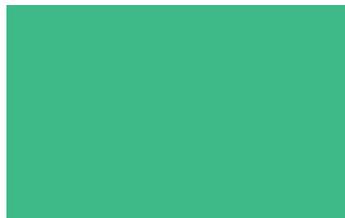


ALASKA PEER EDUCATION PROGRAM GUIDEBOOK

First Edition



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Chapter 1:

Introduction to *Alaska Peer Education Program Guidebook*

“A new, positive, and strength-based vision and vocabulary for discussing America’s young people has been gaining momentum and is beginning to replace long-held beliefs of the inevitable so-called storm and stress of adolescence and the predictable engagement by youth in risky or destructive behaviors. When problems occur, they are viewed as only one instance of a theoretically larger array of outcomes that include the possibility of positive developments. From this perspective, youth are not broken, in need of psychological repair, or problems to be managed. Rather, all youth are seen as resources to be developed.”

Robert M. Lerner et. al.

Positive Youth Development:

A View of the Issues

The core philosophy of Positive Youth Development (PYD) emphasizes youth’s strengths, abilities, and capabilities rather than their deficits. This vision, coupled with the strong connection youth often have with their peers, has helped to make peer education a central strategy for teen health education.

Research shows that peer education is as effective as adult-implemented interventions.^{1, 2} Youth peer to peer education programs have been around for about 50 years, and recent research and practice has brought a new approach in teen

programming to the leading-edge of youth work.³ Through a deep-rooted respect for the power and energy of teens, adults have been helping teens to become engaged, proactive, civic-minded citizens in communities all over the nation and world. We are excited to be developing a new peer education program guidebook to aid Alaskans in creating and managing transformative peer education programs. These programs employ teens as paid staff and provide learning opportunities for the community and its members. When we engage with teens positively, we see favorable results. Learning how to break down stereotypes and work with teens is a self-exploration about our interactions with those around us, and is about being consistently intentional and mindful.

Why the Peer Education Model?

Peer education is effective because it can reduce the barriers between teacher and student, opening up a space for discussion and growth where the teen participants and peer educators are ‘all in the same boat.’^{4, 5} This perceived legitimacy through common experience helps youth see that their peers are thinking and forming healthy beliefs about important issues they face.

Peer education has consistently been

shown to be as effective as adult-led interventions, sometimes even achieving better results.^{6,7} Peer education has the added value of stimulating growth, skills and learning in the youth who are the educators. When looking at the cost, hiring 4 part-time youth can be equivalent to the cost of 1 full-time adult staff member with greater benefit.

Who Are We Talking About?

We refer to several types of agents in a peer education program. “Participants” are the youth that a program is targeting for the central benefit of the program. For example, the participants in Educating Peers with Intelligent Choices (E.P.I.C.) peer education program are at-risk, inner-city youth, and they seek to provide resources and information to those youth.⁸ “Peer educators,” who are paid and extensively trained for their positions, are usually teens who often have had similar experiences to those of the target clientele. The “program manager,” while referred to here in the singular form, could represent more than one adult, depending on the size and needs of a

“ I think teens prefer peer education because they understand [a teen] more, and it’s less pointing a finger, but it’s more like, I also have experience with this, I know what you’re going through. It’s helped me, so hopefully it will help you.”

Kisha Lee
Peer Educator
Tundra Women’s Coalition

program. This person or persons are responsible for direct supervision and management of the peer educators. The “executive director” or “supervisor” refers to the person who provides direct supervision for the program manager(s). These are four types of agents that have key roles in peer education programs, regardless of an organization’s size.

Traditionally peer education programs are volunteer based or for school credit, so this type of paid teen empowerment program charts a new territory.⁹ Because paying teens as staff is a fairly new style of peer education, there aren’t many guidebooks that directly address the adult-teen coworker relationship.

We want to provide a comprehensive guide for adults involved in youth work, to address the central issues, tensions, and structural needs of this work.





Who is This Guidebook for?

This guidebook is designed to be a tool for individuals working in youth programs where teens are hired as paid staff in an organization. These programs may have distinct central goals for their teen peer education. Peer educators can do a range of activities including, but not limited to: giving presentations in classrooms, conducting outreach on the street, facilitating curriculums at non-school residential facilities for youth, guiding support groups, working as a teen advisory council for a larger organization, or educating on community resources. The focus of a peer education program may be on sexual education and HIV/AIDS prevention, or on tackling social issues like bullying or homelessness. Whatever the main focus of the program, these teens are being

paid for their work, and are not volunteers. For the purposes of this guidebook, the classification of “teen peer educators” includes any peer educators from age 13 to 21. While many effective peer education programs can include adults as peers (e.g. HIV-positive adults reaching out to HIV-positive adults), this guidebook focuses specifically on the dynamics of managing teens in the workplace as paid peer educator staff.¹⁰

About This Guidebook

This guidebook was contracted through a grant from the Office of Adolescent Health within the U.S. Department of Health and Human Services, which is being administered by the State of Alaska’s Division of Public Health, Section of Women’s, Children’s and Family Health. Through

the Peer Education to High Risk Youth – Alaska Promoting Health Among Teens (AKPHAT) project, four grantees within the State of Alaska received funding for peer education programs: Alaska Youth Advocates (Formerly Alaska Youth and Parent Foundation) in Anchorage, Cook Inlet Tribal Council in Anchorage, Kachemak Bay Family Planning Clinic in Homer, and Tundra Women’s Coalition in Bethel. This guidebook is informed by the Alaska Youth Advocates’ 17 years of peer education program experience, site visits to the other grantee programs, and research on national and international peer education programs, theories, and strategies. We hope this guidebook provides suggestions for our partners, and for future peer education programs whether they use the

“ We are very excited to be funding an innovative peer education program in Alaska. We strongly believe in the power of young people, and their ability to educate their peers. We look forward to sharing the success of the model and to its future replication throughout Alaska. ”

Sophie Wenzel
Adolescent Health Program Manager
Alaska Division of Public Health

AKPHAT curriculum or another peer education curriculum. While this guidebook is designed with urban and rural Alaska in mind, it can also be used effectively in other areas of the nation and world.

We are excited to share our experience and research to share with you. In addition to this comprehensive guidebook, which covers the many facets of these programs, we have also included [two toolkits](#) with additional resources and sample documents to use throughout the creation, management and evaluation of your own program. Our goal was to make this guidebook useful, comprehensive, and down-to-earth. As individuals working with youth, we know how important it is to support adult staff while we mindfully support our teen staff. We are excited to be providing some guidance and tools that may aid your peer education program.

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Chapter 2: Central Philosophy—Positive Youth Development

Adolescent Development— Understanding Teens

To fully understand the Positive Youth Development (PYD) philosophy, it's important to have an understanding of the physical, cognitive, and psychosocial development of an adolescent – we know that the teenage years are periods of great change. As Marriage and Family Therapist Dr. Angela Huebner shows in her article, “Adolescent Growth and Development”, the physical changes that occur during adolescence will often result in changed behaviors. For example, teens’ continued brain development may result in their need to sleep longer, and development of secondary sex characteristics may lead to increased sensitivity about weight, and concern about their physical development as compared to their peers.¹¹ Being aware of these changes and thoughts are important in your interactions with teens as they might be more sensitive to comments.

In cognitive development of adolescents, advanced reasoning skills and abstract thinking skills are developed, which may result in self-consciousness or a heightened concern with fairness. This often causes adolescents to become hyperaware of double standards or hypocritical actions. Adults working with youth

are encouraged to not take it personally if a teen discounts the adult’s experience or challenges them on what may seem like contradictory beliefs or actions.

In psychosocial development, autonomy becomes important as youth gain the capability to make their own decisions and follow through with them, set their own principles, and become more emotionally independent from their parents or guardian. These are all important steps, as youth transition to self-sufficient members of society in young adulthood. They feel the need to play a larger part in deciding behavioral guidelines that affect them, while also still wanting stability and structure in their lives for safety reasons. Huebner encourages adults to support youth getting involved in extracurricular activities, and to be gentle when teens’ commitments might change, as they are trying different things out and defining what they do and do not like.

Huebner’s article is short, easy to read, and gives practical advice for understanding the natural development of teens, and how to best interact with them. When adults take extra time to understand the teenage brain, typical behaviors, and how those behaviors address developmental needs, adults are more prepared to engage positively with youth.

The Philosophy

As the opening quote mentioned, teenage years are often described as “stormy” and “tumultuous,” and in other negative terms that imply that ‘kids these days’ are doing things wrong.¹² The Positive Youth Development (PYD) model seeks to flip this deficit-based thinking. Instead of focusing on youth deficits (what they’re doing wrong), the model focuses on youth assets (what they’re doing right and what they can do better). Often, this means adults taking a step back and identifying all opportunities for youth to experience, grow, and develop.

Positive Youth Development (PYD) has many definitions, approaches, and even “key principles,” since PYD has grown from many sources at once.¹³ For the purposes of this guidebook, we will use the Youth Development Strategies, Inc. definition found in the Runaway and Homeless Youth Training and Technical Assistance Center (RHYT-TAC) Positive Youth Development Toolkit:

A process of human growth through which adolescents move from being taken care of to taking care of themselves and others (opportunities and

contributions); an approach where policy, funding, and programming are directed at providing supports to young people as they build their capacities and strengths to meet their personal and social needs (competencies); and a set of practices that adults use to provide youth with the types of relationships and experiences needed to fuel healthy development (connections and supports).¹⁴

Positive Youth Development (PYD) is therefore a philosophy, an approach, a perspective, and an implementation. A program that embodies PYD creates a teen-centered space that builds skills, promotes healthy behavior, and encourages growth in the youth they encounter. A PYD program provides these interactions for youth, between youth and by youth. Adults are key to helping provide the structure and space in which all these positive interactions can occur.

Positive Youth Development is the central philosophy that informs this guidebook and many effective youth programs. The central belief is that youth learn best by trying, doing, and seeing the results. Giving youth the opportunity and authority to make decisions is helpful to both their development, and in keeping teens the focus of the programming.



Positive Youth Development Program Equation



Intentionality and Mindfulness

While your main work objective may be to develop a team of effective peer educators, as a supervisor, mentor and guide a part of your job is to convey to each teen, “I care about you, I respect you, you are important.” You do this by being mindful of the messages, both explicit and implicit, you convey to the teens. We send these messages through the structure in our group setting, the tone in our activities, and the time dedicated to our relationships. We can send unintentional messages if we are not practicing being mindful in our interactions.

Often, we will talk about being ‘intentional,’ ‘aware,’ and ‘mindful’ when working with youth. This is an important skill to practice, every day. Being intentional means to have forethought, and carefully consider why and how you do something. The more we take time to think through the messages we send, the greater the likelihood they will be conveyed and received

correctly. Clear communication is one of the most difficult parts in working with other people, and especially with youth who are still developing their style of communication.

Barriers to Positive Youth Development

Time, training and organizational norms are all possible barriers that might prevent PYD from being implemented in programs. Even well-intentioned adults can sometimes be a barrier for

“ *To be ready for work, life, and school young people need opportunities to develop their skills, talents, and confidence. Positive Youth Development-based approaches help youth identify their strengths and potential through youth-driven strategies and supportive adult relationships.* ”

Becky Judd
Resiliency Specialist
Alaska Division of Behavioral Health

integration when they tokenize youth’s opinions and input. John Bell is seen as the leading expert of what is known in the youth development field as ‘adultism.’

To be successful in our work with young people, we must understand a particular condition of youth: that young people are often mistreated and disrespected simply because they are young. The word *adultism* refers to behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their agreement. This mistreatment is reinforced by social institutions, laws, customs, and attitudes.

If you think about it, you will realize that except for prisoners and a few other institutionalized groups, young people are more controlled than any other group in society. As children, most young people are told what to eat, what to wear, when to go to bed, when they can talk, that they will go to school, which friends are okay, and when they are to be in the house. Even as they grow older, the opinions of most young people are not valued; they are punished at the will or whim of adults; their emotions are considered “immature.” In addition, adults reserve the right to punish, threaten, hit, take away “privileges,” and ostracize young people when such actions are deemed to be instrumental in controlling or disciplining them.

If this were a description of the way a group of adults was treated, we would all agree that their oppression was almost total. However, for the most part, the adult world considers this treatment of young people as acceptable because we were treated in much the same way, and internalized the idea that “that’s the way you treat kids.” For this reason we need to hold adultism up to a strong light.¹⁵

In our programs adultism can manifest itself as diminishing teens’ capabilities or including their involvement in decision making only in the ‘token’ sense. For example, adultism may look like a program manager soliciting teens’ ideas on program development but not utilizing their recommendations. Ignoring the teens’ recommendation could create distrust or lead to

them to feeling disenfranchised with the program.

PYD therefore seeks to give youth the opportunity to make decisions and manage programs with adult support to help build structure within which they can thrive. While we don’t want to make decisions for them, we do want to provide structure that creates safety and support so teens don’t feel lost. Think of the role of adult staff in teen programming as a flexible plastic container – it flexes and can be responsive to individuals and specific situations, but is always present and never breaks. Some teens have experienced abandonment in their lives, and it is essential that your involvement as an adult is unwavering, never manipulative, and always supportive.

It is with this lens that we created this guidebook on setting up and managing peer education programs. This is a brief overview of PYD philosophy; we have a list of suggested resources for additional exploration in [Tool 1.2](#).

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Chapter 3: Hiring, Training, Retention, and Support of Program Managers

Choosing a program manager can be a difficult and rewarding task. It is important to find the right fit for your organization because a program manager, more than any other single person, will shape the culture and style of your peer education program. Making an intentional, well-vetted choice is crucial for the success of your program.

Hiring

When it comes to making decisions about hiring program managers, one of the most important characteristics is a deep-rooted commitment to Positive Youth Development (PYD). While the name of PYD may not be familiar to a candidate, listen to how they speak and see how they interact with youth, as they may be using a strength-based, PYD approach in practice. Experience with your program's central focus (i.e. tobacco control) is helpful, but it's not as centrally important. The untraditional power dynamics between adults and youth in the program can be uncomfortable, especially if an adult

has difficulty with control or struggles to communicate clearly with teens. If there are teens already involved in your organization, explore how they can be involved in the interview and hiring process of the program manager. Not only is it important to show that the organization values youth input, but you can also see how a candidate truly interacts with youth.

Some qualities to look for in a Program Manager

- A foundation in Positive Youth Development**
 The program manager position is an advocate for youth and youth-empowered programming, within and outside of the organization. Whether or not they have experience with the PYD philosophy, they should have values that align with the philosophy.
- Ability to be communicate positively and clearly**
 Clear communication and the ability to talk openly and honestly with teens are crucial to fostering a good working environment. A program manager will often need to navigate

“When we look for a program manager, we look for someone who is not always going to be quick to give answers, but to facilitate that growth process of developing our youth.”

Jasmin Berrios
Program Coordinator
The BASE
Harlem RBI

difficult situations with youth, and be able to be assertive and direct with teens.

- **Ability to cultivate positive work environment**
For teens to be highly productive and engaged in the workplace, they need to know they can find support from their adult and teen coworkers. The program manager has the greatest ability to shape the culture of a workplace through modeling actions and by setting the tone of interactions. Look for a candidate that has the ability to facilitate a positive, supportive work environment with the teen staff.
- **Advocates for inclusion of teen voice and decision making**
Checking with the teens about a decision might not be the fastest way to make that decision, but it's best for teens to practice decision making and be a genuine, valued part of the program. It is important that the program manager is committed to completing all steps of the process, and not easily frustrated by challenges or delays.
- **Uses empowering, not belittling, language**
Be attentive to language and how it reflects the awareness of power dynamics between adults and youth. Some of this may reflect a lack of awareness of how their language is being perceived, but it also could be indicative of internal feelings about the perceived hierarchy of adult over youth.
- **Agrees with organization's approach to youth work**
Each organization has its own core values, stated or unstated, that govern an organization. Be aware of what those unshakable qualities are,

and ask questions in the interview to discern a candidate's views on those values. For example, Alaska Youth Advocates (AYA) uses a risk-reduction method that presents all options to a participant without judgment and accepts their choice as valid, even if they choose to keep engaging in unsafe behaviors. AYA would want an employee who agrees with that philosophy, and can implement it without compromising their integrity. Be clear about your organization's core values with a candidate.

If you are considering an internal hire for this position, take time to assess their availability to take on a peer education program. Teen programs need a lot of attention and time. Putting this demanding work on top of a full workload is not fair to the staff member, and the program that will inevitably flounder without due diligence and attention.

Training of a Program Manager

It is suggested that all adults directly interacting with the teens at minimum be trained on Positive Youth Development (PYD) philosophy and practice. This section, however, will focus on the more comprehensive training a program manager could receive.

High quality training for program managers is key for retention and success of the program. That training can range from an administrative orientation such as current grants being managed and their reporting expectations to exploration of specific issues that face your target population. For example, the Educating Peers with Intelligent Choices (E.P.I.C.) program aims to educate inner city participants on sexual health, so their program managers go through a two day intensive HIV/STI training with the AIDS Council in Albany, NY. The

program manager is the support person for the peer educators who are also working with these issues as they interact with your target population. The teen staff needs to feel confident that the program manager can provide guidance to them regarding these issues. It is recommended that the program manager do the same or similar training as the peer educators - program managers need to be able to offer effective instruction and experience on facilitation, presentation skills, resources available in the community, and clear communication with strangers.

Training a program manager can realistically take 3-6 months of working through different challenges and moving PYD theory into practice. Of course, program managers may be maneuvering specific situations that may feel unknown. In these situations, using PYD as a base for each interaction is important. There is a list of common challenges a program manager may face in a peer education program and a guide to navigating them in Chapter 7: Managing the Peer Educator Program.

Retention and Support of a Program Manager

Another key to retaining adult program staff is a positive support system. The program manager is normally the frontline for a gambit of teen issues, whether that is within the team, in their inter-

actions outside of the program, or in their personal lives. Teens are growing and learning some hard lessons, and need positive adult role models in their lives to help them navigate situations. A program manager often becomes a trusted adult for debriefing, whether that is formal or informal.

It is important that the program manager also has a place to debrief that is outside of the teen staff, preferably with another adult experienced in working with youth, or a supervisor in the organization. This sort of support is important to appropriately work with challenges and prevent becoming overwhelmed by this work. Working with teens is demanding of both time and energy and requires a lot of creative problem solving. Program managers

may need to work a 'swing shift' schedule of afternoon and evening hours. Given these difficulties, having a good support system is crucial for a program manager's success.

Especially in rural areas, adult staff may feel isolated from others who do similar work. Providing them external support from other similar organizations is helpful to a well-rounded and balanced program manager. In Alaska, the Anchorage Youth Development Coalition provides support, especially in its Anchorage Youth Development Academy. This program, as well as other local and national organizations that provide similar support or trainings, is referenced with contact information in [Tool 1.1](#).

“ *I think training in counseling is important. I come into contact with youth that have ADHD, aggressive disorders, that are on the PTSD scale, youth who have been through things that I don't understand. That training gave me something to go off of when I was figuring out how to respond to them.* **”**

Caitlin Orbanek
Project Coordinator
Educating Peers with
Intelligent Choices
Equinox, Inc.

Other keys to retaining program managers are competitive wages and benefits. Youth work is often under-appreciated, and given the demanding nature of working with teens, pay and benefits should reflect the high level of skill, time and energy required. As with any job position, if the wages or benefits are not sufficient, there can be high turnover as staff find themselves burnt out and unable to meet their own basic needs outside of work. Be at-

“Retention of the program manager is absolutely important. I want a program manager to commit at least 2 years because young people thrive from consistency, and need to see the same faces to develop buy-in to the program.”

Shirley Torho
Program Coordinator
Adolescent Sexual Health
Child Center of NY

tentive to the self-care practices of the program managers, and encourage and support self-care as much as possible. Stability in staff will also add to the structure and perceived safety of the program, giving teens the feeling of needed support to be able to reach their highest potential. The perception of a fluid ‘in and out’ of adults can lead teens to question the program and sometimes internalize blame for program manager turnover. If this occurs, be clear



with the teens that it is not their fault.

