated Associations vary between the states and it is estimated that the annual cost for meeting these requirements will be around \$2000.

4.7 Program Personnel

The following are the summary job descriptions for the key staff positions in the program: (Refer Job Descriptions, Appendix B)

- Program Manager
 - Responsible for the establishment, day to day management and effective operation of the program.

- **Youth Worker**
Responsible for the delivery of a program to young people ensuring that they receive the supports and services needed to achieve the goals identified in their individual case plans.
- **Automotive trainers**
Responsible for the delivery of effective automotive and work place skills training. The two trainers will have complimentary knowledge and skills in general car maintenance and bodywork.
- **Administration Officer**
Responsible for providing administrative and secretarial support for the program staff in a client-centred environment.

4.8 Service Delivery Location

The program should be located in the general geographical area where participants are likely to live, where there is high youth unemployment for example. The young age and relative disadvantage (financially and in education and work opportunities) of many offenders mean that they are typically not very mobile. Therefore the location needs to be on a public transport route and ideally close to a major transport interchange.

A statewide scan of the juvenile justice statistics, court, and police data can assist in identifying a suitable location, to assess suburbs in which a significant proportion of recidivist young offenders live. Locations for programs and premises can then be based on proximity and convenience of access through public transport. However other sources of data including anecdotal information from local agency representatives should be sought to identify local crime trends. These contacts will also highlight if and where there is potential program support from community and business interests.

It would be advantageous to locate the program within an area that has a critical mass of automotive trade businesses with the potential to absorb participants into auto related employment or work experience opportunities.

4.9 Quality assurance

Clear quality assurance procedures need to be in place and outlined in a policy manual. For example, continuous service improvement can occur through methods that include ongoing monitoring of performance, staff development and participant feedback. The process can also include periodic observation of the training as well as a review of the feedback.

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APPENDIX A

Best Practice Model – Recurrent Expenditure Year 1

RECURRENT EXPENDITURE YEAR 1

Salaries	Project Manager	1	\$45,000	\$45,000
	Trainers-Automotive Trades(2) 4/5 time	2	\$30,400	\$60,800
	Youth Worker	1	\$35,000	\$35,000
	Administration Officer 1/2 time	0.5	\$25,000	\$12,500
	Total			\$153,300
	Contingencies		25.00%	\$38,325
Total Staff				\$191,625
Building	Rent Office/Workshop (sq metres)	350	\$120	\$42,000
	Electricity			\$5,000
	Gas(if required)			\$1,500
	Water/sewerage			\$2,500
	Security			\$2,500
	Cleaning			\$2,500
	Total Building			
Communications	Telephone 2 lines rent	2	\$350	\$700
	Telephone 2 lines Usage			\$3,600
	Internet/e-mail			\$330
	Mobile Phones			\$2,500
	Postage			\$500
	Total Communications			
Transport	Lease/operation of Ute/cab			\$16,500
	Use of Private Vehicles			\$7,500
	Taxis (as required)			\$4,000
	Total Transport			
Insurance	Plant & Equipment			\$1,250
	Workers Compensation			\$7,665
	Public Liability			\$5,000
	Professional Indemnity			\$2,500
	Total Insurance			
Licenses				\$750
	Total License			
Materials	Paints			\$5,000
	Parts			\$3,500
	Oils and other materials			\$1,500
	Total Materials			
Sundry Extras	Fees-bank			\$500
	Fees-Audit			\$2,000
	Printing/stationery/postage			\$2,000
	Recreation Expenses			\$2,500
	Uniforms-staff	4	\$200	\$800
	Uniforms-participants	40	\$80	\$3,200
	Safety equipment-staff	4	\$150	\$600
	Safety equipment-participants	40	\$150	\$6,000
	Depreciation of plant and machinery			\$2,000
	Total Sundry Extras			
Contingencies			+5%	\$16,501
Total Recurrent Expenditure Year 1				\$346,521

APPENDIX B

Best Practice Model – Job Descriptions

JOB DESCRIPTION AND PERSON SPECIFICATION

Position Title:

Program Manager

Purpose:

The Program Manager has responsibility for the establishment, day to day management and effective delivery of a range of services which facilitate the development, rehabilitation and re-integration into the community of young offenders and adolescents at risk.

The Role:

The Program Manager will ensure that:

- Participants receive training and personal support with follow-up support at the completion of the 10 week course
- Job placement and employment opportunities are organised for participants
- Access and participation in the program by the most disadvantaged of young people, in particular those who are Aboriginal or from a non English speaking background
- The program delivers counselling, advocacy, information and referral services to young people
- Liaison occurs with employment agencies, case managers and social support networks
- The multi-disciplinary team is lead and managed in an effective way
- All personnel involved in the program are supervised, supported and trained, and in the case of staff, participate in regular performance appraisal
- The worksite is a healthy and safe environment, in compliance with the Occupational Health and Safety, Equal Employment Opportunity, Workcover and other relevant legislative requirements
- Appropriate publicity and promotion activities are organised to create a high and credible profile of the Program amongst young people and the broader community
- Effective working relationships are maintained with local government, regional human and education service providers, local police, businesses and the motor vehicle industry
- Appropriate evaluation, monitoring and reporting systems are maintained on an ongoing basis
- Effective financial, administrative and information systems are maintained
- There is continuous improvement of service delivery to the client group
- Regular financial statements and other appropriate reports are prepared in a timely manner
- A funding and sponsorship strategy is developed and implemented, and funding, grants and in-kind support are secured by the program

