# PREA

# Peer Education Program Liaison Manual



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**Peer Education Program Liaison Manual Overview**

In 2016, Just Detention International (JDI), in collaboration with the National PREA Resource Center, published “PREA and Inmate Education: A Resource Guide”(Guide).[[1]](#footnote-1) This guide was developed to provide facilities and agencies with different approaches to implementing PREA inmate education, which is required under the National Prison Rape Elimination Act Standards.[[2]](#footnote-2) One of the approaches profiled in the guide is peer education — an innovative program that gives individuals a leadership role in teaching sexual safety and prevention.[[3]](#footnote-3)

This Liaison Manualexpands on the guidance in the 2016 guide, offering concrete steps for developing and implementing a PREA peer education program. This manual is specifically aimed at the Peer Educator Liaison, though it will be useful for anyone in corrections involved in running a peer education program.[[4]](#footnote-4) The manual includes guidance on everything from recruiting and training peer educators to scheduling and monitoring the PREA peer education classes they teach. Each section of the Manual begins with a list of topics covered, and throughout you’ll find tips and worksheets on how to run a successful PREA peer education program. The appendices include materials to assist in managing this program.

**Why Peer Education?**

***“We need more of [peer education] and not just about PREA. Peer Ed targets the facility culture. If you can change inmates’ thinking, it will impact behavior and the culture.” –* Sussex II Peer Educator**

A strong inmate education program is essential for preventing sexual abuse. At a minimum, this program requires that individuals be educated about their right to be safe, and how they can get help. In JDI’s experience, the peer education model — where peers are in charge of leading classes on sexual safety — is particularly effective. Our work inside prisons and jails nationwide has shown that individuals are more likely to retain (and take seriously) education programs when they are led by their peers as opposed to by staff.[[5]](#footnote-5)

For example, the South Carolina and Virginia state prison systems have made peer-led classes the centerpiece of their comprehensive education program for new arrivals. Facilities with peer education have noticed a positive change in the facility culture. In addition, individuals who serve as peer educators have commented that the role has helped them build leadership skills that they can take with them upon their release. As a peer educator at Fluvanna Correctional Center for Women, in Virginia, put it:

*“Being a peer educator has shown me that I have to hold myself to a higher standard. I want better for myself, and it’s making me not want to come back to prison. People watch us, and they expect more from us. I want to be a leader.”* – Fluvanna Peer Educator

**PREA Peer Educator Position**

Before launching a PREA peer education program, the PREA Compliance Manager and the Liaison should plan how to structure the program, keeping in mind the overall facility goals for PREA implementation. Part of the planning will involve defining the peer educator role, including:

* Peer Educator Hours
* Peer Educator Compensation
* Number of Peer Educators
* Peer Educator Hours

PREA Compliance Managers and Liaisons should determine how many hours the peer educators will need to spend in this role every week. PREA peer education classes should be taught by at least two peer educators, so they can support each other. Having two educators run the class is also helpful for building teamwork skills.

Although PREA peer education classes typically run for an hour, liaisons should allocate two hours of a peer educator’s time to allow for set-up, clean-up, and debriefing. The extra hour also provides a buffer should something unexpected happen, like a room being double-booked; and gives more time for participants to arrive.

In assessing the total number of hours, it is important to keep in mind that peer educators will need to study the class material and run practice sessions prior to the program’s launch.

**Worksheet: Peer Educator Work Hours**

How many hours per week will the peer educators be allowed to work?

Hours Per Week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Peer Educator Compensation

We strongly recommend compensating peer educators. The role is demanding, and it is vital to ensuring the safe running of a facility. In most cases, the job does not end once the class is over; as the facility experts, peer educators will be approached by their peers with questions at all hours.

Given the importance of the position and the amount of work required, peer educators should receive the highest hourly wage that is available. If peer educators cannot be classified as facility workers, they should be compensated with additional commissary or other rewards as determined by the facility.

**SIDE BAR:** The Virginia Department of Corrections (VADOC) decided to make peer educators full-time positions, in recognition of the demanding nature of the work. As full-time workers, peer educators had more flexibility for scheduling classes.

One VADOC facility allowed peer educators to hold two jobs. The Liaison worked with the business office to compensate the individual at two different hourly rates. It also meant that while one individual worked in the barbershop, he was not available as a peer educator. This was not a problem, but the Liaison had to be mindful when scheduling this individual to teach.

**Worksheet: Peer Educator Compensation**

Will the peer educators be compensated? ◻ YES ◻ NO

If “yes,” will they be a facility worker or compensated through another method?

◻ Facility worker ◻ Other compensation

If facility worker, how much will they be paid per hour? $\_\_\_\_\_\_\_\_\_\_

If not facility worker, how will they be compensated?