With a new program manager coming into an existing teen program, be aware that teens may go through a period of testing that staff member. Teens come to the program with a multitude of positive and negative experiences with adults, and sometimes they are hesitant to trust and rely on a new person in their lives. Teens may push limits, trying to figure out if that person is someone who will stick around or abandon them like others may have done in the past. This is natural; it is important that adults understand this and are able to engage positively with the teens in order to earn their trust and respect. Once this process

“My boss is great, one of the biggest ways that he helps me is that his door is always open. When a teen shared a lot of hardships with me, I went into my boss’ office and cried for a few minutes because it was just so overwhelming. His support is really important to my success and sanity.”

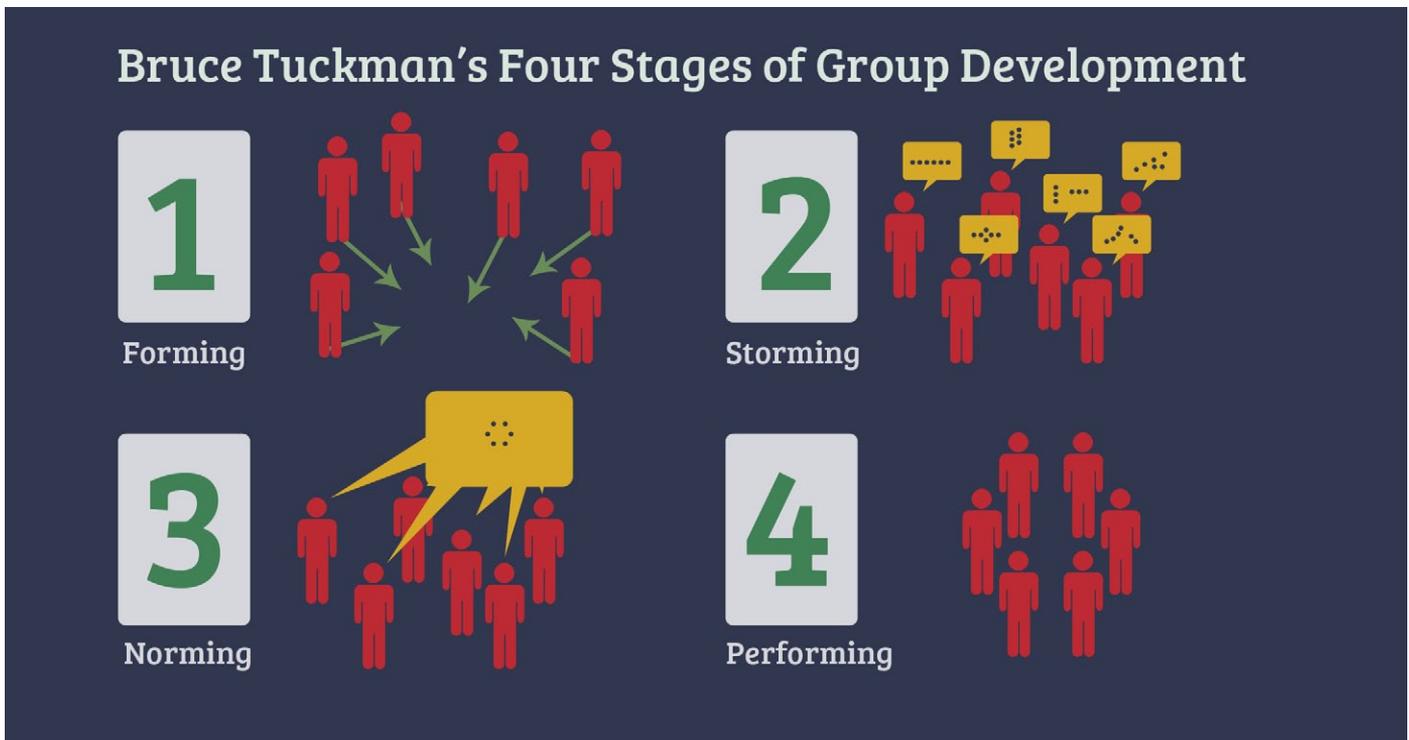
Caitlin Orbanek
Project Coordinator
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Intelligent Choices
Equinox, Inc.

is finished, the teens will feel like they have put you through a vetting process, and you will most likely become more accepted in the program. It’s important to realize that while the teens may all be the same, you are new to the group, and it will have to re-form as far as the structures and norms of the group. Be familiar with Bruce Tuckman’s stages of group

development – Forming, Norming, Storming, and Performing.¹⁶

Endnotes

¹⁶ Tuckman, Bruce. 1965. “Developmental Sequence in Small Groups.” Group Facilitation: A Research and Applications Journal (3):66-80 t



Chapter 4: Setting up the Peer Education Program

As we have mentioned, peer education programs have been shown to be successful in educating participants and peer educators.¹⁷ Programs that use the positive youth development framework have been shown to develop youth voice, and create involved, engaged and caring citizens.^{18, 19, 20} For this high level of outcome, clear structure and expectations must be established to create basic feelings of safety and security. All youth programs

need to have program routines, guidelines, and consistent implementation for youth to feel supported and able to be creative. We are expecting a high level of engagement and interaction from the youth in peer education programs, and to be able to function on that level, teens have to know that their basic needs are met inside a program every time. Creating clear and consistently implemented structure is crucial to meeting these



Pyramid of Program Quality



higher goals. This concept is graphically described by the David P. Weikart Center for Youth Program Quality in the above image, which incorporates their central philosophy on improving youth programs (See [tool 1.1](#) for information).

In practice, this means a clear system of goals and objectives, overt policies and procedures for how things are done, explicit descriptions of acceptable behavior, and understandable consequences for behaviors, both positive and negative. An incentive system may be set up as a consequence for positive behaviors, such as the

completion of a project or training period. There may be a clear, negative consequence or series of consequences for showing up to work late. By creating clear and intentional structures, teens can feel comfortable exploring limits, and can also know that you care about their achievement and personal safety by following up and checking in with them. Youth involvement in the creation of structures can increase acceptance and participation. While you might set up an initial structure, ask for feedback and suggested changes from the youth to make it more inclusive. Also

be mindful to set up consequences that are not arbitrary, but truly assist in forming more positive behaviors. Think about the real reason why a consequence is necessary in a situation, and what would be most helpful to promote skill building, in keeping with the Positive Youth Development (PYD) philosophy.

Setting up a Supportive, Creative Environment

Before the process of hiring peer educators begins, take some time to be intentional about the setup of the peer education program. Think about what times would be good for you and the teens – consider school schedules, transportation, and what hours are best for teens’ productivity. Schedule time for all teen staff and the program manager to be together – more than you think may be necessary – to be able to fully consider all decisions, and to work on team building. Besides scheduling and other logistical decisions that will need to be made, this time can also be used for continual training, brainstorming, and group evaluation of the program. Have time in the office where you can be present for concerns, questions or discussion – this will help to increase your rapport with the peer educators.

A welcoming, teen-centered physical space can help show the importance of the peer educators, and encourage youth connectedness to the program. When teens feel like a space is geared

toward their use, it is a physical manifestation of what you are telling them verbally: that their voice matters, that they have an important role, that they are helpful, useful, and capable. You can facilitate this by having them paint, decorate, and reorganize to help build the feeling of ownership and connection to the program. This can be very impactful on their motivation and commitment to the program. They will need support from the program manager on what supplies, restrictions, and boundaries there are for their improvement of the space. Giving a small amount of guidance can help kick off the creative process; without help they may be left feeling unsupported and overwhelmed, without ideas for moving forward.

“ [Having youth involved in decision making] makes peer educators feel like they have more say, that they have more power in the situation. It puts us on the same platform. ”

Danie Holden
Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

Culture of Motivation

Set up a structure that can foster a culture of motivation for your program. Keeping teens motivated can be difficult if they don’t feel useful, appreciated or they don’t feel the importance of their work. Think about

ways you can distribute or delegate tasks on a daily basis so that if a teen finds themselves with nothing to do, they can find a new task quickly to stay productive. You may try what Kachemak Bay Family Planning Clinic does, and use a board with each task written on a sticky note so that someone can see what needs to be done and grab a project. Whatever system you use, keeping youth engaged and connected to your larger mission will help them see the major positive impact they have on their community.

Results-Based Accountability and Target Population Identification

When starting a new program, use the time before hiring the first set of teen staff to be intentional about the mission, goals and objectives of your program. Much of this work may have been done before you consulted this guidebook, but identifying the correct target populations—the “customers” of your program—is crucial for its success. For instance, in a peer education program you have at least two sets of customers that will benefit from your education program, the paid peer educators and the teen participants. Both groups will most likely see changes in beliefs and behaviors after exposure to the information you are sharing. Successfully measuring these changes will be important to showing the efficacy of your program. The Results-Based Accountability (RBA) framework as presented in *Trying Hard Isn't Good Enough*, written by RBA founder Mark Friedman, describes a clear and simple way to identify your customers

and keep them as your focus.²¹ The second relevant process from RBA for peer education programs is performance accountability, e.g. program evaluation—making sure the strategies you've chosen are getting positive customer results through changed attitudes, behaviors and improved quality of life. This strategy is described in Chapter II of this guidebook.

Endnotes

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- 18 Morgan, W., & Streb, M. (2003). First do no harm: The importance of student ownership in service-learning. *Metropolitan State Universities*, 14(3), 36-52.
- 19 Billig, S., Jesse, D., & Root, S. (2006). The impact of service-learning on high school students' civic engagement. Evaluation report prepared for the Carnegie Corporation of New York. Denver, CO: RMC Research Corporation.
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Chapter 5: Hiring Teen Peer Educators

As with everything your organization does, it is important to include the Positive Youth Development (PYD) principles in the process of hiring teen staff. This is a unique situation where the organization is interacting with possible candidates and therefore the larger community—be intentional in embodying PYD practices. From the job application to the first day of the new peer educators, you have an opportunity to foster skill building and growth experiences for youth. You will go on a long journey, which consists of building assets and competencies in the youth who become peer educators. You can also help candidates who did not receive the position evaluate their application or interview and learn better ways to present themselves the next time they are applying for a job. Keep in mind the chance to seek opportunities to identify strengths and promote abilities in teens.

Ideally, teens are the main agents in the hiring process of peer educators. When your program already has peer educators, the hiring process will look much different than when the first team of peer edu-

cators is being hired. Both processes are described below, followed by a list of a few key points to keep in mind during the hiring process.

What is the Real Impact of Teen Education?

There are many studies that show the effectiveness of peer education programs for changing the attitudes, knowledge, and behaviors of participants in the program.²² More studies are able to show transformative changes in the lives of the peer educators themselves.^{23, 24} Although that is not necessarily the central goal of peer education, the amount of time you work with each peer educator on job skills and personal development is much more than the total time your program will spend with a participant.

Choose teens that you think will be able to effectively do the job, yet also greatly benefit from inclusion in the job environment. This is where the time you spent identifying the

“ [Working as a peer educator] allowed me the opportunity to step up into a leadership role and helped me develop the skills that I have today such as public speaking, structure and organization skills, time management, and patience. ”

Buom Bichiok
Former Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

specific population you are trying to reach is important. Ideal peer to peer education is where the educators come from the target population.

Especially when teaching difficult subjects like sexual health education and suicide, engage the candidates about their own personal beliefs and the possibly conflicting information they are teaching in curriculums or sharing as far as access to resources. It is not important that peer educators agree with everything your organization does or encourages, but it is important for them to be clear about

“ Our mantra during the hiring process was ‘we’re not looking for ‘A’ students.’ We had to keep that in mind because it’s so easy to only look for the highest functioning candidate rather than looking at the whole person. ”

Doug Koester
Promoting Health Among
Teens Program Manager
Kachemak Bay Family
Planning Clinic

why your program uses that approach. Discuss why you’re educating about a specific topic, and assess if they will be able to present that information without their own personal bias. That being said, try to create a space where teens and their beliefs are respected. When employed, engage with the teen staff about their personal beliefs and journeys, and support them to participate in the activities that they will be asking others to do, so they know how it feels to participate.

Hiring the First Set of Peer Educators

When hiring for the first time, and you do not have a team of peer educators to decide who to hire, be clear about the goals of your hiring process – what type of candidate are you looking for? Remember that with peer education programs, it is best

for educators to reflect your target clientele or audience. For example, Alaska Youth Advocates (AYA) recently held interviews for an open position on its peer education staff. In his interview, an applicant shared that he was involved in the juvenile justice system, and had been in a detention facility. While this might be considered a downside for some employers, this candidate’s experience



is a common one for AYA's clientele, and could help participants relate to him as a peer. He also demonstrated strength in character in being honest and open with AYA in the interview process. A critical part of peer education is the audience's ability to relate to their educator, seeing commonalities and similarities with themselves and others around them. Following this reasoning, the previously mentioned applicant's personal experience could be a great asset.

It's important for teens to see that people their age are discussing issues that they face and developing healthy boundaries. Teens feel the pressure of the world at this stage of their lives, and can feel they've had it the hardest of the people around them.²⁵ To see a peer who has had a similar experience helps legitimize a participant's decision to change behavior, and helps build rapport between participant and educator.

When starting the advertising process distribute applications in places where you will find your program's target clientele. You may find it difficult to get people interested, as they may be suspicious of the program. Do your best to "sell" the program – develop talking points, and attention grabbers to draw youth interest. Giving each candidate who filled out an application correctly an interview is an opportunity to give feedback and encourage youth. It is also an opportunity to get a better feel for each person. The program manager and other administrative staff (who have been trained on PYD and the goals of peer education) could sit in on each interview. To have youth perspective, coordinate with community partners to include teen participants from their programs. It's necessary to be cautious of adult-teen power dynamics in these interviews and to explicitly break down adultism-based structures.

Hiring Peer Educators in an Established Peer Education Program

Advertising, distribution of applications, and scheduling of interviews are the same as when hiring new peer educators in an established program. What differs in an existing program is the inclusion of the team of peer educators in the entire hiring process before it gets underway.

Some questions to consider with the staff:

- What needs in our organization are not being met? What skill sets are we missing on our teen staff?
- How does this affect our participants?
- How will this affect our teen staff? Their hours, pay, etc.? What is their role in training the new staff members? Will this mean adding to their workloads?

Decide the number of peer educators to hire before starting interviews as changes after interviews have started can feel like an unfair flexing of the process because of personal feelings. Be clear with existing staff about guidelines and steps of the hiring process. Ensure everyone is on the same page, and understands their roles and expectations as the process moves ahead.

A group interview is encouraged where the candidate comes in and does their interview with all direct staff present – peer educators, the program manager, and possibly other adults involved in the program. Begin the interview with introductions of all the faces around the table, and general guidelines about the interview, making sure each candidate is clear on the process and is as comfortable as can be. Go around the circle, each asking a question from the set interview question list to include everyone in the process, to show that each

staff member's voice is respected and sought after. This first impression sets up the tone and culture of your organization to an outsider.

After each interview, debrief strengths and weaknesses, hopes and concerns about the candidate. Next, begin to sort the candidates into "yes," "maybe," and "no" categories to clarify the process. At the end of all the interviews try to reach consensus about who will be hired; if necessary a vote can be taken.

Dynamics in the Hiring Process

There are a few key aspects to keep in mind when it comes to the hiring of teen peer educator staff. First, their application may not effectively reflect who they are as a person, meaning that interviews are crucial to really get to know every applicant. We encourage you to meet and interview each candidate with a complete application. Remember this may be the first time they've gone through a formal interview process and may be intimidated by the many faces around the table. It is important to acknowledge this potential intimidation with the applicants to give a sense of understanding and welcome. You may want to try what Kachemak Bay Family Planning Clinic in Homer did with its interviews and use some questions that are out of the ordinary to see how the candidate can break out of their shell, problem solve and see a little bit more of their personality. Not only will this help with building rapport, and show the fun side of your organization, but you'll be able to see their problem solving skills, and their ability to have fun in a stressful environment like an interview. Ability to cut loose is an asset for teens in peer edu-

cation programs. See [Tool 2.1.H](#) for some sample interview questions.

Secondly, consistency is also important for the interview process. If you do something for one candidate, make sure that you're doing the same thing for all of the applicants; for example, providing them with the interview questions so they can read along.

Lastly, transportation is a major barrier to youth employment. You may need to work with teens in regards to providing transportation, and brainstorm with them about transportation possibilities. Depending on how you approach this issue, driving teens around may become a large part of the program manager's job duties. You may be able to use this time for debriefing events or presentations, or to check in about the program.

Role of Adult Staff in Hiring Process

The role of adult staff is highly nuanced in this process. It is important to remember to take your personal opinions out of the hiring decision. You want to be a part of the interviews to see the process and help teens stick to professional standards when choosing someone. It is important to remember you can and will work with any youth the team finds acceptable. Try not to share your personal opinions about each candidate with the group, and allow for them to reach decisions as much by consensus as possible. Ask reflective and open-ended questions to the group to highlight any positive or negative characteristics that may have been overlooked by the group.

If someone seems to have a concern about an applicant that seems unjustified, it may be for an

“ How would you build a spice rack for a blind person? ”

*Teen Interview Question
Kachemak Bay Family
Planning Clinic*

unrelated reason, like an isolated negative personal interaction with that person, or internalized stereotypes. Asking thoughtful questions about why they feel the way they do may

help identify the root causes for their disapproval or anxieties. While one or two negative interactions between two peer educators are unfortunate, it's not impossible to facilitate them working positively together. Make sure to keep the mission of your organization and the main goals of the hiring process in mind. That being said, repeated negative experiences with a person can reflect a more complete impression of a candidate. Deliberate, probing, open-ended questions will help the team decipher the root causes of a concern.

Hiring Relatives or Friends of Current Employees

You may find that friends or relatives of current peer educators will apply. We do not think it's important to have a strict policy on this situation, especially in smaller communities where the sheer number of possible candidates is lower. The important thing to keep in mind is being open and honest with both of them about their ability to work together. Often times, sibling and friend dynamics are difficult to maneuver, and hinder a professional atmosphere. In order to separate work and outside life, it is helpful that peer educators don't live together. Working, living, and going to school with the same person is a lot of time to be together.

“Peer educators are taught to only write what the candidate is saying. This is important for reflection and remembering applicants, as well as insuring they do not doodle or make personal comments regarding the applicant.”

Heather Harris
Executive Director
Alaska Youth Advocates

As with all problem-solving, remember to be open and honest about your concerns about their ability to work together appropriately, and challenge them to treat each other professionally at work. It may not even become a problem.

Conclusion of Interviews— an Opportunity for Growth

When letting applicants know they didn't get the job, be very intentional with your interaction with them. First of all, make clear it's not a rejection of them as a person, but that another applicant with different experience or strengths was chosen. If they were a strong candidate, encourage them to keep in touch with the program, and reapply the next time that your program is hiring. View this as a learning opportunity for the teen, and ask if they would like feedback on their interview, and any tips you might have for interviewing in the future, whether at your program or any other job. Don't automatically offer suggestions, but ask if that is something that they would be interested in. Remember that asking permission is an important part of showing respect for a teen.

Endnotes

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Chapter 6: Training and Orientation of Peer Educators

Welcome

Once you've concluded the hiring process, you have a fresh teen staff! Every time you add or lose a peer educator, the staff will inevitably change how it works together. Especially when hiring many peer educators at once, you have the opportunity to change the work culture and possibly even create a more positive environment. It is important to treat this time with intention, and welcome each new member to the team with a ceremony. This is recognition that a new time is starting at your program, and makes a new member of the team feel welcomed and appreciated. Don't miss your chance to start off on a positive foot with a new team member. This will do a lot for team building, and to make the new hire feel included with staff. It is not necessary to spend a lot of money to make something ceremonial; this could be an activity that you do every time or something to thoughtfully mark the occasion. There are examples of a few icebreakers and "get to know you" activity resource books in [Tool 1.10](#).

It's also good to be familiar with Bruce Tuckman's stages of group development – Forming, Norming, Storming, and Performing.²⁶ This dynamic will also be present in the teen staff as members join and depart the group. Certain

behaviors are expected during each stage, and while the typical disagreement and conflict associated with the storming stage is uncomfortable, it is necessary to experience before you can move on to the productive "performing" group stage. Team leaders and the program manager will be important in facilitating the transition from the storming into the performing stage.