The Applicant:

- Tertiary qualifications in a human services discipline ie Youth Work, Social Work
- First Aid certificate
- Experience of managing resources within a not-for-profit organisation
- Experience in the human services environment with particular emphasis on working with young people and their families
- Experience of delivering training in formal and informal settings
- Knowledge of services and organisations relevant to youth
- Knowledge of Juvenile Justice legislation
- Understanding of the principles and processes of quality management
- Knowledge of participatory learning methodologies and adult learning principles
- Knowledge of the Occupational Health & Safety, Equal Employment Opportunity and Workcover legislation
- Ability to work alone and act on own initiative
- Adaptability, flexibility and resourcefulness in coping with the challenging demands of the job
- Skills in leading and managing a small team
- Ability to develop and deliver flexible education programs of a high standard
- Good organisation skills
- Ability to maintain confidentiality
- High level of analytical skills
- High level of planning skills
- High level of decisiveness
- High level of oral and written communication skills
- Skills in use of Word for Windows

Ideally, the applicant would also have:

- Knowledge of working with culturally diverse communities
- Skills in managing conflict and challenging behaviour
- Negotiation skills
- Experience in counselling adolescents
- Experience in working with disadvantage people and ex-offenders in particular
- Experience in working with people from a range of cultural and social backgrounds

JOB DESCRIPTION AND PERSON SPECIFICATION

Position Title:

Youth Worker

Purpose:

The Youth Worker has responsibility for ensuring that the young people who access the service receive the support and services needed to achieve the goals identified in their individual case plans.

The Role:

The Youth Worker will ensure that:

- Appropriate assessment and entry into the program for each individual is undertaken
- An orientation into the program for all participants is organised
- A high standard and quality service is maintained at all times
- The delivery of the program occurs in an environment of support and trust, maximising each individual's opportunity for achieving positive outcomes
- Individual counselling or a suitable referral is provided to participants
- Individual case management plans and exit plans are developed in conjunction with each participant
- Participants are linked to a suitable mentor where relevant
- Effective liaisons with youth agencies and other relevant community organisations are developed and maintained
- Recruitment, training and support is provided to suitable volunteers to assist in the provision of the service
- A weekly recreation program for participants and other related activities such as camps and an end of course graduation ceremony are organised
- Appropriate and accurate records are maintained
- Data collection regarding the program and its outcomes is managed
- The program is promoted in a positive manner to the community
- Day to day administrative requirements are met
- The requirements of the Equal Employment Opportunity, Occupational Health and Safety, and Workcover legislation are adhered to

The Applicant:

- Tertiary qualification in human services discipline, for example, youth work, social work, education, counselling
- First Aid Certificate
- Experience in working with disadvantaged people
- Experience in counselling and group work skills
- Experience in working cooperatively with a range of service providers

Appendix B Best Practice Model – Job Descriptions

- Experience in recruiting, training and managing volunteers
- Experience in working with minimal supervision
- Knowledge of the broad range of support services for disadvantaged young people
- Knowledge of the Criminal Justice system
- Knowledge of the Occupational Health and Safety, and Equal Employment Opportunity legislation
- Ability to empathise with disadvantaged young people in general and ex-offenders in particular
- Effective counselling and communication skills
- Effective case management skills
- Ability to develop and deliver flexible education programs of a high standard
- Skills in managing conflict and/or challenging behaviour
- Ability to develop and maintain networks through interpersonal skills
- Ability to prepare reports and maintain records
- Ability to work with, coordinate and enthuse volunteers
- Ability to maintain confidentiality

Ideally, the applicant would also have:

- Knowledge of how to work in a culturally sensitive manner with people from a range of cultural and social backgrounds
- Project management skills
- Advocacy skills
- Experience in assessing need for disadvantaged people and ex-offenders in particular
- Familiarity with computerised client information systems

JOB DESCRIPTION AND PERSON SPECIFICATION

Position Title:

Administrative Officer

Purpose:

The Administrative Officer has responsibility for the provision of a confidential secretarial and administrative support service to the program staff in a client-centred environment.