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If the individual has another job, will they be allowed to hold two jobs? ◻ YES ◻ NO

If “Yes,” what needs to be done if the two positions have different hourly rates?

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* Number of Peer Educators

There is no set number of peer educators that a facility should hire. Each facility will need to determine how many are needed based on the number of classes each week and internal policies around employment. At the same time, there are a few key considerations to keep in mind when building a team. At a minimum, at least two peer educators should teach each class — the size of which should not exceed 12.

**SIDE BAR**: One reception center received more than 100 intakes each week. To keep the class at a manageable size of around 12 people, the facility ran 8-10 sessions per week.

If the PREA peer education program is expanded to the entire facility population, additional peer educators may be needed to accomplish this task. While the primary target audience for PREA peer education is new arrivals, everyone can benefit from the classes.

Note for Jails: Facilities with co-ed populations will need to determine how they plan to implement the program. They can operate independently or jointly. For independent programs, even with a small population of women, peer education is possible. It may mean only two women peer educators. If women infrequently enter the facility, it may mean fewer opportunities for those peer educators to teach and could require identifying ways to give them more experience. For example, they could co-teach a session with a male counterpart or practice presenting in front of other peer educators. Facilities with small populations may decide to have two peer educators – one man and one woman – and hold co-ed peer education sessions.

The worksheet below contains a formula for determining the size of the peer educator team.

It is recommended to hire and train more peer educators than are needed, in the event that someone leaves the program or is unavailable to teach.[[6]](#footnote-6) All peer educators should be scheduled to teach classes. The worksheet also builds in additional time to allow peer educators to prep training materials, review class evaluations, or other activities as needed.

**Worksheet: Number of Peer Educators Needed**

1. Number of hours allowed to work per week (see “Peer Educator Hours” above): \_\_\_\_

2. Number of classes a peer educator will teach per week: \_\_\_\_\_

3. Number of classes per week: # of intakes in a week, divided by 12 (class size) equals\_\_\_

4. Number of peer educators needed: # of classes per week, times two peer educators for each class, divided by (number of classes a peer educator should do per week) equals \_\_\_\_

Sample Calculation:

1. 15 hours allowed to work per week = 5 classes taught per week (10 hours) plus 5 hours for other peer education activities.

2. 60 intakes per week/12 attendees per class = 5 classes per week.

3. 5 classes x 2 peer educators = 10 peer educator teaching slots.

4. 10 peer educator slots/5 classes per week = **2 peer educators needed**.

**5. Two additional peer educators to serve as backups = 4 peer educators**.

**Staff Education and Participation**

A successful peer education program depends on getting buy-in from all staff. The Liaison can help ensure meaningful staff involvement, specifically by taking a leadership role leading in these two core areas:

* Staff Education
* Additional Staff Involvement
* Staff Education

All staff members should be educated about the PREA peer education program before it launches. The Liaison should attend the shift briefings to introduce the program and allow time for staff to ask questions. The program can also be promoted on notices in the break room and other staff areas. (See Appendix A for the staff briefing flyer.)

* Additional Staff Involvement

The Liaison and PCM should recruit staff that they believe would be an asset to the peer education program. Some staff members may offer to assist after hearing about the program during the shift briefings. Additional staff participation not only helps spread the workload, it also demonstrates that the facility is committed to the program’s success.

**TIP**: Invite staff who express interest in the program to participate in a training that is similar to what the peer educators will experience (See page 11). Having staff go through that training will give them a deeper understanding of how the program works.

**Peer Educator Selection**

***“Being a peer educator isn’t for selfish people. It’s for someone with a big heart, because this has to be done. You do this program for other people. It’s for everybody else. Do it for them. I know I first started doing it for the money, but I stayed because I saw it was important. People need this information.”* – Haynesville Peer Educator**

This section will walk you through the recruitment and selection of peer educators, covering the following topics:

* Peer Educator Qualifications
* Peer Educator Application
* Peer Educator Recruitment
* Screening
* Interviews
* Number of Peer Educators
* Selection
* Notification
* Peer Educator Qualifications

The most important qualification for a peer educator is having an interest in sexual abuse prevention and education. But this is not the only criteria for selection to the program, and Liaisons should work with facility administrators to develop guidelines for building a team of peer educators.

Use the worksheet to define peer educator basic qualifications. Work with facility leadership, such as the warden, associate warden, investigator, and counselor to decide the qualifications.