Training

Training is necessary to a smooth incorporation of a new staff member into the team. You may want to develop a training workbook to make sure that specific topics are covered for each new staff member, with minimal items overlooked. Especially when doing training for just a few of a larger staff, this will ensure that the training is comprehensive and complete. While it is easiest to train the whole group at once, and some repetition of the same training is acceptable, be respectful of your teen staff's time and do not create the feeling of a repetitive, boring environment, similar to the common school experience. Make training as fun, interactive, and useful as possible.

Training should thoroughly cover the topics included in your curriculum, possible questions that a participant could ask, and local re-

sources for more information and services. You are training a peer educator to become an expert on the topics that are going to be raised in the curriculum and by the participants. Support

them in discovering this information on their own, so they can more fully retain it. To help aid your peer educators with transferring newly acquired knowledge into their workplace, make sure to provide guidance before and after their trainings. Help them set a goal for what they are hoping to do with the new knowledge, information, or skills they will be acquiring from the training. Afterwards, provide opportunities for them to reflect on what they learned and give opportunities for them to train their coworkers on this information. You may also want to develop goals about using these skills in their work life.

Presentation Skills and Participant Engagement

Presentations are often a central piece of peer education; however, giving a good presentation can be a very difficult task. Make sure that your training includes a comprehensive review of presentation skills, and time to practice “teach-backs” where peer educators present to a mock audience of participants, who are actually their co-peer educators. This way they can become accustomed to presenting the

“ I think because of how the curriculum is structured, the major way to get comfortable presenting it is to do it a lot. It frees you up to not read it like a script, the more familiar they are the better they feel about it. ”

Eileen Arnold
Youth Services Coordinator
Tundra Women’s Coalition

specific information your group distributes, and the other peer educators can help them identify the strengths and weaknesses of their presentation. We have included a resource in [Tool 1.3](#) that helps to teach good presentation skills.

Learning how to effectively present the information is a key to strong presentation

skills, and participant engagement also needs to be taught and practiced. Have the peer educator team truly participate in the curriculum among themselves to give them a comprehensive understanding of the content, help predict problems in implementation, and flag any changes in how they would present the information.

As a team, you may want to study some typical disruptive behaviors like the “monopolizer” or the “arguer” and practice effective redirection of participants with these behaviors. We can think about behaviors as the language of need. If someone is irritable, antsy or unable to focus, these behaviors could be caused by hunger. When a participant needs sleep, they may be overly tired, and putting their head down during a presentation. By keeping this framework in mind, we can learn to more positively and proactively encourage participation, and help meet the

“ We read various shocking and hard anonymous questions to practice being grateful for the question, answering honestly without laughing, and not getting surprised facial expressions. ”

Doug Koester
Promoting Health Among Teens Program Manager
Kachemak Bay Family Planning Clinic



needs of our participants. It is important to help teens learn to identify common unmet needs that cause disruptive behaviors (see [Tool 1.4](#)). Practice activities that help teens recognize tired, distracted, and disruptive participants, and show them how to best engage with the curriculum and the larger group. It is important to practice energizing activities, and to know the importance of breaks and change-up in the style of activities to keep participants engaged in the curriculum. As they get more comfortable with presenting to an audience of peer educators, challenge them by having the audience role play some difficult behaviors that require extra peer educator attention to help them feel better prepared for their presentations. Have fun with it, and keep it engaging so that it feels like a real, worthwhile experience.

Mentorship and Shadowing

Shadowing will also be important during training to help peer educators internalize their knowledge

into actions through experience. Pair new peer educators up with experienced peer educators, and have them shadow presentations, and other activities to promote a mentor-sharing relationship. This provides a real life experience of duties and expectations, and a go-to person for questions and advice later.

Engaging Peer Educators About Their Own Values

Youth come to peer education with a multitude of experiences, both positive and negative. They may have received health promotion messages, misinformation or shaming messages from their families, parents, church, and friends on a variety

“ Senior [peer educators] will mentor new [peer educators] that come in; allowing each senior [peer educator] an opportunity to take on a new/greater leadership role. Each [peer educator] is assigned a specific task that they master, and then train two new peer educators on that duty. I make sure that every [peer educator] takes on a team leader position at some point for a task or event to share in that leadership. ”

Jasmin Berrios
Program Coordinator
The BASE -Harlem RBI

of issues. It is beneficial for peer educators to go through a time where they explore their own personal beliefs and values. This is an ongoing, necessary, and ever-changing journey that any person goes through. Peer educators who are in touch with their own values and practices are better peer educators because they have gone through the process they are asking participants to undergo. This process may be best for journaling or doing an individual activity before a larger group activity

which discusses common struggles or questions – there is a sample activity for this process in [Tool 1.5](#). Ensure this discussion is in an environment where the peer educators are not pressured into sharing personal information. This exploration helps form a peer educator that can more effectively engage other youth.

Communicating Your Expectations Clearly

Delegating and assigning tasks is an essential part of the program manager’s responsibility. Since your teen coworkers will have a wide variety of life experiences, it is important to not assume they have the knowledge or skills needed to complete a certain task. To avoid frustration, make sure to be specific about what you expect from a teen and provide clear instructions for what needs to be done. Even a seemingly simple task, such as mailing a letter, may require specific instruction for someone who has never mailed a letter at home or at another job. The following presents an example of clear and specific instruction:

“I need you to mail this letter to this address. You will need to find a 4 inch by 9 ½ inch envelope in the supply room. You put our address in the top left hand corner, and you put their address in the middle of the envelope, here. Make sure you put a stamp on it, and moisten the adhesive to close the envelope. Put it in the mailbox before 2pm when the mail is picked up.”

“Even though I worked at P.O.W.E.R. for 3 years, I felt like I learned something new every time we had a training. With different presenters, trainees and insights, it always added on to my knowledge. Each time I improved.”

Brandi Kriger
Former Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

Notice, the program manager set a clear expectation and provided clear instructions as to how to do the task. This explicit goal setting and skill building should be applied to all tasks, large or small. Part of supporting the teen staff is giving them the knowledge and skills to complete the tasks you ask of them. Once they’ve mastered the skill, they can feel competent by increasingly working independently and you can feel confident that the work is being done in the way you’d prefer.

Ongoing Training Process

Even with an experienced group of peer educators and no new staff, training is a constant process. Peer educators will need refreshers on facts and figures, as well as continued practice on engaging presentation skills. Set up a schedule and structure of continual training to practice skills already learned, and reinforce skills that haven’t been mastered.

Make sure that training is something that is given priority, and remains at the forefront of the peer educator’s experience. Although it’s easy to let training get pushed aside, it’s crucial to continue to have dialogue and exploration of the central issues you encounter in your program. This approach is about growth, and continued growth is important for effective programs.

Endnotes

Chapter 7: Managing the Peer Education Program

Day-to-day management of a peer education program can feel stressful, disorganized, crisis-oriented and may seem non-functional. It can also be exceedingly productive and fun. In these programs, you find a lot of ‘learning the hard way,’ which is a great exploration of skills and collection of experiences for teens. However, it can lead to hair-pulling moments of frustration if adult staff members do not remember to check in with themselves, and

keep Positive Youth Development (PYD) in mind. It’s important to always come back to PYD, giving you the strong base to help you move forward in the best way. While we may unintentionally fall back on non-youth-centered ways of interacting in times

of stress, remember to be gentle with yourself, and constantly come back to the central PYD philosophy. Being open and honest about intentions, feelings, and mistakes is important modeling for teens, and is the best way to resolve issues. While it may not be the quickest, it is the most comprehensive and effective way of truly resolving the

root issues of a conflict. Getting to the root of an issue can bring healing and understanding for all parties, and create a better work environment.

A great deal of good program management involves radical role modeling by the program staff. Teens look to you, all the time, to see what your behaviors are and try to emulate you. Given this attention, try to be attentive to what you say you will do, and follow through with those actions.

This will help create a culture of accountability that the teens are a part of as well. If something changes between your verbalized intent and the following action, be clear, open, and honest with

teens about what changed and how that changed the outcomes and/or situation. People in teens’ lives may have manipulated, lied, and in general let them down – be careful not to repeat this trauma. This trusting relationship will do wonders for your program, and help the teens in the long run, over the course of their lives.

PYD Programming in a Nutshell



Trauma Informed Care

Many peer education programs focus on reaching youth who are considered at-risk or high-risk. When working with this population, you may find very high incidence of trauma in childhood, from physical, emotional, and sexual abuse, to parental abandonment. The movement to become “trauma-informed” is to be sensitive to trauma that may have been experienced in the past, and the residual emotional and physical effects that can have on a person. It’s important to be mindful to not add to trauma, and actively not trigger or re-traumatize youth, and promote healthy relationships (attachment), self-control (regulation), and skills (competencies).²⁷ When discussing teen issues, trauma related to relationships and sexual abuse can come up, and be a “trigger” reminder of that experience. Trauma Informed Care is incredibly important, and cannot be fully explored in this short guidebook, so we’ve included resources and additional contact information in [Tool 1.6](#).



Expectations of Youth

A key part of consistent and safe structure is clear youth expectations. If you can effectively communicate with the teens on staff, you can achieve amazing results. Teens are great workers, quick to share, and wonderful to be around when they feel safe, respected, and loved. Creating that space is one of the most important things a

program manager can do.

Remember that this is may be a teen’s first job where mental capability and skills are used above being able to do things like basic math or make food. We all learned these basic skills at some point, and providing the space to learn in your program is the key to success. Your teen employees often have little experience with planning and setting up complicated presentations and activities and need your support to be able to succeed. Be clear about all the steps and pieces they need to

complete. It is important to check in with them frequently, and make sure they’re implementing action items to achieve their short-term and long-term goals. You may have to consistently remind peer educators about these expectations, until they have shown they have

developed their professionalism. As you help them remember to implement those structures, they will learn to do them on their own, and eventually need less guidance from you.

Many of the teens you work with may still be in school, and need to be able to fulfill work duties while at the same time completing school expectations. You may need to engage with the teen staff about balancing their school work, extracurricular activities and work responsibilities at your program. Ask them what you can do to aid them in this process. Make sure that you also model a balance between your work and personal life.

Reframing Conflict as Learning Opportunities

When issues and conflicts do come up within staff, always go back to PYD and embody that strength-based philosophy as you move forward. Treat each conflict as the learning opportunity it is. We all learn from conflicts, and whether we learn positive or negative messages from them is really about how we handle the situation. How can we move forward in a way that will be transformational for all parties involved? How can I embody my best self, and help the other parties embody their best selves as well?

Here are some possible situations and conflicts you may find with the teen staff, and recommendations for navigating them:

- **Conflict between two teen staff members**

This is an opportunity for the peer educators to practice clear communication and conflict resolution. You may have a peer educator come to you with a conflict. While you want to empower them to work things out with their coworker immediately, they may be so caught up in their frustration that directing them straight to the person they have a conflict with may not be the best first step. Work through what language they will use, encourage “I” statements, and ways to frame the problem. Then encourage that person to go to talk with the other privately. If there are residual

“ Working with P.O.W.E.R. (Peer Outreach Worker Education and Referral) helped me learn how to handle conflict in a more professional way. I deal more professionally with my coworkers in general and know what to say and when not to say it. ”

Ilina Saucedo
Former Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

issues, or the conversation doesn’t go well, bring them both in for a mediation with you as the mediator. This is an opportunity for them to practice clear communication, realistic expectations, and accountability. We have included a simple mediation guideline from the David P. Weikart Center for Youth Program Quality in the [Tool 1.7](#).

- **Unwelcome interactions between a teen staff member and a participant**

Peer educators can receive sexual advances from participants, whether they are verbal, physical, passing notes, or giving phone numbers. We are taught in our society to make up excuses like fake relationships, or to redirect the attention rather than addressing it straight on. However, especially with at-risk youth, sometimes this is done without the understanding that a boundary is being crossed. The first step is for the peer educator to be honest about their personal and professional boundaries. Using direct language like “I feel uncomfortable when you stand that close to me or try to touch my hand” is difficult to do without feeling rude, but it’s important to respect personal boundaries and cultural expectations. This also models developing boundaries for the participants. Encourage peer educators to use very clear language and to not make false statements or avoid the situation. It may be helpful to role play the conversation with them. Be aware that this situation can escalate quickly depending on the mental stability of the participant. While you want to encourage growth both in the peer educator and the participant, the safety of the peer educator is of utmost importance.

- **Unprofessional behavior and habits from a teen staff member (showing up late, not fulfilling work duties, etc.)**

In this situation it's important to make sure there is clear communication and an explicit understanding of professional behavior and what is expected of the youth. Check in with the peer educator about why this behavior is happening – it could be reflective of an outside need that is not being met. Seek to understand the situation fully before moving on to consequences. Work with the peer educator on what would be an appropriate consequence, and how you both can work together to prevent this from happening in the future. For example, you may want to ask what support the peer educator needs from you. If clear communication of those expectations was made, follow up with the consequences that were attached to those behaviors.

- **A lack of respect or distrust of peer educators from participants**

Sometimes you will find participants who do not trust the peer educator's commitment to accurate information or professionalism in their duties. Especially regarding confidentiality, there may be a strong tendency to distrust a fellow teen. If participants come to you with issues, try to redirect them to the experts – the peer educators. Make sure to reinforce the understanding that the peer educators are trained in confidentiality, well-equipped to deal with problems, and knowledgeable on the issues participants face.

- **Internalized pressure for perfection**

We hold high expectations of the peer educators in our program to show confidence in their ability to succeed. This can sometimes result in hesitancy from peer educators to discuss mistakes they may have made, especially regarding

the main subjects they teach, like sexual health or drug abuse. If a peer educator becomes pregnant or contracts an STI, they may put unreasonable pressure and guilt on themselves thinking “they should have known better.” Stress that we are all human and make mistakes, and that they are no less worthy of praise or success because of this mistake. Be as supportive as you can, and help them rebuild their self-esteem. Validate their decision to talk about things that are bothering them, and encourage them to seek advice from a trusted friend or adult.

- **Sexual attraction or a romantic relationship between peer educators**

It is normal for teens with similar interests and experiences to be attracted to one another. If this occurs and the romantic relationship is being brought to work, discuss your concerns openly and honestly with the peer educators involved. Discuss how this is affecting the team's dynamics and if this is something they want to discuss with the team.

When issues come up that cannot be predicted, or seem wildly difficult and over your head, make sure to take time to breathe, and go back to the PYD framework. Consult your supervisor or your colleagues for support. Not every situation will turn out perfectly, but being attentive to the process and how you move forward can be pivotal to a positive result.

Boundaries

We learn about boundaries and explore them throughout our lives, especially as a teen. This could be the teen's first experiences in an office, and they could be navigating the boundaries between personal and professional lives for the first time. You will be bridging the relationship of

professional skills development and your personal unwavering support for a teen. On the one hand, you need to provide personal support, and help them learn to debrief about problems in their lives, especially ones that affect their work performance. However, in some ways you could be opening Pandora's Box – a teen will see you as a positive place to bring personal difficulties, and you may feel quickly overwhelmed with non-work-related discussions. Striking the balance between these two can be difficult, but not impossible. Aid teens in the process of analyzing the urgency of a question, situation or topic to determine if it's necessary to talk with you at that exact moment. Be clear about your availability – while on some occasions you may be able to help a teen through a problem, other times you may need to focus on reporting or other duties. Again, be direct and communicate clearly with the teen: let them know you're not rejecting them personally; you have other work duties to fulfill on a timeline. Give other options for a good time to come back. Be intentional about being present, available, and open to the teens in your program.

Developing Peer Educators' Support Network

As you consider Positive Youth Development (PYD) and asset building in the peer educators, you may want to consider engaging the supportive adults in their lives. Parents, guardians, relatives, and community leaders all have a role in shaping a

youth's life. While some peer education programs engage the parents of their teen participants, rarely do they actively engage the parents of the peer educators in their program. Some peer education programs are currently examining how to engage supportive adults in peer educators' lives.

Consider how your program could be involved in strengthening the peer educators' support network by creating space to interact on a deep level with the supportive adults in their lives. One way to include supportive adults is distributing a teen written quarterly newsletter that celebrates

the program's accomplishments. You may want to ask the peer educators if they would like to plan, organize and invite a positive adult in their lives to an open house or dinner prepared by the teen staff.

Peer Educator Turnover and Retention

A typical concern heard often from program managers is peer educator turnover. A great amount of training, skill development, and consideration

“ We are looking into including parents of our peer educators in the program somehow, but it's kind of touchy. I really try to respect the fact that this is their job, so bringing their parents in could muddy the relationship. ”

Caitlin Orbanek
Program Manager
Educating Peers with Intelligent Choices -Equinox, Inc.



goes into each peer educator, and losing a trained peer educator can feel like a setback or even a negative reflection of your program. However, keep in mind that this program is not just about reaching participants, but also developing skills in peer educators that come from the same at-risk population. Working at an organization for 3 months is a success for many teens. While it means more work in recruitment, hiring and training, it's also part of the larger positive impact on a community, as more teens are educated on issues their generation is facing and developing job skills. While you want the peer educators to feel fulfilled, supported, and appreciated at your program, be mindful that people move on from jobs for a multitude of valid reasons. It would be concerning if each peer educator at your program has years of experience, as they can become more distant from the age level and education level you're targeting.

Similar concerns for program manager retention can be considered when reviewing peer educator retention (see page 14). Wages need to be competitive, peer educators need to have support from peers in their field, and they need a place to debrief. A good relationship with a program manager therefore is key for peer educator retention as program managers can be a place for debriefing, support, and problem solving.

While there are many justified reasons for a peer educator to leave a program, have a conversation with a peer educator to find the real reason they are considering leaving. Be aware of peer educators' plans for the future, so that it is not a shock when they decide to leave. Sudden departure could be due to a heavy workload or a group dynamic

that is unhelpful. There may be immediate changes that could resolve the reason a peer educator wants to leave. Work with a peer educator to see if there is another way to meet their need without resigning. Many reasons will be beyond your ability to change, but if it's indicative of a conflict with your program, be open to that criticism, and creative in your attempts to change it.

Working with Adults from Outside the Positive Youth Development Framework

This work will bring you in contact with adults from other organizations, or possibly within your own organization, who are not familiar with and do not follow the Positive Youth Development (PYD) philosophy. Engagement with these adults is important as it is a possible learning opportunity.

This may come up with adult staff at facilities where you are presenting, with volunteers around your program, or other adult staff at your organization. Using PYD here can actually be helpful in engaging with adults and building their competencies on working with youth. If adults are repeatedly interrupting the peer educators, pull

them aside, away from the large group, after the presentation and ask them to not participate, and explain why you are requesting this. Sometimes these adults are not open to being 'challenged' by teens, so a peer such as a program manager may be a better vehicle for conversation.

“ [Our program manager] checks in with us about how we're doing in our personal life and at home. When her door is open, she's available to talk – and that's almost always. ”

Kamilah Bolling
Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

Endnotes

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Chapter 8: Decision Making and Youth Voice

We make decisions all of the time in our lives. From small to the large, we reap the benefits and validation of self-authority in our decisions. Often decisions are made for teens, rather than them making a real choice for themselves. Parents and guardians can face difficulties as their teen transitions from childhood to the teenage years, and struggle with giving less direction and increased authority to their teens—the responsibility teens crave as they get closer to adulthood. They become more and more skilled and knowledgeable and are ready to take risks, make mistakes, and continue learning. When teens aren't given an outlet to make decisions, it can result in anger, frustration, and outbursts. Many teens yearn for the respect and authority to be able to make decisions that affect their lives, and they are often the most qualified to make such decisions. Organizations which only consult adult contractors to analyze the thinking, beliefs, and opinions of teens, miss the opportunity to actively involve youth in the planning process. The most transformational thing about Positive Youth Development (PYD) is

trusting teens to make smart decisions, giving them the space to make decisions, and allowing them to see their consequences. True PYD systems see youth voice as a necessary part of almost all decisions made in the program.