The role:

The Administration Officer will:

- Provide personal assistance, and confidential administrative and secretarial support
- Disburse wages, undertake payment of accounts and provide financial statements
- Regularly monitor and reconcile accounting records
- Provide assistance in preparing financial reports for the various training programs
- Provide assistance to the Program Manager in relation to the accounting requirements of the program
- Manage petty cash and purchasing of program requisitions
- Maintain confidential files
- Maintain computer files and undertake systematic database backup procedures
- Provide keyboard assistance services to staff including typing, word processing and data processing of confidential correspondence and reports
- Provide clerical support by monitoring work-flow, prioritising work and assisting with meeting deadlines
- Provide a customer focused reception and information service for clients and visitors

The Applicant:

- Demonstrated experience in the provision of a secretarial service
- Demonstrated experience in clerical and administrative duties
- Demonstrated experience in minute taking
- Demonstrated experience in basic accounting systems
- Sound knowledge and demonstrated experience in the use of Word for Windows and MYOB
- Knowledge of purchasing systems and Excel
- Accurate typing speed of at least 60 words per minute

Appendix B Best Practice Model – Job Descriptions

- Ability to prepare and present written material in a clear and concise manner
- Ability to respond to telephone and personal enquiries in a courteous and discrete manner
- Ability to undertake all aspects of the role in a timely, effective, efficient and professional manner
- Demonstrated ability to achieve a high and consistent standard of work output in all aspects of the position
- Ability to communicate and relate well with a broad range of people
- Ability to maintain confidentiality at all times
- Ability to cope with work pressures and to manage urgent and conflicting work demands
- Demonstrated ability to use initiative and tact
- Be motivated and possess the ability to determine work priorities
- Ability to work effectively in a small team environment
- Ideally, the applicant would demonstrate an understanding of client focused support programs.

JOB DESCRIPTION AND PERSON SPECIFICATION

Position Title:

Motor Mechanic – Trainer

Purpose:

The motor mechanic-trainer will introduce young people to the basic concepts of motor mechanics, associated aspects of the automotive industry, and occupational health and safety requirements; and will develop the confidence and self-esteem of participants, and enhance their future employment and training opportunities.

The Role:

- Key responsibility for the planning, delivery, assessment and evaluation of the mechanical training component within each course
- Provide an effective training program utilising a self-paced and flexible learning approach
- Assist young people to gain knowledge and develop skills in the following areas:
 - Basic care maintenance
 - Tool recognition and use
 - Vehicle dismantling and assembly
 - Panel preparation
 - Panel beating
 - Systems technology
 - Vehicle detailing
 - Workshop safety
 - Team work
- Engender an understanding of the work environment and automotive industry amongst participants
- Assist the Manager with the orientation of course participants
- Provide a safe and supportive learning environment including supervision of participants
- Assess participants for achievement of skill competencies
- Maintain participants skill records, attendance and other records throughout the duration of the course

The Applicant:

- Completion of (or enrolment in) Certificate 4 in Workplace Training-Category 2

Appendix B Best Practice Model – Job Descriptions

- Demonstrated experience in delivering training and pre-vocational programs
- Significant experience in relevant industry
- Knowledge of a variety of learning methodologies and adult learning principles
- Understanding of young people and youth issues
- Understanding of and ability to apply Occupational Health and Safety principles
- Excellent communication skills
- Ability to work with minimal supervision
- An understanding and commitment to maintaining the confidentiality of participants and staff of the organisation
- Ability to work effectively within a team environment
- Ability to relate to young people in a training environment
- Ability to motivate, encourage and direct participants
- Capability to act as a positive role model for participants

Ideally, the applicant would also have:

- Knowledge of how to work in a culturally sensitive manner
- Skills in motor sports and go-karting
- The ability to manage challenging behaviour
- Experience within the Vocational Education and Training Sector
- First Aid Certificate
- Experience of working with young people

JOB DESCRIPTION AND PERSON SPECIFICATION

Position Title:

Motor Mechanic – Trainer (Panel Beating and Spray Painting)

Purpose:

The motor mechanic-trainer will introduce young people to the basic concepts of motor mechanics, associated aspects of the automotive industry, and occupational health and safety requirements; and will develop the confidence and self-esteem of participants, and enhance their future employment and training opportunities.

The Role:

- Key responsibility for the planning, delivery, assessment and evaluation of the panel beating and spray painting training component within each course
- Provide an effective training program utilising a self-paced and flexible learning approach
- Engender amongst participants an understanding of the work environment and automotive industry
- Assist the Manager with the orientation of course participants
- Provide a safe and supportive learning environment including supervision of participants
- Assess participants for achievement of skill competencies
- Maintain participants skills records, attendance and other records throughout the duration of the course
- Assist the Motor Mechanic-Trainer in the delivery of basic care maintenance modules as required
- Perform panel beating and spray painting duties as required

The Applicant:

- Completion of (or enrolment in) Certificate 4 in Workplace Training-Category 2
- Qualifications in panel beating/spray painting
- Demonstrated experience in delivering training and pre-vocational programs and knowledge of a variety of learning methodologies and adult learning principles
- Significant experience in relevant industry
- Understanding of young people and youth issues
- Understanding and ability to apply Occupational Health and Safety principles

Appendix B Best Practice Model – Job Descriptions

- Excellent communication skills
- Ability to work with minimal supervision
- An understanding and commitment to maintaining the confidentiality of participants and staff of the organisation
- Ability to work effectively within a team environment
- Ability to relate to young people in a training environment
- Ability to motivate, encourage and direct participants
- Capability to act as a positive role model for participants

Ideally, the applicant would also have:

- Knowledge of how to work in a culturally sensitive manner
- Skills in motor sports and go-karting
- The ability to manage challenging behaviour
- Experience within the Vocational Education and Training Sector
- First Aid Certificate
- Experience of working with young people