**Worksheet: Peer Educator Basic Qualifications (check all that apply)**

* Non-reception
* Responsible and hardworking
* Respected by staff and their peers
* Comfortable speaking to an audience
* Good speaker and presenter (relevant experience a plus)
* Have a high school diploma, GED, or be currently enrolled or waitlisted for GED program
* No disciplinary infractions during the past twelve months
* No other infractions within the past 12-24 months that would undermine the peer educator program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Not having another job(s) that limit their availability to teach classes
* Other criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Peer Educator Application

Facilities should develop an application process for prospective peer educators. The simplest approach may be for facilities to create a peer education application that is modeled on an existing employment application. Facilities that do not have facility workers are encouraged to develop an employment application that collects basic applicant information and allows applicants to describe their interest in becoming a peer educator.

Applicants will have a chance to discuss their interest in-depth during the interview (see below).

* Peer Educator Recruitment

When recruiting peer educators, it is important to consider individual personalities — both in terms of how well the prospective candidates will work together as a team and how well they will fit with the overall culture of the facility. In addition, peer educators should, if possible, be from different housing units; ideally, each building should be represented. This not only helps ensure a diverse team but also helps maximize peer accessibility outside of class.

It is strongly encouraged that at least one of the peer educators be bilingual (English/Spanish), to ensure that individuals who communicate primarily in another language can understand and benefit from the classes.

The peer educator position should be posted as a job announcement, like any other position. The posting should include the application deadline, compensation, and minimal qualifying criteria. (See Appendix B for a sample recruitment flyer.)

The job announcement should be posted for at least one week in the program’s building, housing units, and other places where they will be seen.

**Worksheet: Posting Recruitment Flyer**

List locations for posting the recruitment flyer (add additional locations as needed):

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ask facility counselors and other staff to recommend individuals to apply.

**Worksheet: Recommendations**

List who will be asked to recommend individuals to apply (add more people as needed):

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The recruiting process usually does not end after the first round of hires. Peer educators may be transferred to a new facility or released. A peer educator may decide they do not want to stay in the role, or they may be removed from the position for disciplinary reasons. Given the potential for turnover, the Liaison should plan to conduct formal recruitment at least every six months.

**TIP:** Encourage staff to actively recruit individuals who they believe would be a strong fit with the program throughout the year, keeping in mind the importance of diversity.

* Screening

Anyone can and should be allowed to apply to be a peer educator. However, there are factors that could negatively impact the integrity of the peer education program, thereby disqualifying certain candidates. A list of potentially disqualifying factors can be found below. The Liaison should work with the warden, facility investigator, and case manager(s) to tailor this list based on the facility population and culture, noting factors for automatic disqualification and those requiring case-by-case consideration. The Liaison and facility investigator will then use this list to review each applicant’s disciplinary and criminal records. The warden should approve or deny candidates identified for case-by-case consideration before they are granted an interview.

**Worksheet: Potentially disqualifying factors (check all that apply):**

* Convictions for any crime involving nonconsensual sexual contact or other sex offenses.
* Disciplinary infraction for sexual abuse or sexual harassment at any point during their confinement (including previous stays), such as threats and attempted abusive acts.
* Any allegation of sexual abuse or sexual harassment while in custody.
* Any active gang involvement during the past year.
* Disciplinary infractions during the past twelve months.
* Other possibly disqualifying factors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TIP:** Some disciplinary infractions are grounds for removal from the role of peer educator. The above screening criteria can serve as a guideline for whether the infraction should lead to dismissal. If a peer educator is alleged to have committed sexual abuse, they must be suspended from the program until the investigation is complete. Whether the peer educator is allowed to return will depend on the findings of the investigation. If the sexual abuse is substantiated, they must be permanently removed; if the charge is not substantiated, a further review should be conducted to assess whether reinstatement is appropriate.

* Interviews

Applicants who pass the initial screening should be interviewed. The Liaison should lead the interview. If appropriate, the Liaison may wish to ask the PREA Compliance Manager, social workers, case managers or counselors, and any other staff assisting with the program, to join the interview. Interviewers will have the opportunity to evaluate an applicant’s interest and qualifications and to explain the peer educator responsibilities (See Appendix C for sample interview questions). It is also important to allow the applicant to ask questions they have about the position. It is important to conduct each interview in the same manner, ask all applicants the same questions, and keep the information in as confidential a manner as possible unless there is information that must be acted upon.

Key points to highlight in a peer educator interview:

* That the position is voluntary and they can leave the program at any time for any reason
* The type of compensation they will receive and whether they can keep another job
* The level of commitment required (hours and days per week)
* That they will receive training on PREA and on how to teach the PREA Peer Education Class

There may be individuals who are eager to become educators but simply don’t have the skill set. During the interview, the Liaison and any additional interviewers should evaluate the candidate’s effectiveness as a speaker. A candidate who has difficulty projecting their voice, for example, might struggle to convey the material to a full classroom, and thus might be not be suitable for the role. It is important to provide constructive feedback to candidates who are not selected. If possible, provide recommendations for ways to strengthen their skill set to be considered in the future.