Planning to provide the necessary time is important to show that you genuinely care, value and respect their input. One thing that can frustrate adults who work with teens is the slower process for making good decisions. Because teens don't yet have experience to look back on, they often want to try things that you may feel will not work. Teens can also come up with out of the box solutions to what may seem simple problems. Because they aren't bogged down by the past yet, they are innovative, forward thinking,

and incredible coworkers when at their best. Each teen can be an awesome coworker if given the right structures and supports so they feel safe and respected. Therefore, planning ahead is a crucial part of good teen programming — plan for enough time to give teens a genuine role in decision making. In even the best PYD programs, some

“ [Knowing what a Memorandum of Agreement is] shows that we are treated like equals on the team, and that we know what is going on in our program. We are one part of the process, and we know the rest of the process too. ”

Kate Kerns
Peer Educator
Kachemak Bay Family
Planning Clinic

deadlines will be too quick and immediate to allow the consultation of the whole teen team, and teens may feel betrayed, let down, or rejected from the program on varying levels. Follow up with teens, and check in about why or how that happened, and how they can be more included the next time.

Another key aspect regarding teen involvement in decision making is a respect of each person's voice. It should be clear that each teen has a crucial role and involvement in each decision. As much as possible, all decisions should be reached by consensus. Voting on issues can be divisive, and can feel like a complete override of genuine concerns of the minority. If time pressures bring things down to a vote, take time to validate and respect the views of the minority.

Ladder of Youth Voice

One helpful definition of youth voice is “the perspectives, ideas, experiences, knowledge, and actions of young people.”²⁸ Inclusion of youth voice in your organization is not just the act of consulting youth, but also having them be actively engaged in decision making at all levels.

Many organizations state they have included youth in varying levels of decisions or actions, yet many of these fall short of true youth inclusion. The ladder of youth voice graphic, shown on right, shows the different levels of youth inclusion.²⁹ For some programs, the highest rung of the ladder may not be appropriate; the important thing is to be aware of the spectrum and the location of your organization. By looking critically at how your organization includes youth in decision making, you can increase the engagement of youth and the effectiveness of your program. We have included an online resource for additional explanation of the ladder of youth voice in [Tool 1.2](#).

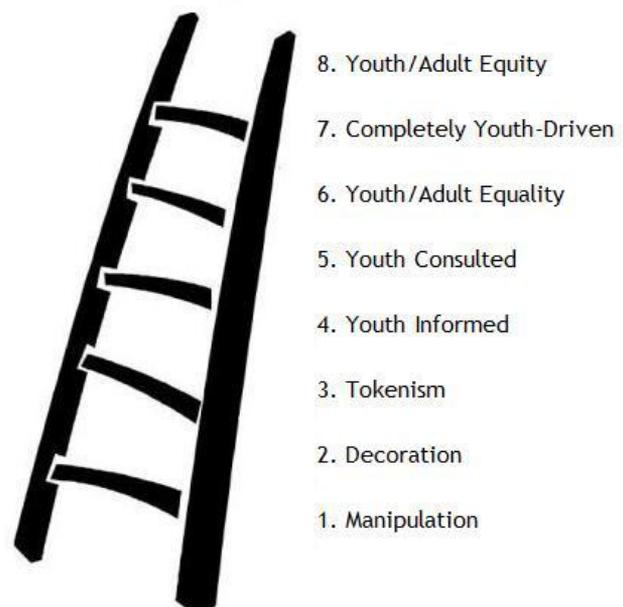
What Does Including Youth in Decision Making Do?

When we are attentive to valuing youth voice three things have been proven to happen:

1. They develop greater buy-in, feel an ownership of the program, and are motivated³⁰

When teens feel the program is genuinely theirs to run, they have a very strong sense of loyalty and care for the program. They are committed to the mission, the work, and are eager to come back each day. When you have that level of enthusiasm in your program, it can feel like the sky is the limit, and in many ways, it is. If a teen can be involved in a project, do all you can to involve that input. Planning conferences, trainings, presentations, making decisions about the hiring process, and how to change the structure of the program are all great things to get teens involved in.

Ladder of Youth Voice



Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)

If you're going to ask for teen involvement in a decision, they genuinely have a voice in the process. If you are providing a false choice, they will be able to see it a mile away. Be cognizant of questions you ask that you already know the answer to. If you're not asking for genuine input without a RIGHT answer already decided then maybe you're asking the wrong question, or don't have a question to ask at all. Keep in mind that teens will often make great decisions if they are given all the information to consider. If you do not fully include them in the process, you can find confusion and fears about moving forward. As with all dealings with teens, be clear and direct about what the real choices are and what role they could play in the decision making.

2. Skill building around decision making³¹

As a central tenet of PYD, remember to use this as an opportunity for teens to grow in their ability to make decisions. By making decisions, they can see the consequences, which can inform their future decision-making process. Remember, this is about fostering that ability in the teens so that they not only can make better decisions in your program, but in their future.

3. More effective programs and wider community validation of youth voice³²

Inclusion of youth voice creates more effective programming; often teens are the experts on what will be helpful and not helpful for a teen audience. With this inclusion, not only will your program become more effective, but it will serve as an example for other adults and community organizations about how to include teen voice, and show what a great asset it is to your decision making process.

Sharing History—Feeling of Connection with Fore-teens

Be sure to include teen decision making in each step, including written policies and structures. It's important that the policies and procedures are created to serve explicit goals and weren't decided by an unknown phantom agent, but by their fore-teens, those teens who served in their place before them. Written policies have a much longer lifespan than often intended – they can become a low priority and not get revised as often as hoped. Teens have a natural, and valuable, tendency to question WHY certain structures and systems are the way they are. Make sure that teens helped to create your systems and structures, and thoroughly explain why they were set up. If this history is shared with the teen staff, they may be more willing to follow such procedures. This gives some validation of the structure, and also shows examples of the genuine, long-term effects that teen decision making has within your organization. It affirms what you are telling them—that their voice matters and has a real effect on your organization. It also allows them to see that systems around us were formed by groups who made decisions and are not just 'natural' or automatic. They can also feel empowered to change policies and procedures if they are not serving their intended purpose.

Endnotes

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30 Weikart, David, and Center For Youth Program Quality. 2011. *Youth Voice*. Ypsilanti, Michigan: The Forum For Youth Investment. P3.

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32 Ibid .

Chapter 9: Creating Culturally Sensitive Programs

Up until this point, we have presented how to start and manage teen peer education programs without any mention of curriculums or specific activities that your peer education program may use. We have focused on the Positive Youth Development (PYD) model for peer education as effective for any and all youth, and to some extent that is true. All youth want to be inherently involved in the programming, activities, and decisions that affect them as they transition from childhood to adulthood. However, curriculums and programs need to be tailored to the culture of the target population. All curriculums and programs are culturally specific; most times they are specific to a mainstream culture.

When facilitating curriculums in a different culture, for example in an Alaska Native village, the curriculums written by a mainstream culture may not be effective because of distinct cultural beliefs about issues like sex and sexuality, healthy relationships, status in society, and social interactions. For example, in Yupik culture, there is a strong emphasis on collectivism rather than the individualism found in mainstream U.S. culture.³³ Therefore, activities that involve an individual person speaking for others or about the group may be very uncomfortable for them. If participants are not being engaged in a way that they feel comfort-

able to share, they are most likely not going to be shifting their beliefs or behaviors, because instead of focusing on the information presented, they are focusing on their personal lack of safety and comfort in the moment.

In the state of Alaska, our sixteen different regions represent a rich diversity of cultures, each with their own expectations, norms and traditions.³⁴ Therefore, we suggest that any curriculums be culturally sensitive to the culture that the youth are brought up in. If there are no culturally aware curriculums tailored to the culture you are working in, include community involvement in adapting a curriculum to make it more culturally relevant. Programs might have to work around traditional seasonal activities such as fishing, or could include traditional activities like beading within their program.

Have community gatherings with culturally experienced facilitators to start and continue community dialogue on what important issues are facing teens in their community. Being attentive to inclusion of all segments of the community will help you create a more effective curriculum based on the community input; and grow community awareness and support for your program. Past research, focus groups, community discussions, small group discussions, and individual interviews

may all be helpful in this process, depending on the cultural expectations and traditions. While this process may take a while, and require hard work, it is imperative that programs are relevant to the participants for positive change to occur in the target audience.

The Native STAND (Students Together Against Negative Decisions) Curriculum was tailored for American Indian youth, using cultural stories, images, songs, and quotes during a 29-session curriculum on topics such as

“Being culturally competent encompasses much more than just ethnicity and widespread typecasts. Simply because the curriculum worked with a pocket of African American youth in Chicago, doesn’t mean it’s going to work with a pocket of African American youth in New York City.”

Jasmin Berrios
Program Coordinator
The BASE
Harlem RBI

culture and tradition, pregnancy prevention, taking care of the whole person, the downside of hooking up and sexually transmitted infections (STI).³⁵ It also included a session that was a visit to a local STI testing and treatment clinic. This is a great example of delivering needed health information in a culturally relevant way. In pre-testing, participants answered 51% of questions about STI/HIV correctly, and in the post-test they answered over 70% of the STI/HIV questions correctly, which represents a



great impact in education for these teens.³⁶ While this was not purely a peer education program, as it was initially taught by adults to teens who then formed peer education clubs at schools, it shows that culturally relevant curriculums can have a great effect on reception of information.

Another great example of tailoring curriculums to a culture is found in the Perambalur Education and Prevention Program, which operates in mostly illiterate areas of rural India. Not only did they use culturally accepted and already established organizations in the region, but they used cartoon-based educational materials “developed for low-literacy populations to convey simple, comprehensive messages on HIV transmission, prevention, support and care.”³⁷ The program was amazingly successful, reaching close to 30,000 people, and they were able to improve health awareness in communities, identify people living with HIV/AIDS, and connect them with needed resources. It also gave increased social status to the peer educators. This program was included in the National Institutes of Health database of successful programs and organizations from around the world.

Culture, while often associated with ethnicity, is present in every segment of society. There are specific cultural norms and expectations within groups even when a part of the mainstream culture – Lesbian, Gay, Bisexual, Transgender; College students; Southern United States or even the typical cliques in high school. It is therefore necessary to be critical in reviewing a “culturally sensitive” curriculum as it may be relevant for a segment of a wider culture or ethnicity, but not in other areas. You may want to brainstorm ways to make a curriculum more flexible to relate with your audience more easily. While there may be some similarities,



be aware there is no “teen culture” that is universal. You also need to consider the cultures of the peer educators. It is important that the peer educator staff be diverse to be able to recognize culturally specific information and tailor it to their audience. Each human being brings their culture’s expectations and norms with them in what they do.

It cannot be understated how important it is that a program is relevant to, and culturally appropriate for, its audience. When working in a distinct culture, it is necessary that the program reflects that difference. When you put the time and energy into making a culturally responsive program, both participants and the program can benefit from greater effectiveness.

Endnotes

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- 34 Bockhorst, Dan. 2000. “Backgrounds on Boroughs In Alaska.” *Department of Community And Economic Development*:1-16.
- 35 Native STAND: Students Together Against Negative Decisions, and NCSD: National Coalition of STD Directors. 2012. Curriculum 2009 [cited June 13 2012]. Available from <http://www.nativestand.com/>.
- 36 Smith, Mike, Stephanie Craig Rushing, and Native STAND Curriculum Development Group. 2011. “Native STAND (Students Together Against Negative Decisions): Evaluating a School-based Sexual Risk Reduction Intervention in Four Indian-Boarding Schools” *The Health Education Monograph Series* no. 28:67-74.
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Chapter 10: Staff Evaluation

Personal performance evaluation is important to reinforce the importance of training, and to continually improve skills. Feedback from participants, coworkers, and supervisors is helpful to assess strengths and areas for improvement. There are two main parts of performance evaluation for teen staff: immediate and long-term. Immediate evaluation could be debriefing soon after an activity or presentation to see what went well, what didn't go so well, and what could change to make it better next time. This type of evaluation is crucial, and easy to incorporate. Long-term evaluation is an individual and group process that helps shape longer-term habits for teens. It's more of a formal process, and can be tied to incentive structures such as a raise. The important part of both evaluation types is following through to make sure proposed solutions are being implemented.

Remember that teens are normally well tuned-in, and when debriefing a specific event probably already know successes and areas for improvement. Asking thoughtful open-ended questions is crucial to finding out what they see as successes and struggles, and can help them come up with creative solutions. Often, great ideas will be offered, but quickly forgotten with-

out support. Follow up with them to ensure they're implementing the action items. Having structure to set goals and reach them is important to show growth, progress, and to make sure that stagnation doesn't occur with some of the more experienced peer educators.

Formal Long-term Evaluation Process for All Staff

Every 3-5 months, it is recommended to have an all-staff evaluation, as this process is easiest to do with the whole staff at one time. We suggest using a 360° style of staff evaluation. This means analyzing a staff member's performance from all angles, with input from themselves, participants, coworkers, and supervisors.

Each person getting evaluated fills out a self-evaluation form, reflecting on how well they are completing their own position's requirements. Each peer educator will anonymously fill out an evaluation for each coworker and program manager. The program man-

“ [Evaluation] is definitely helpful. If someone is not telling you what you're not doing, how are you going to know how to fix it? And you're not necessarily doing it wrong; you're just not doing it to the full potential. ”

Ursula Wiggins
Former Peer Outreach
Worker
P.O.W.E.R. Program
Alaska Youth Advocates

“It was important for me to participate [in the program manager’s evaluation] because I was Team Lead at the time. It helped me realize we needed to help her in certain areas, so I’d talk to the team, and get them to help out more or understand where she was coming from. And I saw that just cause she’s the boss, doesn’t mean she’s perfect.”

Johnny Cartwright
Former Peer Outreach Worker
P.O.W.E.R. Program
Alaska Youth Advocates

ager fills out an evaluation for themselves and each peer educator. Once all of the evaluation forms are complete, each worker will have 4 evaluations: a self-evaluation, one from the peer educators, one from the participants, and one from the program manager. We have identified some typical areas of evaluation, and have examples of evaluation forms in [Tool 2.3](#).

When developing the participant evaluation, evaluate the peer educator’s ability to connect with participants. Evaluations filled out by the participants and the peer educators are collected into average scores by the program manager to ensure anonymity. That peer educator then sits down one on one with the program manager, and has a discussion about each averaged score, and their overall performance. Set up goals for improvement, a timeline to meet those goals, and smaller actions items to reach on a weekly or monthly basis. Create a follow up plan for implementation to best support growth.

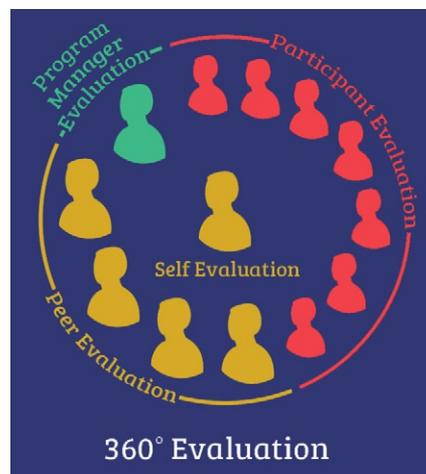
Take time to think about non-work related long term goals. Help them set goals outside of work and think beyond peer education into a career field of their interest. You want the peer educators to be fulfilled, and

developing into the person they want to be. This is one of the few times you will have dedicated time to have a personal check-in with each peer educator, so use it to help peer educators develop goals and dreams. See how you can help them think about what they want to accomplish while they are with the organization, and help them visualize what moving on might look like.

Formal Evaluation for the Program Manager

The program manager’s evaluation is set up similarly as those of the peer educators, but the follow-up discussion is between the program manager, their supervisor, and one peer educator who is designated by the peer education staff. Evaluation forms filled out by the peer educators and the participants about program manager performance are coalesced by one of the peer educators to preserve anonymity. The designated peer educator is not there for the whole evaluation, but is present for part of it to give more insight into the peer and participant evaluation feedback. Just as with the peer educators, they review feedback, create short-term and long-term goals, and a timeline to meet those goals.

The structure of this evaluation process is important because it gives everyone an equal voice. The teen staff will be able to provide the most comprehensive evaluation of the program, as oftentimes their supervisor may not be fully involved in the day-to-day workings of the teen program. Having that feedback is crucial to evaluating the effectiveness of the program manager.



Chapter 11: Program Evaluation

There is no widely accepted form or standard for evaluation in peer education programs, mostly because of a hesitancy to develop rigid indicators of success which might stifle programs into a “teaching for the test” mentality.³⁸ The current accepted thinking is a program-specific process where staff assesses main program mission, goals and objectives, formulating an evaluation tailored to your program. Evaluation helps show whether or not you’re achieving your mission and goals, and how you can better make those accomplishments. It is also increasingly necessary for funders, as money becomes scarcer; programs with data that can show they are effective will have a better chance of financial survival. At the end of the day, you want to know that your work is making a difference in lives. Knowing how much positive change you are creating in your target population currently can help you strive for more far-reaching goals.

How Do We Start the Evaluation Process?

We suggest that you engage all staff (adult and teen alike) in a group brainstorm and assess your program’s mission and goals, and how your program does or does not meet those main goals. As a group, brainstorm what performance measures you would use to know whether or not you are meeting your goals. You want to evaluate the changes in attitudes and behaviors you want

for your customers and be sure to include the peer educators as customers, as we mentioned earlier in Chapter 4. Create ways to measure performance that may include participant surveys, participant group debriefing, peer educator surveys, and all staff discussion of assessment.

You may want to consider the 7 performance accountability questions listed in Friedman’s *Trying Hard Is Not Good Enough*, the core text of results based accountability. His seven questions are:

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?³⁹

While we have mentioned Results Based Accountability as one way to approach program evaluation, other national and industry organizations offer their own standards for evaluation. Create an evaluation process that best fits the goals of your program. The Center

for Disease Control and Prevention (CDC) also provides an evaluation framework, geared toward use with public health programs. This cyclical framework of evaluation is included in [Tool 1.8](#), and may be useful for a program that works more directly with the CDC. You may want to research the evaluation frameworks of your main funders so your style can best fit with their expectations.

Whatever evaluation style you choose, make sure it's one that fully addresses all your concerns, helps you identify things you may have forgotten, and is a format you can stick with. Keep in mind that changing your standards for evaluation midstream will create difficulties in showing the long-term effect of your program. It's important that you set up a comprehensive way of evaluating the effectiveness of the program so that it truly reflects the above information, and use it consistently throughout the program from beginning to end. By taking time with staff members to consider these questions, you can ensure you're serving the people you intend to serve and getting the results you want. Use your performance measure data to evaluate your program frequently. If you're not getting the results you want you may have to examine your approach and change what is not working.

Whatever questions or format you use, make sure you are getting down to the core aspect of evaluation and accountability: Are you doing the right things, and are you doing them the right way?

What Should the Evaluation Look Like?

We have some sample evaluations in [Tool 2.3](#), but here are some key things to keep in mind when making your evaluation.

- Try to base it off of the staff assessment of indicators, and measurement generated from your group discussion.

- Pre- and post-test for longer curriculums.
- Be aware of the gender of participants and peer educators; some studies have shown that peer education is more effective with women than men. It may be a good idea to assess program effectiveness with same gender, mixed gender, and opposite gender peer educators, and the gender of the group they're teaching.⁴⁰
- Remember to measure changes in your peer educators' behavior and beliefs.

There are two main types of evaluations, process and outcome. Process evaluations are reflective of immediate successes, like participant evaluations of a specific presentation, and what they learned from it. These are sometimes most rewarding for the peer educators and program staff as they show immediate changes that can be made to make activities and programs more effective. However, the results of these types of evaluations are of less importance to funders and grantor organizations, which are more concerned with outcome evaluation – those that measure long-term behavioral changes or effects on prevention. The long-term data can also be very applicable to changes that need to occur in the day to day program, but are more difficult to include. Make sure that you are evaluating using both styles as they each serve distinct purposes.

Peer educators are integral in developing our work plan for the coming year, I give them the program goals, and we brainstorm activities to reach those goals. They are really hands on in our processes here.

Shirley Torho
Program Director
Adolescent Sexual Health
Child Center of New York

Often it is difficult to have outcome evaluations that definitively connect your program to progress in the target populations (customers), but you can use process evaluation to help create a story to link the outcome results to your program; this is also thoroughly described in Friedman's book.⁴¹

Youth Participation in Evaluation

A fairly new approach to peer education program evaluation is to include youth in the evaluation process, and it has been shown to be successful.⁴² Normally this is a structure set up behind the scenes by adults, and is implemented in varying levels by adult and teen staff. However, including youth in this process not only supports the Positive Youth Development (PYD) model, but also brings teen staff into the fold on what your main goals are, and what indicators you are using to decide if you're reaching those goals. When they are privy to this information, they are more involved in the evaluation process, can explain to participants why the information you are collecting is important, and can bring an added focus to peer educators' work as they think about how their actions are fulfilling the organization's goals. It also gets them thinking about how your program meets goals, and how you could better meet participant and community needs.

You can also use evaluation to identify areas of your program that are lacking. The Adolescent Sexual Health Program at Child Center of NY saw through evaluation that they weren't using social media as prominently as they could. They sat down and analyzed which platforms were the best fit for their program. They engaged local non-profits in training their peer educators to film, shoot, and edit video. Now they make their own PSAs. That process was an important part of capacity building in the peer educators, who now have an asset when

they move on to another organization.

There are some outside organizations that have tools that can evaluate not only your program's effectiveness, but can also evaluate how much you are using PYD in the environment of your organization. The Center for Youth Program Quality provides a comprehensive tool to evaluate the inclusion of PYD in your program staff, program environment and program outcomes. See [Tool 1.9](#) for contact information and descriptions for this and other national organizations that have evaluation tools, and other technical assistance for evaluating your program. See [Tool 2.3](#) for some sample evaluations, and [Tool 2.3.E](#) for indicators from peer education programs.

Program evaluation is essential for continual growth and development of your program. Not only is it helpful to funders who want to know your program is successful, it helps your peer educators see the quantifiable effect they have on their own community. Keeping staff centered on the mission and goals of your program, keeps them focused on their day to day interactions with participants to get the best outcomes. Taking time to really consider evaluation can have great benefits for your program.

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- 38 Arnold, Mary, and Melissa Cater. 2011. "From Then To Now: Emerging Directions For Youth Program Evaluation." *Journal Of Youth Development* no. 6 (3):83-91.
- 39 Friedman, Mark. *Trying Hard Is Not Good Enough* (Victoria, BC: Trafford Publishing, 2005), 83.
- 40 Mahat, Ganga, Mary Ann Scoloveno, Tara De Leon, and Jessica Frenkel. 2008. "Preliminary Evidence of an Adolescent HIV/AIDS Peer Education Program." *Journal of Pediatric Nursing* no. 23 (5):358-363. doi: 10.1016/j.pedn.2007.12.007.
- 41 Friedman, Mark. 2005. *Trying Hard Is Not Good Enough, How to Produce Measurable Improvements for Customers and Communities*. 1st ed: FPSI Publishing.
- 42 Arnold, Mary, and Melissa Cater. 2011. "From Then To Now: Emerging Directions For Youth Program Evaluation." *Journal Of Youth Development* no. 6 (3):83-91.

Chapter 12: In Summary

While we've described the basics of how to manage a peer education program, it's important to come back to the reason you are in this position and reading this book. This work is transformational when done well. Teens are at an amazing crossroads in their lives where they have so many assets and capabilities yet still haven't fully decided the path they envision in their future. When we teach youth to focus on strengths rather than deficits, continual growth and global opportunities all seem within reach. There is an optimism they can have about their own future and community that is palpable and inspiring. As adults, we can learn

many things from teens who maybe don't feel bogged down by the concept of "the box" (that one that we are encouraged to think outside of...). You will see the amazing products of the seeds that you sow in your positive engagement with them.

We hoped to present this concise guidebook with some suggestions and thoughts regarding the day to day management of paid teen peer education programs. There are many wonderful programs, organizations, and people that we have collaborated with and would encourage you to seek out for additional support and guidance. Their contact information is available in [Tool 1.1](#) and [1.2](#).





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Toolkit 1 : Additional Resources and Information

Tool 1.1 Positive Youth Development Trainings

Formal training in Positive Youth Development is crucial to better transfer theory into practice. These trainings are often transient, and not necessarily hosted by the same organizations or in the same places. These provide information for trainings in your area.

David P. Weikart Center for Youth Program Quality

<http://www.cypq.org>

Anchorage Youth Development Coalition

<http://www.aydc.org>

The Freechild Project

<http://www.freechild.org>

Search Institute

<http://www.search-institute.org/>

The Forum for Youth Investment

<http://www.forumfyi.org/>

Youth Leadership Institute

<http://www.yli.org/>

America's Promise

www.americaspromise.org

Alaska Initiative for Community Engagement (Alaska ICE)

<http://alaskaice.org/>

Tool 1.2 Additional Resources on Positive Youth Development

There are great websites which offer free resources on Positive Youth Development (PYD). We suggest checking them out for additional support.

Act for Youth - www.actforyouth.net

Jutta Dotterweich with Act for Youth has produced several comprehensive resources on Positive Youth Development available from Act for Youth's website. She has narrated a 14 minute power point presentation available at <http://breeze.cce.cornell.edu/pyd/>. She also wrote a comprehensive resource manual which has a lesson plan for a PYD training, potentially useable for a whole staff, available at <http://www.actforyouth.net/publications/manual.cfm>.

The Freechild Project – www.freechild.org

The Freechild Project focuses on systematic change to include youth in social change and the wider society. The website has information regarding specific roles youth can play in society, and serves as a great introduction to some core PYD concepts – including language regarding the Ladder of Youth Voice. The people behind the Freechild Project are also available for training – see <http://www.freechild.org/training.htm> for more information.

Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC)

www.rhyttac.ou.edu

RHYTTAC works with the Department of Health and Human Services (DHHS) Family and Youth Services Bureau (FYSB) to provide technical assistance and training to FYSB grantees. They have made many valuable resources available online for free and their trainings are top notch.

Tool 1.3 Presentation Skills

We suggest the book *Why Bad Presentations Happen to Good Causes* by Andy Goodman and Cause Communications. Examine ways you can disseminate this information in a fun and engaging way to the peer educators. You can develop a training around its suggestions, or have the peer educators read it in sections and teach it to their coworkers.

Tool 1.4 Guide to Disruptive Behaviors

Behavior is the language of need – we all exhibit behaviors related to a need– whether that is to feel heard, for adequate sleep, or to be accepted. As the David P Weikart Center for Youth Program Quality’s booklet named “Structure and Clear Limits” states “Even when young people have trouble identifying their needs, their actions can help you figure out what’s going on.”¹

Train peer educators on this lens of behavior, needs and expectations, and encourage them to use it when presenting. We have included a PowerPoint adapted from the Office of Adolescent Health Teen Pregnancy Prevention Grantee Exchange, available at our website : www.aypfalaska.org

Tool 1.5 Activity: Personal exploration of beliefs

Using different activity resources mentioned in [tool 1.10](#) can assist in processing the topic.

¹ Weikart, David, and Center For Youth Program Quality. 2011. *Structure and Clear Limits*. Ypsilanti, Michigan: The Forum For Youth Investment. P14

Here is a sample activity.

1. Start with each peer educator journaling about their personal beliefs about the chosen topic. Stress that this writing will not be shared with the group. Give them questions or statements to consider regarding the messages they hear about the topic.
2. When you gather together as a group, handout a page of statements with an option to “agree” or “disagree.” Pass out the same type of writing implements to all participants, stress that they do not write their name on the papers, or in any way show that the paper is theirs.
3. When everyone has completed the page, have them each crumple their paper up into a tight ball and throw it into the same area of the room. Everyone should go over and grab a paper. If by luck, a participant picks up their own paper, instruct them not to tell anyone.
4. Tell everyone that they now have the opinions represented on their sheet, and no longer have their actual viewpoints from before. Review some or all of the statements with the group, and ask them to move to a side of the room depending on if ‘their new self’ agreed or disagreed. You can ask participants to explain why they feel that way. Do not let them talk about the person they are representing in third person. This is a great way to review beliefs without having people feel uncomfortable about identifying themselves. It also gives them a chance to practice putting themselves in the place of someone else.
5. If appropriate have a group discussion about some of the themes raised. This may be a good way to identify further training that needs to occur with the staff.

Tool 1.6 Trauma Informed Care resources

Trauma Informed Care has many champions, one of which is the Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC). They offer resources on Trauma Informed Care, including what it looks like in practice.

RHYTTAC - Shelter from the Storm: Trauma Informed Care in Homelessness Service Settings

Available from <http://rhyttac.ou.edu/topic-specific-resources/trauma-resources?start=10>

RHYTTAC – Healing Invisible Wounds: Why Investing in Trauma Informed Care for Children Makes Sense Available from

http://rhyttac.ou.edu/images/stories/Healing_Invisible_Wounds_Why_Investing_in_TraumaInformed_Care_for_Children_Makes_Sense.pdf

Tool 1.7 Mediation Guide

High Scopes methodology presented in their Youth Work Methods guidebook “Reframing Conflict.” All 10 of their guidebooks, including Reframing Conflict, are available for purchase online at <http://www.myedconnect.com/cypq/improve.asp>

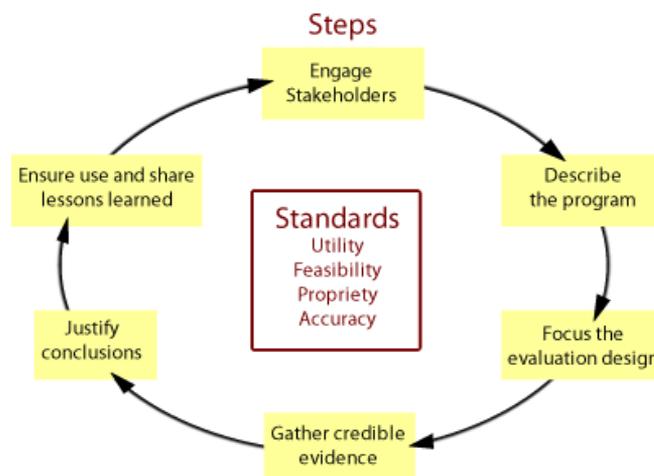
There are 6 steps within their wider conflict philosophy which are:

1. Approach Calmly
2. Acknowledge Feelings
3. Gather Information
4. Restate the Problem
5. Ask for Solutions
6. Follow-up

Following these steps, and reviewing their view of conflict more in-depth through their “Reframing Conflict” guidebook can assist in moving through conflict positively.

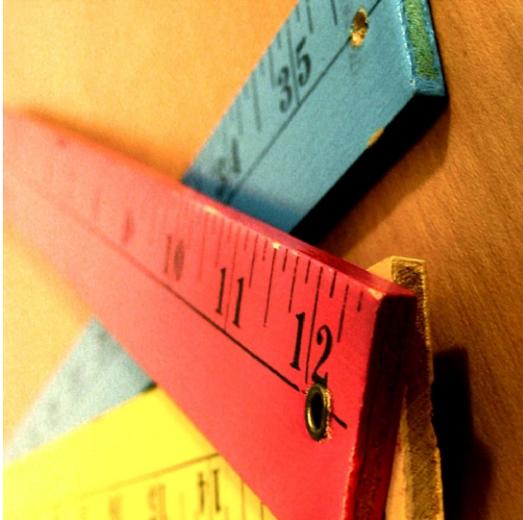
Tool 1.8 Center for Disease Control Evaluation Framework

The Center for Disease Control (CDC) offers an evaluation framework at their website – <http://www.cdc.gov/eval/framework/index.htm>



Tool 1.9 Program Evaluation Tools

There are some common tools that are used to evaluate youth programs. As each youth program varies, their evaluation should be tailored to their program. Following this page are two guides to evaluation tools – one available from www.forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition and the other from Wisconsin’s 4H website at www.uwex.edu/ces/4h/cyd/documents/Tools.doc



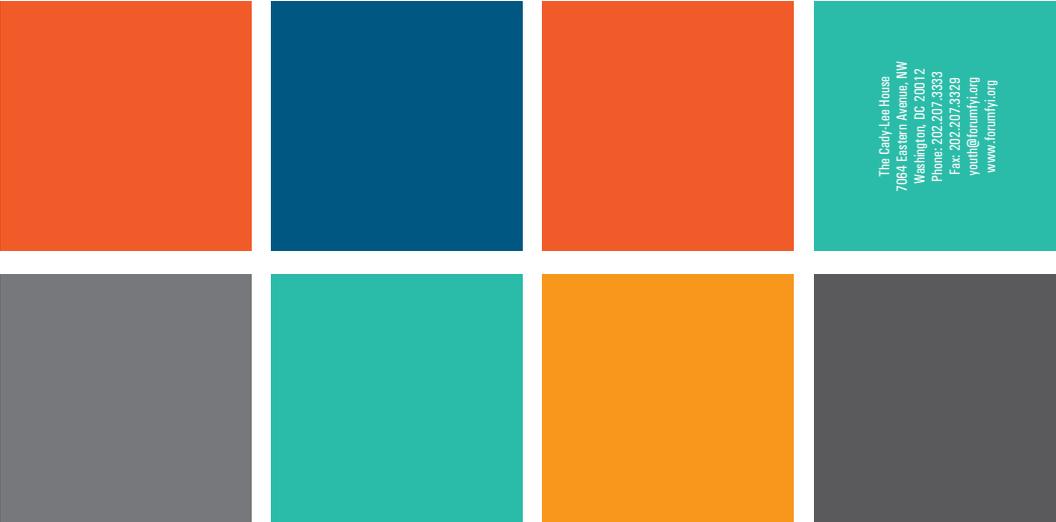
Measuring Youth Program Quality

A Guide to Assessment Tools, Second Edition

Nicole Yohalem and Alicia Wilson-Ahntstrom, *The Forum for Youth Investment*
with Sean Fischer, *New York University*
and Marybeth Shinn, *Vanderbilt University*



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Target Age and Purpose

Most of the tools included in this review were developed primarily for self-assessment and program improvement purposes. Some, however, were developed with program monitoring or accreditation as a key goal and several were developed exclusively for use in research. Many have their roots in early childhood assessment (SACERS, POT, POQ) while others draw more heavily on youth development and/or education literature (APT, CORAL, OST, PPRS, OAS, YPOA). While the majority of tools were designed to assess programs serving a broad range of children (often K-12 or K-8), some are tailored for more specific age ranges.

	Program Target Age Grades Served	Primary Purpose		
		Improvement	Monitoring/ Accreditation	Research/ Evaluation
APT	Grades K-8	✓	✓	
CORAL	Grades K-5		✓	✓
OST	Grades K-12			✓
POT	Grades K-8	✓	✓	
POQ	Grades 1-5			✓
OAS	Grades K-12	✓		
PPRS	Grades K-8			✓
QAS	Grades K-12	✓		
SACERS	Grades K-6	✓	✓	✓
YPOA	Grades 4-12	✓	✓	✓

With the after-school and youth development fields expanding and maturing over the past several years, program quality assessment has emerged as a central theme. This interest in program quality is shared by practitioners, policy makers and researchers in the youth-serving sector.

The following tools are included in the guide at this time:

Assessing After-School Program Practices Tool (APT)

National Institute on Out-of-School Time and Massachusetts Department of Elementary & Secondary Education

Communities Organizing Resources to Advance Learning Observation Tool (CORAL)

Public/Private Ventures

Out-of-School Time Observation Tool (OST)

Policy Studies Associates, Inc.

Program Observation Tool (POT)

National After-School Association

Program Quality Observation Scale (PQO)

Deborah Lowe Vandell & Kim Pierce

Program Quality Self-Assessment Tool (QSA)

New York State After-School Network

Promising Practices Rating Scale (PPRS)

Wisconsin Center for Education Research & Policy Studies Associates, Inc.

Quality Assurance System® (QAS)

Foundations, Inc.

School-Age Care Environment Rating Scale (SACERS)

Frank Porter Graham Child Development Institute & Concordia University, Montreal

Youth Program Quality Assessment (YPQA)

David P. Weikart Center for Youth Program Quality

From a research perspective, more evaluations are including an assessment of program quality and many have incorporated setting-level measures (where the object of measurement is the program, not the participants) in their designs. At the policy level, decision-makers are looking for ways to ensure that resources are allocated to programs likely to have an impact and are increasingly building quality assessment and improvement expectations into requests for proposals and program regulations. At the practice level, programs, organizations and systems are looking for tools that help concretize what effective practice looks like and allow practitioners to assess, reflect on and improve their programs.

With this growing interest in program quality has come an increase in the number of tools available to help programs and systems assess and improve quality. Given the size and diversity of the youth-serving sector, it is unrealistic to expect that any one quality assessment tool will fit all programs or circumstances. While diversity in available resources is positive and reflects the evolution of the field, it also makes it important that potential users have access to good information to help guide their decision-making.

This guide was designed to compare the purpose, structure, content and technical properties of several youth program quality assessment tools. For each tool, we provide both a one page “at-a-glance” summary as well as a longer description. We also provide cross-instrument comparison charts and tables for those who want to get a sense of what the landscape of program quality assessment tools looks like. Should you decide to use one of these instruments or want to take a closer look at two or three, you could share this information with key stakeholders. For the latest edition of “Measuring Youth Program Quality: A Guide to Assessment Tools,” please visit www.forumfy.org.

Criteria for Inclusion

With any compendium comes the challenge of determining what to include. Our first caveat is that we plan to continue revising this guide over time, in part because in its current form it is not inclusive of the universe of relevant tools and in part because a great deal of innovation is currently underway. Many of the tools included in the review will be revised or will undergo further field testing in the next 1-2 years.

Our criteria for inclusion in the guide were as follows:

- Tools that are or that include setting-level observational measures of quality.
- Tools which are applicable in a range of school and community-based program settings.
- Tools that include a focus on social processes within programs.
- Tools which are research-based.

Purpose and Contents of the Guide

We hope this compendium will provide useful guidance to practitioners, policy makers, researchers and evaluators in the field as to what options are available and what issues to consider when selecting and using a quality assessment tool. It focuses on the purpose and history, content, structure and methodology, technical properties and user considerations for each of the instruments included, as well as a brief description of how they are being used in the field. For each tool, we aim to address the following key questions:

Purpose and History. Why was the instrument developed – for whom and in what context? Is its primary purpose program improvement? Accreditation? Evaluation? For what kinds of programs, serving what age groups, is it appropriate for?

Content. What kinds of things are measured by the tool? Is the primary focus on the activity, program or organization level? What components of the settings are emphasized – social processes, program resources, or the arrangement of these resources (Seldman, Tseng & Weisner, 2006)? How does it align with the National Research Council’s positive developmental settings framework² (2002)?

Structure and Methodology. How is the tool organized and how do you use it? How are data collected and by whom? How do the rating scales work and how are ratings determined? Can the tool be used to generate an overall program quality score?

Technical Properties. Is there any evidence that different observers interpret questions in similar ways (reliability)? Is there any evidence that the tool measures what it is supposed to measure (validity)?

User Considerations. How easy is the tool to access and use? Does it come with instructions that are understandable for practitioners as well as researchers? Is training available on the instrument itself or on the content covered by it? Are data collection, management and reporting services available? What costs are associated with using the tool?

In the Field. How is the tool being applied in specific programs or systems?

Methodology

Many of the tools included in this review follow a similar structure. They tend to be organized around a core set of topics or constructs, each of which is divided into several items, which are then described by a handful of more detailed indicators. Some variation does exist, however. For example, the PQO includes a unique time sampling component.² While most tools are organized around features of quality, some are not. For example, while the APT addresses a core set of quality features, the tool itself is organized around the program’s daily routine (e.g., arrival, transitions, pick-up). Observation is the primary data collection method for each of the instruments in this review, although several rely upon interview, questionnaire or document review as additional data sources.

	Target Users		Data Collection Methods		
	Program Staff	External Observers	Observation	Interview	Questionnaire
APT	✓	✓	✓		✓
CORAL		✓	✓		
OST		✓	✓		
POT	✓	✓	✓		✓
PQO		✓	✓		
QSA	✓		✓		✓
PPRS		✓	✓		
QAS	✓	✓	✓	✓	✓
SACERS	✓	✓	✓	✓	
YPQA	✓	✓	✓	✓	

² The time sampling method has advantages up through a cycle of selecting individual participants, ideally at random (randomly for 10-15 periods of time and document their experiences).