Other red flags include making jokes about sexual abuse during the interview or viewing the position as a platform to proselytize. People who hold a bias against people of color, LGBT people, or people with disabilities should not become peer educators. These views are inappropriate anywhere, but especially in a class setting that focuses on every person’s right to be treated with respect and dignity.

* Final Selection

After the interviews, the Liaison and PREA Compliance Manager should review all qualified applicants. Selecting candidates is not an exact science. There are many factors that go into finding the right fit, some of which are subjective. For example, the Liaison and PCM may have completely opposite impressions of a candidate following an interview. Using the basic qualifications from page seven will make it easier to reach a consensus. It is also strongly recommended that the decision-making process incorporate facility diversity, selecting peer educators who are representative of the facility population. The warden should give final approval for all peer educators.

* Notification

Candidates who are selected should be notified in writing, and they should be asked to confirm in writing that they accept the position. At this time the Liaison should also provide the date and time for a training so that the work of creating the program can begin.

Applicants who are not selected also need to be notified in writing. It is recommended that the Liaison share feedback about why the person was not selected. If the person was qualified but there were simply too many applicants, it may be worthwhile to encourage them to re-apply at a later date.

**Peer Educator Management**

***“[Peer Ed is] extremely important.* *It has made an impact. This is a sensitive subject that is not well received from staff, and Peer Educators help to break it down. Teachers are credible resources – [Peer Ed] is the direction things need to be going.”***

**– Haynesville Peer Educator**

This section provides guidance on how to prepare peer educators and support them in their work, including on:

* Peer Educator Role and Limits
* Training Peer Educators
* Peer Educator Certificates
* Supporting Peer Educators
* Peer Educator Resignation, Dismissal, and Exit Interviews
* Mental Health Checks
* Ongoing Training
* Peer Educator Role and Limits

Peer educators play a vital role in creating a culture where sexual safety and human rights are paramount. Strong peer education programs have peer educators who are recognized as leaders; their fellow peers respect their expertise and trust them to provide knowledge and support. There will be individuals who disclose to peer educators that they have been sexually abused or are afraid for their safety. When this happens, the peer educators should remind the person coming forward about the different ways to report. Peer educators do not have a duty to report sexual abuse on behalf of another individual, and they should keep discussions they have with their peers confidential. They are **not** sexual abuse investigators or mental health counselors.

* Training Peer Educators

Just Detention International developed a strong training program for peer educators.[[7]](#footnote-7) This training can be broken into two sessions. The first session offers background information on the program; the second covers the role of peer educators.

The first session runs approximately two hours and covers:

* + Dynamics and prevalence of sexual abuse in detention
  + Definitions of sexual abuse and sexual harassment
  + General explanation of concepts related to LGBTI individuals
  + The agency’s PREA policies

The second session, which also runs approximately two hours, focuses on the content for the PREA Peer Education classes, provides general tips, and contains multiple scenarios for peer educators to discuss and practice how they would respond in challenging situations. The content for this session includes:

* Class curriculum
* Appropriate boundaries
* How to work with diverse groups
* Scenarios and discussions

During the training, the Liaison should take the time to explain to peer educators the scope of the liaison role. They should also review how peer educators should handle sensitive information that other individuals may share with them. The “PREA Peer Education – Annotated Trainer’s Guide”[[8]](#footnote-8) provides talking points and resources to be used during the training.

Peer educators should receive a copy of the training slides on which they can take notes, and a copy of the PREA Peer Education Class Curriculum. Resources permitting, each peer educator should be given a folder to keep all of their Peer Education materials.

**TIP:** Current peer educators can be called upon to help co-teach the training session. They can share their own experiences as peer educators and answer questions, including how they have handled difficult situations.

The training should include time for the new peer educators to practice teaching. New peer educators should study the materials and review them with a fellow educator. They should be encouraged to take time presenting the information in front of the Liaison and their fellow peer educators. After a practice session, the Liaison should lead a discussion on what went well and areas for improvement.

All peer educator training materials accompanying this manual can be found on the National PREA Resource Center website.

**SIDE BAR:** Allow peer educators to think creatively about how to present the information. For example, one group of peer educators used flip chart paper to write down the key takeaways from the presentation. It not only gave them a visual to use during class but was also helpful in reminding them about what content to cover.

* Peer Educator Certificates

After completing their training, peer educators should receive a certificate of achievement (See Appendix D for certificate template). The certificate should include the date the training was completed, facility/agency logo, and the facility PREA Compliance Manager’s name; if possible, it should be printed in color on cardstock. Many peer educators have shared that it was important for them to have a physical certificate that was theirs to keep.