¹ National Research Council and Institute of Medicine. (2002). Community programs to promote youth development. Eccles, J., and Grotzer, J., eds. Washington, DC: National Academy Press.



Tools: Assessment and Action

Kandi O'Neil
Washington County
4-H Youth Development Educator
4-H Youth Development Liaison

Audience:
Extension educators and other youth development professionals

Purpose:

- To review the tools that can assist in the assessment, development, and implementation of programs related to the areas listed below.
- This section has been divided into three sections:
 1. Positive Youth Development
 2. Prevention
 3. Life Skills Development.

Tools: Assessment & Action

Positive Youth Development Tools	Description and Location of Resource	Potential Application(s) of Resource
<p>Building Community Tool Kit Created by the Innovation Center for Community & Youth Development and National 4-H Council (2001)</p>	<p>A tool kit to equip <u>both</u> youth and adult facilitators with a framework and tools to facilitate positive community change.</p> <p>This tool kit focuses on the four phases in the process of community youth development: Building Readiness, Visioning & Planning, Implementation, and Change & Sustainability.</p> <p>This tool kit is very comprehensive. You do not need to utilize the entire tool kit. Each section can be used independently.</p> <p>This tool can be ordered from Innovation Center for Community & Youth Development www.theinnovationcenter.org Call: 301-961-2837 Cost: \$59.99</p>	<p>Potential uses: 4-H leader associations, 4-H clubs, county youth collaborations, community organizations and collaborations, elected officials, after-school programs and teachers.</p> <p>Other Uses: Program planning and writing news stories.</p>
<p>PAAT – (Program and Activity Assessment Tool) Developed by UW-Extension Department of 4-H Youth Development (2001)</p>	<p>PAAT is a tool that can help and youth development professional strengthen their youth-oriented programming.</p> <p>The tool can be used with 4-H clubs, after-school programming, and community collaborations.</p> <p>This tool can be ordered from: Coakley- Tech Phone: 877-947-7827 Cost: \$14.36 – WI counties www.uwex.edu/ces/4h/paat/</p>	<ul style="list-style-type: none"> • This tool allows you or an organization to conduct a self-assessment of programs and activities based on the principles of positive youth development. • The tool can be completed by both youth and adults in the organization. The tool focuses on three areas: opportunities, supports and organization. • You need to allow 15 – 30 minutes to complete the tool. You will then need to tabulate the results and allow time for sharing the results at another meeting. <p>Potential uses: 4-H Leader Association Boards, county youth collaborators, community organizations, elected officials, 4-H clubs, after-school programs and teachers.</p>

<p>YALPE The Youth and Adult Leaders for Program Excellence: A Practical Guide for Program Assessment and Action Planning Camino and Associates, Cornell University and UW Extension</p>	<p>Programs often require assistance in assessment and reflection about how they are actively supporting and engaging youth. Also, programs are being asked to provide accountability to diverse stakeholders, like boards, councils and funders. The resource kit Youth and Adult Leaders for Program Excellence: A Practical Guide for Program Assessment and Action Planning (the resource kit) is designed to provide that assistance. The resource kit is designed to help youth-serving organizations enhance the quality of their programs.</p> <p>For a of A Practical Guide for Program Assessment and Action Planning (YALPE Resource Kit) sent \$55.00 + \$6.50 for each kit ordered to: YALPE ORDER ACT for Youth Family Life Development Center Beebe Hall Cornell University Ithaca NY 14853 Make checks payable to Cornell University Call 607-255-7736 or email act4youth@cornell.edu for more information.</p>	<p><i>Youth and Adult Leaders for Program Excellence</i> is a comprehensive resource kit designed for groups that are seeking to promote positive youth development through strategies of youth participation, youth activism, youth voice and youth-adult partnership.</p> <p>The methods in this resource kit are designed for staff and youth across a full range of contexts, from after-school programs, to community-based organizations, to residential settings.</p> <p>The tools and methods are grounded in research on youth development and are user-friendly for both youth and adults. The kit is most appropriate for programs that are actively seeking to improve their services, and which perceive youth as being key actors/partners in that process.</p>
<p>Creating Youth-Adult Partnerships: Training Curricula for Youth, Adults and Youth-Adult Teams National 4-H Council</p>	<p>The 156-page step-by-step curriculum includes detailed scripts, activities, and evaluation materials. Training and technical assistance are available.</p> <p>Cost: \$24.99 www.theinnovationcenter.org</p>	<p>Printed in 1996, <i>Creating Youth-Adult Partnerships</i> leads youth and adults new to group facilitation and to youth-adult partnerships through a 6-8 hour training to build their capacity to work together in true collaboration.</p>

<p>Search Institute</p>	<p>Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge and resources to promote healthy children, youth and communities. To accomplish this mission, the institute generates and communicates new knowledge and brings together community, state and national leaders.</p> <p>At the heart of the institute's work is the framework of 40 Developmental Assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring and responsible.</p> <p>Phone: 1-800-888-7828 www.search-institute.org/aboutsearch/</p>	<p>Search Institute conducts applied scientific research on positive child and adolescent development to strengthen and deepen the scientific foundations of the Developmental Assets framework. In addition, the institute studies how communities attend to young people's developmental needs. The survey services unit offers school districts and communities comprehensive profiles of their youth based on the framework of Developmental Assets.</p>
<p>Youth /Adult Partnerships and Positive Youth Development (2002)</p> <p>Shep Zeldin, Linda Camino, Matthew Calvert, and Debra Ivey</p>	<p>This is a monograph that describes Youth/Adult Partnerships and Positive Youth Development in WI. The monograph summarizes the research and highlights practices that are being used by Wisconsin 4-H Youth Development</p> <p>Phone: 608-262-1067 to obtain a copy.</p> <p>Innovation Center www.theinnovationcenter.org</p> <p>Youth Voices work team will provide training on this and distribute to counties in 2005 Cost: \$39.99</p>	<p>The monograph can be used to support funding proposals, help youth development professionals plan and improve programs, provide content for newsletters and other local outreach and communications efforts.</p>
<p>Youth-Adult Partnerships: A Training Manual</p> <p>Innovation Center for Youth Development</p>	<p>Created in partnership with four national youth-focused organizations, Youth-Adult Partnerships: A Training Manual provides activities and resources that guide more experienced trainers and practitioners of all ages through the process of engaging youth and adults equally and authentically to create community change. The 256-page manual explores the foundations of effective youth-adult partnerships and includes nuts and bolts skill development activities.</p>	<p>Created in partnership with four national youth-focused organizations, Youth-Adult Partnerships: A Training Manual provides activities and resources that guide more experienced trainers and practitioners of all ages through the process of engaging youth and adults equally and authentically to create community change. The 256-page manual explores the foundations of effective youth-adult partnerships and includes nuts and bolts skill development activities.</p>

Prevention Tools	Description and Location of Resource	Potential Application(s) of Resource
<p>Communities That Care Survey</p> <p>Dr. J. David Hawkins and Dr. Richard F. Catalano</p>	<p>The Communities That Care Survey helps communities assess and prioritize needs, choose the best approaches to promote youth development and prevent problem behavior based on those needs. It also will evaluate the effectiveness of policies, programs, and actions that have been implemented in their communities.</p> <p>The tool can be used with grades 6-12 at schools.</p> <p>A sample tool can be ordered from their website. http://www.channing-bete.com/positiveyouth/pages/CTC/CTC.html</p>	<p>The Communities That Care® prevention planning system is a complete package of training and support services delivered by experienced professionals in the field of prevention science to help communities develop an integrated approach to:</p> <ul style="list-style-type: none"> • the positive development of children and youth • the prevention of problem behaviors, including substance abuse, delinquency, teen pregnancy, school dropout and violence
<p>Risk & Protective Factor Simulation</p> <p>Sherry Betts, University of Arizona Adapted from: Youth Families & Community: Realizing Youth Potential Together: A Professional Development Training Kit (1996)</p>	<p>The Risk & Protection Factor Simulation is a tool that can be used to help a community group look at the impact the following four contexts have on the development of youth: youth, family and friends, school, work & community.</p> <p>The minimum time needed for this learning experience is 2 hours. You also need at least 20 people.</p> <p>Simulation kits developed by the Wisconsin 4-H Strengthening Community Environments for Positive Youth Development Work Team have been distributed to each Extension office.</p>	<p>This Risk & Protective Factor Simulation can be used by counties or communities to help residents and/or community partners take a closer look at how specific factors in a youth's environment affect their development both positively and negatively. This simulation looks at the Ecological Approach to risk and resilience. It helps illustrate how the youth themselves, family, friends, school, work and community each can play a role in the development of youth. We know that youth do not develop in isolation. Specific risk and protective factors can impact a youth's development.</p>

<p>Wisconsin Youth Risk Behavior Survey (YRBS)</p> <p>Wisconsin Department of Public Instruction</p>	<p>The Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation's high school students. These behaviors, in turn, result in the most significant causes of both mortality and morbidity during youth and adulthood. The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition and exercise. The Department of Public Instruction (DPI) has administered the YRBS to students in Wisconsin's public high schools every two years beginning with 1993. Survey procedures were designed to protect the privacy of students by allowing anonymous and voluntary participation. Local parent permission procedures were followed before administration, including informing parents that their child's participation was voluntary.</p> <p><u>On-line YRBS Survey Software Information</u> School districts also have the option of purchasing the survey software used by the DPI for the On-line YRBS and developing your own student survey or adapting DPI's YRBS questionnaires. To learn more about the software and pricing go to http://www.perseus.com/. To obtain a web-ready copy of the YRBS contact Randy Thiel at (608) 266-9677.</p>	<p>The Wisconsin Department of Public Instruction (DPI) will begin offering a confidential on-line student survey system to assist school communities in gathering data that will yield results that can be used in grant applications and to meet evaluation requirements for Safe and Drug Free Schools and Communities waiver. In addition, data can be used to monitor and plan other risk behavior prevention programs aimed at school-aged youth.</p> <p>DPI provides at no cost to Wisconsin school districts:</p> <ul style="list-style-type: none"> Valid and reliable student questionnaires (YRBS) measuring student behaviors and perceptions related to alcohol, tobacco, other drugs, violence, injuries, sexual behaviors, nutrition, physical activity, and assets for middle and high school students. State and national statistics are also available for comparison.
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Life Skills	Description and Location of Resource	Potential Application(s) of Resource
<p>Targeting Life Skills Model Iowa State University Extension Evaluation Tool</p>	<p>Here is a <i>first</i> for the 4-H curriculum developer - a set of resources that helps you</p> <ul style="list-style-type: none"> • Take a positive approach to life skill development • Deliver programs at the appropriate developmental level • Write life skill development impacts that are measurable • Create learning opportunities based on experiential learning theory, and use identifiable measurable indicators to measure program impact. <p>The 96-page manual and four worksheets provide a process for you to develop curriculum with measurable objectives.</p> <p><i>Targeting Life Skills</i> Manual 4H-0137A</p> <p><i>Targeting Life Skills</i> Worksheet 4H-0137B</p> <p><i>Targeting Life Skills</i> 17" x 22" Poster 4H-0137C</p> <p><i>Targeting Life Skills</i> Pads 4H-0137D</p> <p><i>Targeting Life Skills Trainer's Packet</i> 4H-0137E (Trainer's guide, masters for overheads and handouts, color overhead of model, poster)</p> <p>www.extension.iastate.edu/4H/lifeskills/orderform.html.</p>	<p>The information and tools can help you work with 4-H clubs, committees and other groups to educate, plan programs and evaluate impact.</p>

Tool 1.10 Ice Breaker Activity Resources

There are resources for activities, light and serious alike, that are good for stimulating conversation, and building community.

Help Increase the Peace Program Manual – “HIPP Lifts” and “HIPP Connections” available from <https://afsc.org/resource/hipp-manual>

Building Community Booklet – Youth Work Methods – David P. Weikart Center for Youth Program Quality <http://www.myedconnect.com/cypq/improve.asp>

40 Icebreakers for Small Groups by Grahame Knox available for free from http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

Count Me In – Large Group Games that Work by Mark Collard

Teambuilding with Teens: Activities for Leadership, Decision Making, and Group Success by Mariam G. MacGregor, M.S.

Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages by Susan Ragsdale and Ann Saylor

The Big Book of Team Building Games by John Newstrom, Edward Scannell

Empowering Youth: How to Encourage Young Leaders to Do Great Things by Kelly Curtis, M.S.

Make a World of Difference: 50 Asset Building Activities to Help Teens Explore Diversity by Dawn C. Oparah

Some activities we use often are “Two Truths and a Lie” and “Non-verbal Birthday Line Up.” Their instructions are below.

Two Truths and a Lie

1. Have all the participants write statements about themselves. Two should be true, and one is false.
2. Participants go around the circle, reading their three statements in any order, trying not to reveal the lie.
3. All other participants vote on which one they think is the “lie.”
4. Once everyone has voted, the participant reveals which statement was the lie.

Non-verbal Birthday Line-Up

Tell participants to line up in order of the month and day of their birthday without talking. Once they've gotten into order, ask them if they are confident they got it right. If they are sure, have each participant say out their birthdate, and see if they were able to successfully line up order from January to December.

Tool 1.11 Guide to Developing Program Boundaries

Have a group discussion to develop appropriate boundaries for the staff of your program. The teen staff may be interacting with participants who are also friends, and need guidance around how to manage that relationship. The boundaries below can serve as a guide for this discussion. Many of the ideas below were adapted from *StreetWorks: Best Practices and Standards in Outreach Methodology to Homeless Youth* by Trudee Able-Peterson and Richard A. Hooks Wayman.

There is a need for us as youth advocates to maintain boundaries with our participants because we are in positions of power. A **participant** can be *any youth you encounter who is receiving services such as (but not limited to) resources provided in our center/clinic, at our presentations or on outreach*. We have information, connections to services and skills that these youth need in order to attain food, clothing, shelter, education, employment and mental/physical health services. Our participants can sometimes view us as “gatekeepers” who monitor the passageway towards certain resources or opportunities that they might need. PROGRAM NAME recognizes that our employees have power and privilege. These powers and/or privileges shouldn't, but have been used by, other people to abuse, exploit or harm youth. Also, we are to maintain a high degree of professionalism at all times by keeping confidentiality and partaking in nonjudgmental engagement with our participants. It can be easy to judge a youth by their looks, actions or behaviors, but it is important that we don't in order to prove ourselves genuine and trustworthy to the population we work with.

Confidentiality:

- Never reveal a participant's personal information to others unless you have his/her permission to do so with the exception of mandatory reporting (this includes their whereabouts). If a participant is a harm to his/herself or others, that's when it becomes an issue to report. You would tell your supervisor and they would report the situation.

Monetary/item exchanges:

- Do not offer or accept gifts of monetary value from a participant (something like a greeting card is

not of monetary value). If a participant wants to donate something to the agency or program, then you need to follow procedure to ensure that it's done correctly. Please ask your supervisor if you need help to determine whether something is appropriate or not.

- Never use, supply or purchase tobacco, drugs or alcohol from any current or former participant.
- Do use the resources and referrals available through the agency to support participants.

Relationships with participants:

- Never sleep with a participant in any residence or have him/her at your home.
- Never have a romantic or sexual relationship with a current or former participant.
- If you do develop an attraction towards a participant, discuss it with your supervisor.
- Be careful and conscious of touching participants. Always allow the participant to initiate. A side hug or a hand on the shoulder is allowed but not required. Know your boundaries with touch as well.
- Maintain a professional relationship with clientele at all times (even free time). This doesn't mean ignore the youth; you have to weigh the situation and act accordingly and appropriately. Another part of this is keeping boundaries by not exchanging personal information (this includes your e-mail address, Facebook page and your phone number).
- Inform your supervisor if you've had a previous friendship, relationship or are related to a prospective participant. It's important for your supervisor to know whether or not you know someone from outside of your job because he/she needs to be able to assist you in determine what appropriate boundaries are.

Discussing issues of a sexual nature:

- Use caution. Feel out the situation and don't approach an issue if the participant is uncomfortable with it. It's always better to ask questions than to overstep your boundaries.
- Do not joke about sex or try to "lighten the mood" when a participant is talking about any issue of a sexual nature.
- Do use the education and knowledge gained from your training to educate and assist participants.

Other...

- Don't use sarcasm when it's inappropriate or if you aren't well acquainted with the participant. At times joking can be fun, but sometimes if all a participant sees is you making jokes, he/she might perceive you as fake or even not want to talk to you about more serious subjects. Also, being sarcastic can also be rude (not everyone had the same sense of humor as you).
- Be aware of your body language. Things like leaning in or eye contact show interest and good

listening, while rolling your eyes or facing away someone show disinterest and/or indifference.

- Don't attempt to counsel about subjects in which you're not knowledgeable. You might give false information. If you and a participant are discussing an issue you are not yet knowledgeable about consult your supervisor for assistance. What you can do is refer clientele to an appropriate service provider.
- Do not harm a participant (mentally, emotionally, physically or sexually).
- Do not give out staff's personal contact information. Instead, take a message for that staff.
- Do not offer services to a participant unless you are sure that those services apply. It's similar to making a promise you can't keep (i.e. don't tell a youth that you'll give him/her a bus token unless he/she is using it for something that makes him/her eligible for that specific service).

Take responsibility for keeping boundaries clear in your work (with participants and coworkers). If a participant initiates inappropriate contact with you, you need to be the one to remove yourself from the situation. Further, if a coworker is crossing boundaries, we all need to help one another not do that by reminding each other what's appropriate or not. We can also talk about what has worked or not worked for us to help each other understand how these boundaries work.



Toolkit 2 : Sample Documents and Forms

In this toolkit, we offer up some sample documents and forms that may be useful for your program. Please feel free to use and edit these forms to your needs. Each original file is available from our website www.aypfalaska.org



NAME OF ORGANIZATION

Employment Application

NAME OF ORGANIZATION is an equal opportunity employer.

GENERAL INFORMATION

(Please Print or Type)

Name: _____	Home Phone: _____
Address: _____	Work Phone _____
_____	Msg. Phone: _____
_____	Cell Phone: _____

POSITION APPLIED FOR:

1 _____

2 _____

3 _____

Where did you learn about this job opening? Craigs List Internet Other (explain on line below)

EDUCATION:

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
 Post Graduate: 1 year 2 years MA PhD High School Equivalency Certificate (GED)

List College/University/Business School/Technical School

Name & Location	Dates Attended	Hours completed	Major	Degree	GPA

List languages that you are proficient in, including ASL: _____

List previous military experience and discharge status: _____

List professional licenses/certificates: _____

List computer experience: _____

Have you ever been employed by NAME OF ORGANIZATION? YES NO

EMPLOYMENT HISTORY: Start with most recent job held. Use extra pages if necessary. Please include all paid or unpaid positions you have held in the past 10 years. You may attach a resume to the application.

Date of Employment		Name and Address of Employer	Telephone	Title	Salary	Supervisor
From:	To:					
May we contact them? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for Leaving:				
Duties:						

Date of Employment		Name and Address of Employer	Telephone	Title	Salary	Supervisor
From:	To:					
May we contact them? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for Leaving:				
Duties:						

Date of Employment		Name and Address of Employer	Telephone	Title	Salary	Supervisor
From:	To:					
May we contact them? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for Leaving:				
Duties:						

Date of Employment		Name and Address of Employer	Telephone	Title	Salary	Supervisor
From:	To:					
May we contact them? <input type="checkbox"/> Yes <input type="checkbox"/> No		Reason for Leaving:				
Duties:						

If not a continuous work history, please explain: _____

CRIMINAL CHARGES OR CONVICTIONS:

Municipality Statute 16.55.160. "Limitations on Employment. No center shall employ any person who has been convicted of crime involving moral turpitude or involving violence or bodily harm to other human beings."

State of Alaska Regulation: 7 AAC 50.210 "Qualifications and responsibilities of persons having regular contact with children in a facility... (c) A person may not work, volunteer or reside in the part of a facility where child care is provided... if (A) within the last 10 years, under indictment, charged by information or complaint, or convicted of a misdemeanor crime of assault, reckless endangerment, misconduct involving a controlled substance, or perjury, as defined in AS 11 or the laws of another jurisdiction; or (B) at any time, under indictment, charged by information or complaint, or convicted of a serious offense, as defined in AS 23.62.900.

Have you been indicted, charged, or convicted of any crime, whether misdemeanor or felony, in the past ten years?
 Yes _____ No _____

If YES, give details, including date, place, and nature of convictions and disposition: _____

REFERENCES: Please provide the names, addresses and phone numbers of two character references (one business reference, one personal reference). These references are in addition to those employers listed above.

1 _____

2 _____

DRIVING:

Do you have a valid Alaska driver's license?
 Yes _____ No _____ DL # _____

Expiration Date: _____

Please give number of moving violations in the past three years. Do not include parking tickets.

CERTIFICATE OF APPLICANT

I certify that this information contains no willful misrepresentation or falsification and that the information given by me is true and complete to the best of my knowledge and belief. I understand that any misrepresentation or concealment of material fact will be sufficient grounds for rejection of application, removal from eligible register, or removal from employment. I hereby authorize NAME OF ORGANIZATION to contact the person listed as references. I understand that NAME OF ORGANIZATION may contact others and, at any time, seek verification of any and all information contained herein. I understand that if I am employed with NAME OF ORGANIZATION, my employment is at will and can be terminated by the Company or me, with or without cause and without prior notice, at any time.

I authorize my present and previous employers to release any information they may have regarding my character or my employment record and release said employers from any damage or claim for furnishing said information.

I give permission to NAME OF ORGANIZATION to verify all degrees I have received and to verify my status as a college/university student, with all schools I have attended and through on-line services. I give permission for that information to be disclosed to state and federal regulatory authorities and accreditation organizations, which may have access to NAME OF ORGANIZATION personnel files.

I have read and understand the above.

 Signature of Applicant

 Date

NAME OF ORGANIZATION**JOB TITLE:** Program Manager**IMMEDIATE SUPERVISOR:** Executive Director**POSITIONS SUPERVISED:** Team Leader
Teen Peer Educators**METHOD OF SUPERVISION:** 1. Supervision Meetings
2. Program Managers Meetings
3. Performance Evaluations**EQUIPMENT USED:** Computer, office equipment, automobile**LOCATION:** Office: NAME OF ORGANIZATION clinic and off-site locations**HOURS WORKED:** Up to Forty (40) hours per week. Required to work a flexible schedule including evenings and weekends.**REQUIREMENTS:****Education:** Bachelor's degree in Social Work or related discipline. Master's Degree preferred.**Experience:** Two years' experience in program management and personnel supervision demonstrating management, leadership and creative program development skills. Two years' experience working with multicultural and/or high-risk youth population.**Knowledge/Skills:** Knowledge in program administration, personnel supervision, grant writing and financial management with excellent oral, written and interpersonal skills. Knowledge in the areas of: HIV/AIDS, STD, reproductive health, sexual assault and abuse, substance abuse prevention and intervention is helpful.Must be able to lift a minimum of 50 pounds. A current Alaska Driver's License is required for this position as well as the ability to be accepted as an insured by the NAME OF ORGANIZATION automobile insurer.**JOB SUMMARY:**

This position is responsible for the administration and operation of all program services and activities in the program. The target population is homeless and other high risk teenagers. The PROGRAM NAME staff members are youth, ages 14-22.

The Program Manager will plan, develop, implement and evaluate program delivery; direct and oversee programs goals and objectives and budget process; hire, supervise, train and evaluate staff;

participate in individual and systems advocacy and community networking; analyze program and fiscal data to formulate program reports and assist in grant-writing and program fund development.

KNOWLEDGE/SKILLS/ABILITIES:

Knowledge of issues facing homeless and high-risk youth
 Knowledge of adolescent cognitive and physical development
 Knowledge of HIV/AIDS and STIs
 Knowledge of reproductive health and pregnancy prevention practices and policies
 Knowledge of substance abuse prevention and intervention
 Knowledge of sexual assault and abuse, domestic violence and harm reduction issues and methods
 Empathy for youth: Quickly establish rapport with adolescents
 Ability to maintain non-judgmental attitude toward youth of various backgrounds
 Ability to maintain balance between administrative duties and program activities for teenage employees
 Ability to advocate for the needs of homeless youth

DUTIES:

Administrative:

1. Design and implement corrective program and personnel actions, as needed.
2. Provides services consistent with NAME OF ORGANIZATION goals, objectives, policies and procedures.
3. Monitor all parts of program for compliance with goals and objectives, within budget allocations.
4. Participates as an active member of agency management team.
5. Meet regularly with finance manager and Executive Director.
6. Maintain effective interface with other NAME OF ORGANIZATION programs.
7. Completes required paperwork in a timely manner.
8. Prepare quarterly, semi-annual, and annual reports as required.
9. Calculate statistical data required for reporting and evaluation purposes.
10. Recruit, hire, train, and supervise Peer educators.
11. Develop and coordinate staff training programs and schedules.
12. Schedule and facilitate weekly team (staff) meetings.
13. Actively participate in preparation of grant proposals.
14. Supervise the planning, promotion, and execution of fund-raising activities for the program.
15. Network with professionals in the community to see that effective interface is established

Program Operation:

1. Develop and revise as necessary policies and procedures for effective program operation.
2. Coordinate and facilitate delivery and evaluation of all program presentations, workshops and groups, and outreach materials, food and incentives.
3. Participate in program development activities, such as assisting PROGRAM NAME members in developing their weekly project goals, i.e. poster boards and information cards.
4. Write measurable goals and objectives for the purpose of group development.
5. Evaluate effectiveness of group goals and objectives by monitoring PROGRAM NAME week summaries, groups, goals, duty, and journal.

6. Implement specific program duties for outreach, group presentations, and center.
7. Conduct outreach at malls and recreation centers.
8. Obtain and stock bus tokens, personal care items, and nutritional snack food for outreach distribution.
9. Schedule group facilitation at residential agencies, electronic monitoring program, and other agencies.
10. Promote services offered by PROGRAM NAME to general public
11. Attend meetings, coalitions and forums and participate in community events: health and job fairs
12. Coordinate and attend public relations events: advertisements for radio, television newspapers, TV appearances, articles for local newspaper, media interviews.
13. Coordinate activities with other NAME OF ORGANIZATION programs.
14. Coordinate training sessions with community, municipal and state agencies.
15. Make referrals and promote community awareness of public service programs and community activities.

GENERAL WORK HABITS AND PERFORMANCE:

1. Comes to work on time.
2. Has a good attendance record.
3. Comes to work mentally and physically prepared.
4. Willingness to follow priorities as administratively outlined.
5. Commitment to agency mission.
6. Problem solves consistent with NAME OF ORGANIZATION goals and objectives.
7. Shares information on a need to know basis only.
8. Seeks appropriate development in relation to job.
9. Appropriate dress and deportment.
10. Ability to perform job duties independently.
11. Initiates contact with supervisor when necessary.
12. Ability and willingness to work as a team member.
13. Maintain good working relationships with all levels of staff.
14. Resolves inter-staff conflict appropriately.
15. Maintains appropriate boundaries with co-workers.
16. Willingness to help in emergencies.
17. Performs other duties as assigned.

Program Manager's Signature

Date

Supervisor's Signature

Date

NAME OF ORGANIZATION**JOB TITLE:** Team Leader**IMMEDIATE SUPERVISOR:** Program Manager**POSITIONS SUPERVISED:** Peer Educators**DEGREE OF SUPERVISION:** 50% Direct 50% Indirect**METHOD OF SUPERVISION:**

1. Weekly Supervision
2. Weekly Program Meeting
3. Performance Evaluations

EQUIPMENT USED: Computer, copier, telephone, automobile, cutting board, projector**LOCATION:** Teen Center**HOURS WORKED:** Flexible: 20 - 30 hours/week**MINIMUM REQUIREMENTS:** Must have been in the PROGRAM NAME for one or more years or have equivalent education/experience.**KNOWLEDGE:**

1. Diversity: Awareness of cross-cultural issues and how they correlate with program objectives.
2. Working with adolescents: Experience with high-risk youth.
3. Knowledge of HIV/AIDS and STIs.
4. Knowledge of family planning and pregnancy prevention issues.
5. Knowledge of where to refer teen parents in regard to parenting issues such as well baby care, nutrition, immunization, and parenting skills.
5. Knowledge of substance abuse prevention and intervention and Fetal Alcohol Spectrum Disorder (FASD).
6. Violence prevention: Knowledge of sexual assault and abuse issues, domestic violence, and harm reduction.

SKILLS:

1. Communication: ability to speak, write, and communicate in a clear/concise manner. Maintain open lines of communication with Program Manager.
2. Outreach/Networking: Network effectively with organizations and individuals; both adults and youth.
3. Interpersonal skills: Maintain effective interface with businesses and other programs within the community and NAME OF ORGANIZATION staff.
4. Software Skills: Proficiency in Microsoft Word and Excel.

SPECIFIC DUTIES:

1. Knowledge of different programs for teens – ability to make contacts with appropriate agencies.
2. Group facilitation – ability to lead group when needed on various topics.
3. Scheduling when and where a group will be held, hours of Peer Educators, different events from a weekly basis, and outreach.
4. Train new Peer Educators on group topics and outreach skills.
5. When needed be able to attend teleconferences.
6. When outreach workers are late, file lateness reports in a timely manner.
7. Attend Health Fairs and be prepared to speak about different NAME OF ORGANIZATION programs.
8. Make sure contacts are done and entered in the data system.
9. Ability to solve conflicts during outreach, groups, and in the office.
10. Able to be on time, knowledge of when Peer Educators should work, and when groups are being held.
11. Ability to practice good decision-making, determining who should do certain groups, when a particular group should be cancelled, and when/where to do outreach.
12. Supervisory skills required, able to be team leader of 2 – 15 people.
13. Driving is necessary for outreach work
14. Flexibility is important, events may occur which will require staying late or coming in earlier than usual.
15. Be able to communicate well with co-workers, different organizations, and teens.
16. Be creative; come up with news ideas and different icebreakers during groups.

Signature

Date

NAME OF ORGANIZATION

JOB TITLE: Peer Educator

IMMEDIATE SUPERVISOR: Program Manager, Team Leader

POSITIONS SUPERVISED: None

DEGREE OF SUPERVISION: 50% Direct 50% Indirect

METHOD OF SUPERVISION:

1. Weekly Supervision
2. Weekly Mandatory Program Meeting
3. Performance Evaluations

EQUIPMENT: Computer, copier, cutting board, fax machine

LOCATION: PHYSICAL ADDRESS

MAILING ADDRESS

HOURS: After school hours, 15-20 hours/week, Mon-Fri;
Summer hours, 20-25

AGE REQUIREMENTS: Must be between the age of 15 and 19 years old

REQUIREMENT: Must have a genuine commitment to better inform the youth of CITY/AREA. Must have positive involvement in school or willingness to seek employment. Must be flexible with work schedule. Must be able to cope with and handle conflict appropriately.

FUNCTIONS: Facilitate educational presentations on topics concerning family planning methods, HIV/AIDS, preventing unintended pregnancy, STI's, emotional health concerns, communication skills, alcohol and other drugs. Will be responsible for office duties and outreach.

SKILLS:

1. Ability to listen and be non-judgmental
2. Ability to communicate effectively with different audiences
3. Ability to establish effective relationships with other teens
4. Ability to demonstrate good judgment and positive rapport
5. Ability to identify with diverse populations of teens
6. Ability to demonstrate organizational skills
7. Ability to read, write, and speak clearly
8. Ability to work independently and as a team member

- SPECIFIC DUTIES:**
1. Record interactions on appropriate forms
 2. Research various topics that affect teenagers
 3. Develop creative ways of presenting the materials
 4. Design materials to be used in presentations
 5. Facilitate groups
 6. Provide feedback and input fellow employees and staff
 7. Attend and participate in all scheduled meetings

If you are interested, please call (555) 555-5555 for details.

I have read the above job description and understand that this is the position I am currently hired to fill. The inability to fulfill these requirements and skills may make me ineligible for hire.

Signature

Date

NAME OF ORGANIZATION

POSITION: PROGRAM NAME Program Manager

For each of the following criteria, rate the candidate according to the following scale:

- 0 = No/Inadequate response
- 1 = Adequate response
- 2 = Satisfactory/Good response
- 3 = Excellent response

1st INTERVIEW QUESTIONS – Please be specific in your response.

- _____ 1. Tell us a little about yourself.
- _____ 2. What are your one- and three-year career goals?
- _____ 3. What are you doing to achieve your goals?
- _____ 4. Describe the position for which you are now interviewing.
- _____ 5. Tell us why you are interested in this position.
- _____ 6. Why did you leave (or are) planning to leave your current position?
- _____ 7. What was a typical day like for you at your last/in your current position?
- _____ 8. Who was/is your direct supervisor in your current position?
 a. What did you like and dislike about that supervisor?
- _____ 9. What is your understanding of the peer street outreach program?
- _____ 10. Describe your experience in the following areas:
- _____ a. substance abuse prevention and intervention
- _____ b. presentation and workshop development
- _____ c. knowledge of HIV/AIDS and STD issues
- _____ d. knowledge of reproductive health methods
- _____ e. knowledge of mental health issues
- _____ f. knowledge of sexual assault/abuse, domestic violence, and harm reduction

11. Describe your experience in the following areas:

- _____ a. Program Management
- _____ b. Personnel Management
- _____ c. Financial Management
- _____ d. Cross-cultural Expertise

_____ 12. Discuss your experience with community coalitions, business and government leaders and service providers.

_____ 13. What elements of this position are new to you?

_____ 14. What would your previous employer say were your strong points?

_____ 15. What is important to you in a job? What would you like to avoid?

_____ 16. What are your thoughts about working evenings and weekends?

_____ 17. Are you still interested in this position?

_____ 18. What are your salary requirements?

_____ 19. When would you be available to assume this position, if asked?

_____ 20. Will you give us permission to review your education transcript?

_____ **Total** (total possible: 90)

Do you have any questions about this position or the NAME OF ORGANIZATION?

NAME OF ORGANIZATION

POSITION: PROGRAM NAME Program Manager

For each of the following criteria, rate the candidate according to the following scale:

- 0 = No/Inadequate response
- 1 = Adequate response
- 2 = Satisfactory/Good response
- 3 = Excellent response

2ND INTERVIEW QUESTIONS

Do you have any questions regarding this position or the interview process?

- _____ 1. State or restate your experience with runaway, homeless, drug addicted, sexually abused adolescents. Be specific.
- _____ 2. Please comment on the NAME OF ORGANIZATION mission statement.
- _____ 3. When you introduce yourself to the current staff what message do you want to impart? Be specific.
- _____ 4. You supervise teenagers and young adults who are often working in their first job. Describe your training plan.
- _____ 5. A teen staff member walks in with pierced body parts, colored hair and short tops that expose their navel. What is your reaction?
- _____ 6. If you were hired for this position, describe your plan of action for the next 12 months. Be very specific in terms of your activities and timeline.
- _____ 7. Describe in detail some of the supervisory skills and techniques you would use in working with teen staff.
- _____ 8. What is a program goal, objective and activity?
- _____ 9. Your \$100,000 budget is over budget 25% at the end of the second quarter. What do you do?
- _____ 10. You have read about NAME OF ORGANIZATION and the PROGRAM NAME. Where do you envision it in the next 1 year? In the next 3 years?
- _____ 11. What techniques do you use to reduce stress?
- _____ 12. Should you be hired for the Program Manager position how long a commitment are you willing to make to NAME OF ORGANIZATION?
- _____ 13. What are the dates of your availability?

Do you have any questions you would like to ask us?

_____ TOTAL (total possible: 39)

Scenario 1:

After completing a group presentation, your employees tell you the group went well, except for the staff who kept interrupting. A few days later you get a phone call saying that the staff was concerned about the materials presented during group. How do you respond to this?

Scenario 2:

You have a certain employee who routinely comes to work on time, does a lot of outreach and volunteers occasionally for a group presentation. Yet when it comes to scheduling, co-workers frequently are upset when partnered with the employee. What questions do you ask to find out what the problem is?

Name of interviewee _____

Date of interview: ___/___/___

- 1.) Why do you want to work with the PROGRAM NAME?
- 2.) How did you hear about our program?
- 3.) What are your personal goals?
- 4.) In your opinion, what are the three most important issues facing teenagers today?
- 5.) PROGRAM NAME teaches the risk-reduction method. This means we give all the options for the teen to make the safest decision for them. How do you feel about this?
- 6.) What motivates you?
- 7.) Are you comfortable doing presentations?
- 8.) How would you react if you were doing a presentation and someone told you something very personal in front of the entire group?
- 9.) What would you do if you finished early and had too much time left over after your presentation?
- 10.) How do you feel about street outreach?
- 11.) What are some obstacles that you might face while outreaching and how would you deal with them?
- 12.) Do you prefer to work independently or as a team?
- 13.) What are your available hours?

How would you deal with the following situations?

1. Your supervisor (who is only 1 year older than you) has gotten mad at you for talking on your cell phone too long. Your supervisor gives you a written warning, which means if you get another warning this could result in termination. You know that your supervisor talks on their cell phone all the time at work.
2. You know your not suppose to have friends with you during outreach but your friend really likes what you do and wants to hang out with you. Do you think this is okay, why or why not?
3. You and your co-worker have not been getting along. The problem is starting to affect your work and your attitude at work. How would you resolve this situation?
4. Your friend, Kelly, comes to the clinic for an STI and pregnancy test. Later on, you see a different friend that tells you they heard Kelly might be pregnant. How much information should you tell them? Why or Why not?
5. You start to become friends with a teen that is homeless. You start feeling sorry for them and try to help them out by giving them money, taking them to dinner, and inviting them to your house. Do you think this is appropriate? Why or Why not?

Photo Release for Youth Under 18 Years of Age

I hereby grant to the NAME OF ORGANIZATION and to its employees and affiliates the right to photograph my dependent and use the photo and or other digital reproduction of him/her or other reproductions for publication processes, whether electronic, print, digital or electronic publishing via the Internet.

Employee Signature: _____

Employee Print name: _____

I certify that I am a custodial parent and have the aforementioned rights to assign.

Parent/Guardian Signature: _____

Parent/Guardian Print name: _____

Address: _____

Date: _____

NAME OF ORGANIZATION Employee Emergency Contact Form

EMPLOYEE NAME

Last	First	Middle
		(____)_____
Mailing Address	City State Zip Code	Home Phone # Cell Phone #
		(____)_____
Physical Address (Physical Address for HR internal use only)	City State Zip Code	Home Phone # Cell Phone #

EMERGENCY CONTACT INFORMATION

Primary Contact Name	Relationship
Mailing Address	City State Zip Code Home Phone # Cell Phone #
	(____)_____
Physical Address (Physical Address for HR internal use only)	City State Zip Code Home Phone # Cell Phone #

Secondary Contact Name	Relationship
Mailing Address	City State Zip Code Home Phone # Cell Phone #
	(____)_____
Physical Address (Physical Address for HR internal use only)	City State Zip Code Home Phone # Cell Phone #

FOR HUMAN RESOURCES USE ONLY
 Entered By: _____ Date _____

**NAME OF ORGANIZATION
CONFIDENTIALITY POLICY FOR STAFF AND CONSULTANTS**

In accordance with federal, state and local regulations concerning confidentiality of participant information, NAME OF ORGANIZATION ensures that all participant information, either verbal or recorded, shall be held confidential. Participant information consists of counseling observations, treatment plans, treatment accomplished, and whether the person is or was a participant. It is agency philosophy that the effectiveness of treatment provided depends in part upon a participant's trust of the counselor and upon the participant's freedom to reveal everything about his/her particular problem without fear of public disclosure.