* Supporting Peer Educators

After the training, peer educators should continue to get support and feedback on their work. Liaisons should praise peer educators when a class goes smoothly — and should give constructive feedback for improvement when it does not. The Liaison should meet regularly with peer educators both as group and individually. The group meetings are an effective way to provide feedback on the program as a whole, without singling out any one peer educator.

* Peer Educator Resignation, Dismissal, and Exit Interviews

Peer educators may resign from the position at any time. Liaisons should explain during the training that peer educators should give as much notice as possible before leaving.[[9]](#footnote-9)

There have been instances in which a facility has had more peer educators than were needed to run the program. This can happen when a facility sees a decrease in arrivals. If a facility no longer has a need for a peer educator, the Liaison should help that person find a new job.

Finally, the Liaison may need to remove a peer educator from the program, either for misconduct in class or elsewhere in the facility (see examples in “interview” section above), or because they cannot fulfill the core duties of the role, such as presenting the material effectively.

All peer educators who leave the program — with the exception of those dismissed for cause — should be given an exit interview. Exit interviews are an opportunity to get feedback on the program and to hear about the impact of the work overall.

Liaisons should keep documentation when peer educators resign or are dismissed. If they are dismissed, the documentation should include the reasons for dismissal. The Liaison should discuss with the PCM how to maintain this documentation and who should have access.

* Mental Health Checks

Running a class on sexual abuse prevention can be difficult and stressful. Peer educators might be survivors of sexual violence, and it may be triggering for them to discuss the material and to hear stories from individuals who are also survivors. This violence can be difficult to discuss and process, even for people who are not survivors. Liaisons should ensure that peer educators have monthly check-ins with mental health professionals. While such visits are not required, Liaisons should emphasize that the meetings are highly recommended and are consistently offered each month.

**TIP:** Peer educators may be at risk for vicarious trauma. Also known as secondary trauma, vicarious trauma can affect people who spend a significant amount of time listening to and thinking about accounts of sexual violence from others. If a peer educator exhibits signs of vicarious trauma, such as dramatic mood changes, the Liaison should step in to offer support, which may include asking them if they want to talk about what’s going on, or making a referral to mental health.

* Ongoing Training

A Liaison may decide that a peer educator would benefit from additional training on PREA, sexual abuse, and sexual harassment. Peer educators may also need additional training on how to handle situations that have come up in class. It is the Liaison’s job to figure out if more training, including support from outside resources, is necessary and, if so, to provide it.

**SIDE BAR**: Invite the local rape crisis center to visit the facility and speak with the peer educators about trauma. Advocates might also be willing to meet individually with peer educators.

**PREA Peer Education Class Logistics**

***“If you do not know your rights – you do not know they are being violated or neglected. Recognize your rights, be courageous when they are being violated. Learn how to pay attention to your instincts – you know if something is not right – pay attention to these.”* – Sussex II Peer Educator**

Once the team of peer educators has been selected, the Liaison’s attention should turn to organizing the classes. This involves figuring out the following:

* Who Takes the Classes
* The PREA Peer Education Class Timeframe
* The Class Schedule
* The Peer Educators’ Work Schedules
* The Classroom Setup
* Who Takes the Classes

The primary aim of the peer education program is to raise awareness among individuals who are new to the facility, including transfers from other agency facilities. Once classes for new arrivals are running smoothly, the classes can be rolled out to the general population. Liaisons should consult with the PCM and facility leadership on deciding when and how this expansion should occur.

The PREA Standards do not require PREA education every year. However, facilities must keep individuals informed of changes in PREA policies. The PREA Compliance Manager can help Liaisons determine what kind of ongoing PREA education is appropriate and whether the peer educators can assist in any way.

**TIP:** Youthful inmates can take PREA peer education classes with adults. Because the PREA Standards require ongoing supervision of all youthful inmates during programming, the youth attending the class will be accompanied by a staff member.

* PREA Peer Education Class Timeframe

Within 72 hours of arrival, initial PREA education must be provided covering the facility/agency’s zero tolerance for sexual abuse and sexual harassment, as well as ways to report. This class is typically done by intake staff. Recognizing that the first few days in a prison or jail can be overwhelming, the PREA Standards require facilities to provide another, more comprehensive course on sexual abuse prevention within thirty days of arrival.[[10]](#footnote-10) The PREA peer education program is designed to provide the comprehensive session.

* Scheduling Classes

The Liaison should work with counselors and staff in charge of programming on the class schedule. Individuals should be notified of their classes through a posting in the housing unit; these notices should include class times and locations. Classes should be scheduled for one hour, which is sufficient time to show a video, if your agency uses one, and for a brief Q & A.