Disclosure of information is appropriate in the following two categories:

1. Without the Consent of the Participant. In certain situations without the participant's consent in accordance with the regulations (refer to B. "Release of Information Without Participant Consent" on the following page).
2. With the Consent of the Participant. If under 18, the minor and his/her parents, guardian or custodian where appropriate, e.g. if they are involved in the treatment and if they are aware their child is being seen by our agency. In some cases the youth does not want his/her parents to be aware of the fact that he/she is coming to our agency.
 - A. Participant Consent to Release of Information.
 - 1) Short-Term Services. In cases where our only contact with the participant is via telephone and participant information needs disclosure (i.e. referral of participant to another agency), verbal permission must be obtained from the participant and the specific permission noted in the participant's case record. This includes a participant that calls indicating that he/she desires to become a participant but never actually comes in.
 - 2) Treatment Services. In cases where the participant has been seen in person by this office and participant information needs to be released, the participant must sign a consent form for the release of the information. The consent form shall include the following:
 - a) Name of the program making disclosures.
 - b) Duration of release, how long to be validly used, and authority (if any) to revoke.
 - c) Name of participant.
 - d) Name or title of person/organization to which disclosure is to be made.
 - e) Specific purpose or need for disclosure.
 - f) Extent and nature of information to be disclosed.
 - g) Date signed.
 - h) Signature of participant witnessed by a program employee. (See NAME OF ORGANIZATION's Consent Form.)

B. Release of Information Without Participant Consent.

- 1) Confidential information may be released in a medical emergency to medical personnel.
- 2) Information may be subpoenaed by a court of law.
- 3) Cases of suspected child abuse/neglect must be reported to the Division of Social Services or to the Police.
- 4) Cases where a participant is committing a felony, is wanted by the law, or is known to be an escapee from a correctional facility or is otherwise evading his legal custodians, must be reported to the proper authorities. This agency cannot conceal or aid an offender known to have committed or to be committing a felony. Nor can the agency help such a participant avoid arrest.
- 5) Cases where a participant is feared to be in real physical health danger will be reported to the proper authorities.
- 6) Information may be disclosed within the agency among agency personnel having a need to know (i.e. a counselor-supervisor relationship).
- 7) NAME OF ORGANIZATION can release statistical information such as age, sex, and type of problem (i.e. for evaluative purposes, funding, etc.) if there is no other participant identifying information included and it would not be a disclosure of confidential information.
- 8) If information is released without a participant's consent they will be notified when practical.

Breaching confidentiality unless as stated above, is grounds for immediate termination of employment with NAME OF ORGANIZATION and of a contract with NAME OF ORGANIZATION.

Signature

Date

NAME OF ORGANIZATION
PROGRAM MANAGER (PM) EVALUATION
 Filled out by Peer Educator

Employee Name:

0= Almost Never 1= 20-40% of time 2=41-70% of time 3= 71-90% of time 4= almost always meets or exceeds

Safe Environment:

	Prog. Manager
Physical Safety: PM provides oversight to the center to ensure clients and myself feel safe physically.	
<i>Comments:</i>	
Structure and Clear Limits: PM helps me to understand the routines and what is appropriate and not appropriate in my work.	
<i>Comments:</i>	
Able to Contribute: PM supports environment in which I feel I can contribute to the team.	
<i>Comments:</i>	

Supportive Environment:

	RATING	Prog. Manager
Support: I can be myself while providing my feedback and opinions. I feel that there is order and fairness.		
<i>Comments:</i>		
Active Learning: PM encourages me to learn the materials NAME OF ORGANIZATION presents and refers to not only reading but also from learning experts, visiting facilities and talking with the team.		
<i>Comments:</i>		
Conflict Assistance: PM responds quickly, inquires about the cause and asks for solutions to conflict.		
<i>Comments:</i>		
Works Alongside: PM asks me questions, listens and encourages feedback regarding program development and activities.		
<i>Comments:</i>		
Listening: PM pays attention and shows that he/she is listening when I talk.		
<i>Comments:</i>		
Approachability: PM provides an environment where I can discuss circumstance regarding employment without fear.		
<i>Comments:</i>		
Project Assistance: PM breaks big tasks down, makes projects manageable and helps me when needed.		
<i>Comments:</i>		

Team Interaction

	RATING	Prog. Manager
Team Building: PM provides opportunity for me to get to know all staff and ensures everyone is included.		
<i>Comments:</i>		
Ownership: PM supports me in helping me to own the program and think of it as mine.		
<i>Comments:</i>		
Recognition: PM supports recognition for my accomplishments while empowering the entire team.		
<i>Comments:</i>		

Collaboration: PM encourages me to work with teammates to complete tasks and goals.	
<i>Comments:</i>	

Youth Lead

	RATING	Prog. Manager
Youth Voice in Program: PM shares the responsibility of design, schedule and services provided to clients with me.		
<i>Comments:</i>		
Supported Activities: PM provides support for me to facilitate and lead services to clients.		
<i>Comments:</i>		

Miscellaneous:

	RATING	Prog. Manager
Greeting: PM is friendly, polite and engaging to those who enter the Teen Center.		
<i>Comments:</i>		
Relationships: PM actively attempts to build positive relationships with:		
Youth/Clients		
Peer Educators		
Other Staff		
<i>Comments:</i>		
Youth Issues: PM has in-depth insight on the issues that NAME OF PROGRAM presents.		
<i>Comments:</i>		
Agency and Clients: PM has knowledge of our mission, referrals and street issues youth face.		
<i>Comments:</i>		
Punctuality: PM shows up on time and supports my timeliness.		
<i>Comments:</i>		
		Prog. Manager
TOTAL POINTS OF RATING		0
TOTAL POINTS POSSIBLE		85
PERCENTAGE		0.00%

Prog. Manager

Areas Excelling:
Areas to Grow:

**NAME OF ORGANIZATION
PEER EDUCATOR EVALUATION**

Filled out by Coworker

Employee Name:

0= Almost Never 1= 20-40% of time 2=41-70% of time 3= 71-90% of time 4= almost always meets or exceeds

Teammate:

	Co-workers
Flexibility: adjusts to the needs of the situation, the schedule, and teammates.	
<i>Comments:</i>	
Work Ethic: when is on the clock, he/she focus on work (including participant relationship building) with great effort and keep personal electronic use to a minimum.	
<i>Comments:</i>	
Communication: is prompt, honest, positive, and forthright in written and verbal communication with myself and other teammates.	
<i>Comments:</i>	
Feedback: actively seeks and accepts feedback from myself and other teammates.	
<i>Comments:</i>	

Presenter/Groups:

	RATING	Co-workers
Knowledge: has in-depth insight on the issues he/she presents.		
<i>Comments:</i>		
Oral Presentation Skills: has excellent eye contact, body language, enthusiasm, and elocution when he/she presents.		
<i>Comments:</i>		
Youth Rapport: quickly builds positive and engaging interactions with the groups while presenting.		
<i>Comments:</i>		
Preparation: thoughtfully prepares, adapt, and adjust the presentations for full effectiveness.		
<i>Comments:</i>		

Outreach

	RATING	Co-workers
Knowledge: has knowledge of our mission, referrals, and street issues youth face.		
<i>Comments:</i>		
Comfort Level: is confident and comfortable as he/she approach new faces.		
<i>Comments:</i>		
Data: records all pertinent data.		
<i>Comments:</i>		

Journaling: Upon completion of outreach, thoroughly and specifically writes all required information in an engaging and nearly error-free narrative.	
<i>Comments:</i>	

Teen Center:

	RATING	Co-workers
Greeting: is friendly, polite, and engaging to those who enter NAME OF ORGANIZATION Teen Center.		
<i>Comments:</i>		
Clinic Chores: fulfills daily chores in a timely manner.		
<i>Comments:</i>		
Data: record all pertinent data in a timely fashion.		
<i>Comments:</i>		
Relationships: actively attempt to build positive relationships with the youth, the nurses, and all staff members.		
<i>Comments:</i>		

Miscellaneous:

	RATING	Co-workers
Punctuality: show up on time and work a complete shift.		
<i>Comments:</i>		
Willingness to Take on New Challenges: accepts and actively seeks new opportunities to improve NAME OF ORGANIZATION, community, and self.		
<i>Comments:</i>		

	Co-workers
TOTAL POINTS OF RATING	0
TOTAL POINTS POSSIBLE	76
PERCENTAGE	0.00%

Co-workers

Areas Excelling:
Areas to Grow:

**NAME OF ORGANIZATION
PEER EDUCATOR EVALUATION**

Filled out by Self

Employee Name:

0= Almost Never 1= 20-40% of time 2=41-70% of time 3= 71-90% of time 4= almost always meets or exceeds

Teammate:

	Self
Flexibility: I adjust to the needs of the situation, the schedule, and teammates.	
<i>Comments:</i>	
Work Ethic: When I'm on the clock, I focus on work (including participant relationship building) with great effort and keep personal electronic use to a minimum.	
<i>Comments:</i>	
Communication: I am prompt, honest, positive, and forthright in written and verbal communication with myself and other teammates.	
<i>Comments:</i>	
Feedback: I actively seek and accept feedback from myself and other teammates.	
<i>Comments:</i>	

Presenter/Groups:

	RATING	Self
Knowledge: I have in-depth insight on the issues I present.		
<i>Comments:</i>		
Oral Presentation Skills: I have excellent eye contact, body language, enthusiasm, and elocution when I present.		
<i>Comments:</i>		
Youth Rapport: I quickly build positive and engaging interactions with the groups while presenting.		
<i>Comments:</i>		
Preparation: I thoughtfully prepare, adapt, and adjust the presentations for full effectiveness.		
<i>Comments:</i>		

Outreach

	RATING	Self
Knowledge: I have knowledge of our mission, referrals, and street issues youth face.		
<i>Comments:</i>		
Comfort Level: I am confident and comfortable as I approach new faces.		
<i>Comments:</i>		
Data: I record all pertinent data.		
<i>Comments:</i>		

Journaling: Upon completion of outreach, I thoroughly and specifically write all required information in an engaging and nearly error-free narrative.	
<i>Comments:</i>	

Teen Center:

	RATING	Self
Greeting: I am friendly, polite, and engaging to those who enter the NAME OF ORGANIZATION Teen Center.		
<i>Comments:</i>		
Clinic Chores: I fulfill daily chores in a timely manner.		
<i>Comments:</i>		
Data: I record all pertinent data in a timely fashion.		
<i>Comments:</i>		
Relationships: I actively attempt to build positive relationships with the youth, the nurses, and all staff members.		
<i>Comments:</i>		

Miscellaneous:

	RATING	Self
Punctuality: I show up on time and work a complete shift.		
<i>Comments:</i>		
Willingness to Take on New Challenges: I accept and actively seek new opportunities to improve NAME OF ORGANIZATION, community, and self.		
<i>Comments:</i>		

	Self
TOTAL POINTS OF RATING	0
TOTAL POINTS POSSIBLE	76
PERCENTAGE	0.00%

Self

Areas Excelling:
Areas to Grow:

NAME OF ORGANIZATION
Peer Educator
EVALUATION OVERVIEW

Employee Name:

Date:

0= Almost Never 1= 20-40% of time 2=41-70% of time 3= 71-90% of time 4= almost always meets or exceeds

Teammate:

	Co-workers	Prog. Manager	Self
Flexibility: adjusts to the needs of the situation, the schedule, and teammates.			
<i>Comments:</i>			
Work Ethic: when is on the clock, he/she focus on work (including client relationship building) with great effort and keep personal electronic use to a minimum.			
<i>Comments:</i>			
Communication: is prompt, honest, positive, and forthright in written and verbal communication with myself and other teammates.			
<i>Comments:</i>			
Feedback: actively seeks and accepts feedback from myself and other teammates.			
<i>Comments:</i>			

Presenter/Groups:

	RATING	Co-workers	Prog. Manager	Self
Knowledge: has in-depth insight on the issues he/she presents.				
<i>Comments:</i>				
Oral Presentation Skills: has excellent eye contact, body language, enthusiasm, and elocution when he/she presents.				
<i>Comments:</i>				
Youth Rapport: quickly builds positive and engaging interactions with the groups while presenting.				
<i>Comments:</i>				
Preparation: thoughtfully prepares, adapt, and adjust the presentations for full effectiveness.				
<i>Comments:</i>				

Outreach

	RATING	Co-workers	Prog. Manager	Self
Knowledge: has knowledge of our mission, referrals, and street issues youths face.				
<i>Comments:</i>				
Comfort Level: is confident and comfortable as he/she approach new faces.				
<i>Comments:</i>				
Data: records all pertinent data.				
<i>Comments:</i>				
Journaling: Upon completion of outreach, thoroughly and specifically writes all required information in an engaging and nearly error-free narrative.				
<i>Comments:</i>				

Teen Center:

RATING	Co-workers	Prog. Manager	Self
Greeting: is friendly, polite, and engaging to those who enter NAME OF ORGANIZATION Teen Center.			
<i>Comments:</i>			
Clinic Chores: fulfills daily chores in a timely manner.			
<i>Comments:</i>			
Data: record all pertinent data in a timely fashion.			
<i>Comments:</i>			
Relationships: actively attempt to build positive relationships with the youth, the nurses, and all staff members.			
<i>Comments:</i>			

Miscellaneous:

RATING	Co-workers	Prog. Manager	Self
Punctuality: show up on time and work a complete shift.			
<i>Comments:</i>			
Willingness to Take on New Challenges: accepts and actively seeks new opportunities to improve NAME OF ORGANIZATION, community, and self.			
<i>Comments:</i>			
	Co-workers	Prog. Manager	Self
TOTAL POINTS OF RATING	0.00	0	0
TOTAL POINTS POSSIBLE	76.00	76	76
PERCENTAGE	0.00%	0.00%	0.00%

Co-worker

Areas Excelling:

Areas to Grow:

Program Manager

Areas Excelling:

Areas to Grow:

Self

Areas Excelling:

Areas to Grow:

Goals:

Peer Educator Signature: _____

Date: _____

Program Manager _____

Date: _____

Executive Director _____

Date: _____

**Results Based Accountability
Teen Program**

General Considerations:

- Identify 3-5 performance measures.
- All programs need to have the capacity to track the number of participants served and number of services provided (even if you do not chose one of these as a performance measure).
- Beneficial for your program to identify at least 2-3 performance measures in Quadrant II and IV, as these are the most important quadrants.
- It may also be helpful to select performance measures that provide a cohesive picture across the quadrants.
- Quadrant III is the least important because of its direct relationship to Quadrant IV. Identify performance measures in Quadrants I, II, and IV.

How Much Did We Do?	How Well Did We Do It?
<p style="text-align: center;">I</p> <p># Participants/Customers Served # of teens who come into drop-in center # of homeless teens who come into drop-in center # of teens contacted during outreach # of teens who were referred to public health nurse # of teens who visited the public health nurse # of teens participating in prevention presentation</p> <p># Activities (by type of activity) # of referral cards distributed by type # of materials distributed (e.g., clothing, condoms, etc.) # of housing referrals through center # of housing referrals through outreach # of trainings provided by topic</p>	<p style="text-align: center;">III</p> <p>% Common Measures % of outreach staff trained % of teens reporting satisfaction with services % of teens reporting that staff was helpful % of teens reporting easy access to center % of teens recommending PEER to others</p> <p>% Activity-specific measures % of teens referred to nurse who see nurse % of trainees reporting satisfaction with trainings % of successful follow-up calls made for housing referrals (success defined as actually contacting youth, not successful housing as in Quadrant 4)</p>
<p style="text-align: center;">III</p>	<p style="text-align: center;">IV</p> <p>% Skills/knowledge % of trainees reporting an increase in knowledge by training topics % of trainees reporting an increase in knowledge of available resources in community</p> <p>% Attitude/Opinion</p> <p>% Behavior</p> <p>% Circumstances % of teens who receive STI treatment % of teens who receive contraception % of female teens who receive pharmacological birth control % of female teens who find out about their pregnancy status % of teens referred for housing from center obtain housing</p>

*=Need Data Development

Presentation Topic:

Date: __/__/__

Please circle the following: Gender: Male Female Hispanic or Latino: Yes No

Race: AK Native/Native American Native Hawaiian/Pacific Islander
Black or African American White/Caucasian Asian

- 1.) How did we do? 1 2 3 4 5
- 2.) Did you learn of a new resource in the community? Yes No
- 3.) What is one thing that you learned today that you will try and remember?
- 4.) Is there anything that we can do better?
- 5.) Any anonymous questions?

Which group would you like to see next time?

HIV/AIDS * Stress * Building Healthy Relationships * Communication Skills * Tobacco * STIs/STDs * Identity
* Birth Control Options * Self-Esteem * Job Training * Addictions * Sexual Assault * Suicide & Depression

Know your status!!!
VISIT US AT OUR LOCATION
LIKE OUR FACEBOOK PAGE

Presentation Topic:

Date: __/__/__

Please circle the following: Gender: Male Female Hispanic or Latino: Yes No

Race: AK Native/Native American Native Hawaiian/Pacific Islander
Black or African American White/Caucasian Asian

- 1.) How did we do? 1 2 3 4 5
- 2.) Did you learn of a new resource in the community? Yes No
- 3.) What is one thing that you learned today that you will try and remember?
- 4.) Is there anything that we can do better?
- 5.) Any anonymous questions?

Which group would you like to see next time?

HIV/AIDS * Stress * Building Healthy Relationships * Communication Skills * Tobacco * STIs/STDs * Identity
* Birth Control Options * Self-Esteem * Job Training * Addictions * Sexual Assault * Suicide & Depression

Know your status!!!
VISIT US AT OUR LOCATION
LIKE OUR FACEBOOK PAGE

Presentation Participant Evaluations Report

Date&Time: _____ Location: _____ PE'S: _____

Length of session: _____ Topic: _____

Male:

Female:

Race _____

AK Native: _____

AK Native: _____

Asian: _____

Asian: _____

Black: _____

Black: _____

Pac.Islander: _____

Pac.Islander: _____

White: _____

White: _____

Unknown: _____

Unknown: _____

Mixed: _____

Mixed: _____

Ethnicity Hispanic: _____

Hispanic: _____

Cards

Clinic: _____ Education: _____ EmoHealth: _____ HIV/STI: _____ Legal: _____

Risk Red: _____ Survival: _____ Job Train: _____ Pregnancy: _____ Substance : _____

Tobacco: _____ DV: _____

Other Services Provided: _____

Presentation Survey Results

How did we do? 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Number that reported they learned of a new resource in the community: _____

Number that reported they learned something today and will try to remember: _____

Anything we can do better: _____

Anonymous questions: _____

Recommended next group: _____

Notes:

Completed By: _____



1. How did you hear about the Teen Center?

THANKYOU!

2. Was it hard for you to get here? Yes No

3. Was the staff helpful? Yes No

4. Would You Recommend PROGRAM NAME? Yes No

5. Other Comments:



1. How did you hear about the Teen Center?

THANKYOU!

2. Was it hard for you to get here? Yes No

3. Was the staff helpful? Yes No

4. Would You Recommend PROGRAM NAME? Yes No

5. Other Comments:

Staff: _____ **Date:** __/__/__

Food:	Clothing:	Hygiene Items:	Condom packs:
Support Sessions:	Homeless:	Testing:	Bus Tokens:
Alaska Native or Native American: M- F-		Asian M- F-	
African American M- F-		Mixed Heritage: M- F-	
PI or Native Hawaiian M- F-		Caucasian: M- F-	
Hispanic or Latino: M- F-		Unknown: M- F-	
		Cards:	
Pregnancy:	Legal:	Substance Abuse:	FASD:
Risk Reduction:		Job training:	Sexual abuse:
HIV/AIDS:		L Clinic:	Emotional:
Survival:	Domestic Violence:	Tobacco:	POWER:
		Education:	

Staff: _____ **Date:** __/__/__

Food:	Clothing:	Hygiene Items:	Condom packs:
Support Sessions:	Homeless:	Testing:	Bus Tokens:
Alaska Native or Native American: M- F-		Asian M- F-	
African American M- F-		Mixed Heritage: M- F-	
PI or Native Hawaiian M- F-		Caucasian: M- F-	
Hispanic or Latino: M- F-		Unknown: M- F-	
		Cards:	
Pregnancy:	Legal:	Substance Abuse:	FASD:
Risk Reduction:		Job training:	Sexual abuse:
HIV/AIDS:		L Clinic:	Emotional:
Survival:	Domestic Violence:	Tobacco:	POWER:
		Education:	