Once the facility leadership and PCM determine that the facility population should get the classes, the Liaison should develop a class schedule that allows everyone to participate within six months.

**Worksheet: Class Schedule**

PREA Peer Education classes will occur on the following days/times per week (add more days/times as needed):

* Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilities may want to give individuals flexibility with their schedule — work assignment, medical appointments, etc. — to ensure that they can attend the PREA peer education class. In some instances, an individual may need to reschedule their participation for a later date.

* Peer Educators’ Schedules

The most important consideration in creating a peer education class schedule is the availability of the peer educators. The Liaison will want to schedule peer educators in a way that ensures they all get experience teaching classes. Schedules should be set weekly so they can be modified more easily to accommodate other facility activities, and to indicate weeks when classes will not take place. The Liaison should work with peer educators to determine which pairings work best, taking into account diversity and peer educator preferences.

**Worksheet: Scheduling Peer Educators**

Write down which two (2) peer educators will teach each scheduled session.

* Class date: \_\_\_\_\_\_\_ Class time: \_\_\_\_\_\_\_ Peer educators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Class date: \_\_\_\_\_\_\_ Class time: \_\_\_\_\_\_\_ Peer educators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Class date: \_\_\_\_\_\_\_ Class time: \_\_\_\_\_\_\_ Peer educators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Class date: \_\_\_\_\_\_\_ Class time: \_\_\_\_\_\_\_ Peer educators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Class date: \_\_\_\_\_\_\_ Class time: \_\_\_\_\_\_\_ Peer educators: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom setup

The PREA peer education classes can take place in a classroom, counseling office, or dayroom, as long as it has sufficient space for all participants and offers privacy. It is the Liaison’s job to make sure that the space is available at the scheduled time. If possible, one location should be used for all classes.

Peer educators lead the classes, but a staff member must always be present. This staff member can be the Liaison, PREA Compliance Manager, counselor, or other staff who has been briefed on the program and is familiar with how it is run. Staff involvement should be minimal, and they should chime in only as needed. The goal is to foster an environment where the peer educators and participants feel comfortable having an open discussion among themselves.

**TIP:** Staffwho supervise the PREA peer education class should be provided with a PREA Peer Education Class Curriculum and invited to participate in reviewing it.

Peer educators must have all the necessary materials and equipment to conduct the class.

**Worksheet: Class Materials**

Review the following to make sure you are prepared for the PREA Peer Education class:

* Number of chairs needed (one per attendee, including peer educators): \_\_\_\_\_\_\_\_\_
* Class evaluations (one per participant)
* Pens or pencils
* Class sign-in sheet
* TV (optional)
* DVD player (optional)
* DVD: “PREA: What You Need to Know” (optional)
* Flip chart paper and markers (optional)

**Peer Education Program Monitoring**

***“Peer Ed does work. Inmates are readily and willingly accepting of information given to them. Peer Educators enjoy doing it. Offenders enjoy having it*.” – Fluvanna Peer Educator**

The Liaison is responsible for gathering and reviewing reports about the peer education program so that the facility can assess its impact. These reports include:

* Class Evaluations
* Attendance Records
* Monthly Reports to PREA Compliance Manager
* Class Evaluations

At the end of each class, the peer educators should distribute anonymous evaluation forms to participants. Participants are not required to fill out an evaluation, but peer educators should strongly encourage it, explaining that honest feedback is valuable for the program (See Appendix E for a sample class evaluation).

**TIP:** Liaisons should involve peer educators in their review of the evaluations. If the Liaison and PREA Compliance Manager decide revisions need to be made to the curriculum, peer educators should be involved in the process.

* Tracking Attendance

The Liaison should use the class sign-in sheet to check attendance and, working with the PREA Compliance Manager, keep an ongoing record of participation. This documentation will be used to not only track attendance but also to demonstrate compliance during a PREA audit.

* Monthly Reports to PREA Compliance Manager

On a monthly basis, the Liaison should provide a report to the PREA Compliance Manager on the number of classes held, the number of attendees, and their names. The report should also include any challenges peer educators faced and notable positive feedback.

**Appendix A: Peer Education Staff Briefing**

**Insert Facility/Agency Logo**

**[Facility/Agency Name] PREA Peer Education Class**

**Who are the peer educators?**

* Interested individuals who applied to the program.
* Peer educators are selected based on their commitment to the work and their ability to communicate effectively.
* They have had no infractions in the last year.
* They received comprehensive training prior to leading their first class.
* Educators work in teams to provide comprehensive PREA to education to their peers.



**What is PREA Peer Education?**

PREA peer education is an interactive course where peer educators use video, lecture, and scenarios to make the information interesting and accessible.

The class covers [facility/agency] zero tolerance policy for sexual abuse and sexual harassment. It also explains:

* Their right to be free from sexual abuse and sexual harassment
* General safety tips
* Definitions of sexual abuse and sexual harassment
* [Facility/agency] policies on sexual abuse, sexual harassment, and retaliation
* Ways to report sexual abuse and sexual harassment
* How to get support

**Want to get involved?**

* Each institution has a PREA Peer Educator Liaison.
* The PREA Peer Education Program Liaison for this facility is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* If you have questions about the program or want to find out about helping make it a success, please contact the program liaison.

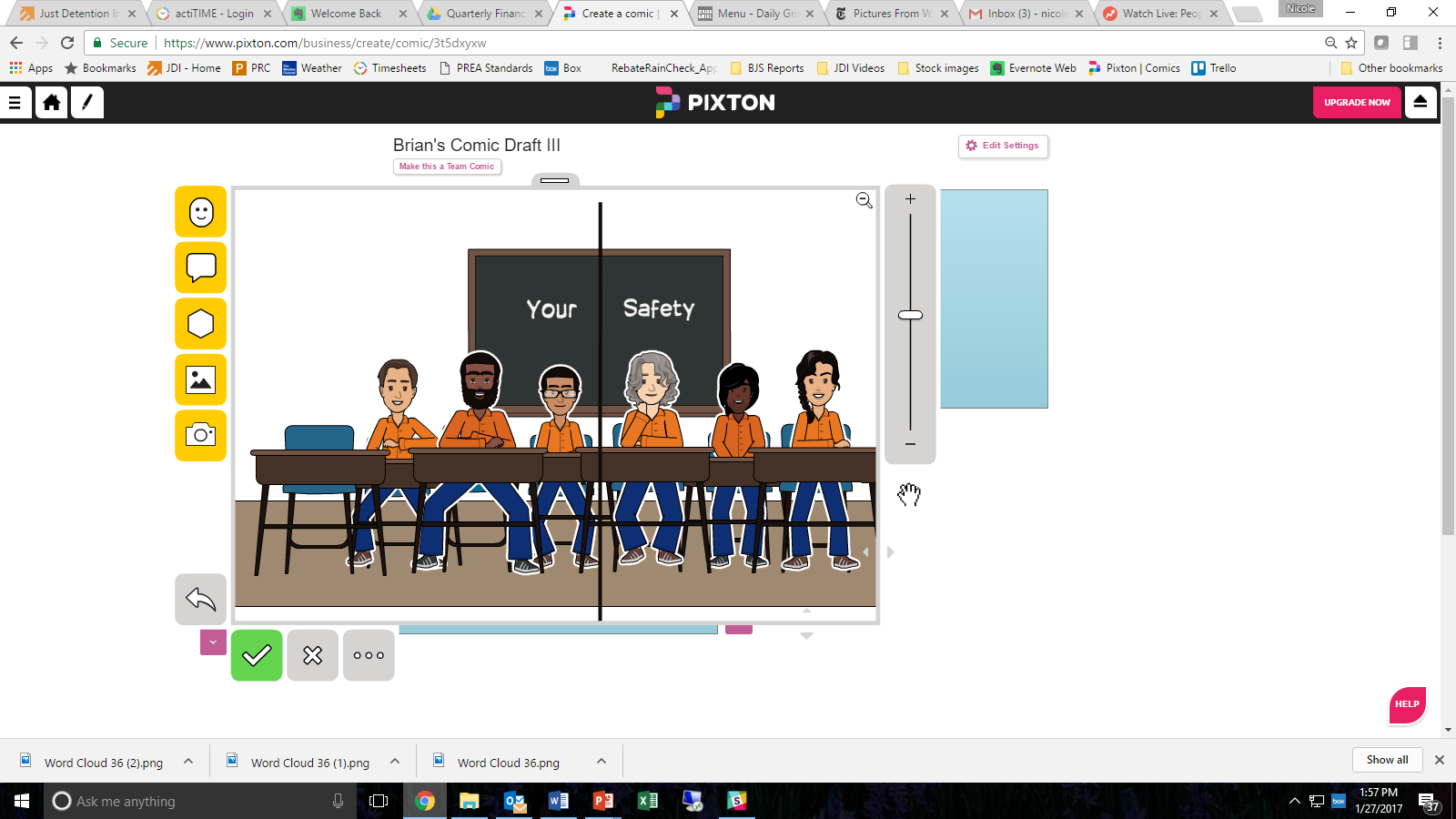
**Why Peer Education?**

* It’s an innovative way to provide sensitive information to inmates in an effective way.
* Peers are trusted more than staff when it comes to sensitive topics.
* Response from participants so far has been overwhelmingly positive.



**Who goes to the PREA Peer Education class?**

* All new arrivals to the institution attend the class shortly after intake.
* Peer educators will also go to each housing unit to present the class to individuals who were admitted before the program began.



**Appendix B: Peer Educator Recruitment Flyer**

**Employment Opportunity: Peer Educator**

Committed to a safe facility free from sexual abuse and harassment?

Like working with your peers and staff?

Responsible and hardworking?

**If so, apply to be a peer educator today!**

**What does a peer educator do?**

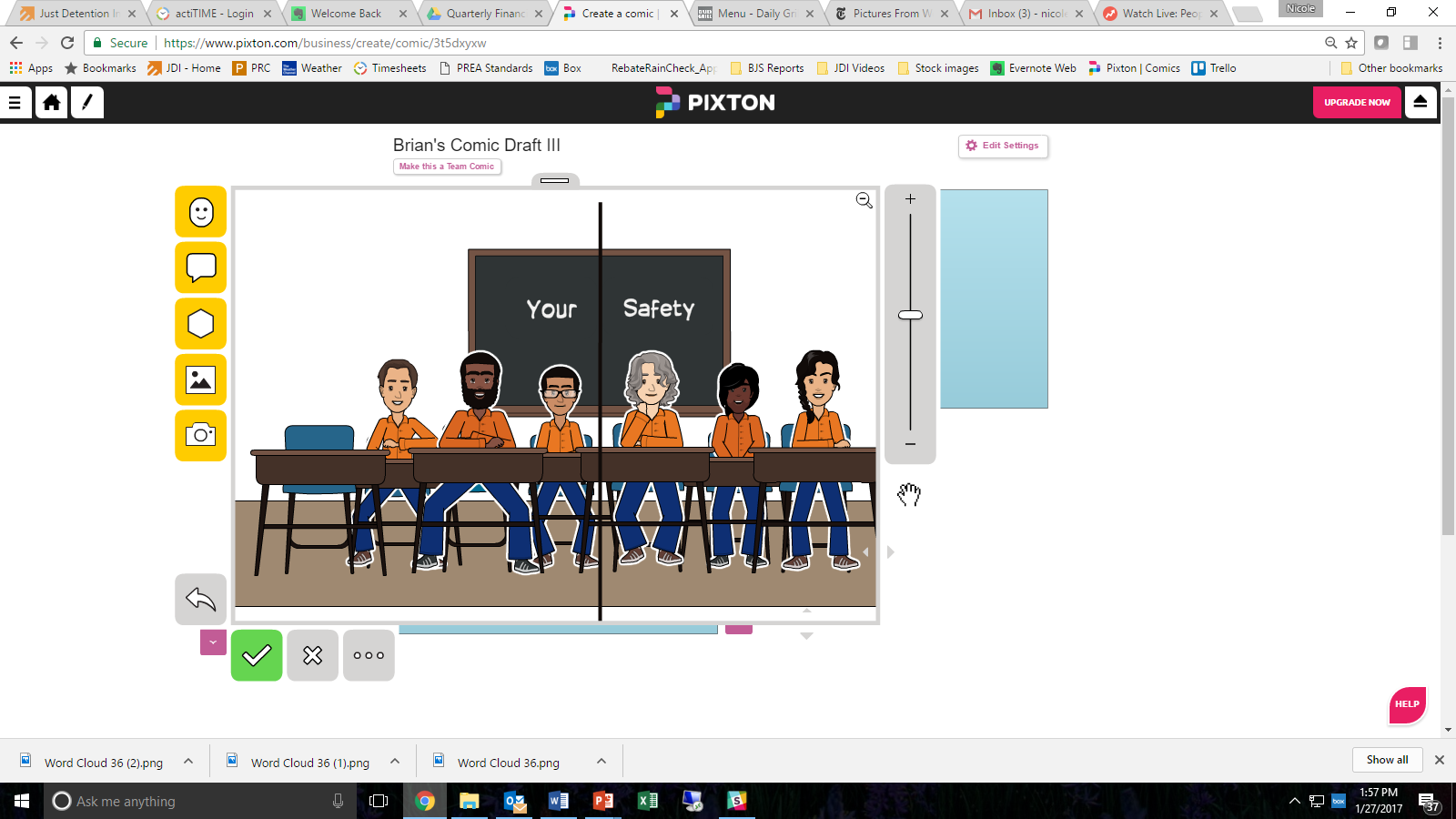
* Conduct safety classes for your peers
* Answer questions during class
* Help people understand [facility/agency] sexual abuse and sexual harassment procedures
* Work collaboratively with other peer educators
* Participate in meetings and check-ins with the program liaison and mental health liaison



PREA peer educators are **NOT** responsible **for reporting**

**or investigating** sexual abuse or sexual harassment

**or providing** crisis intervention or emotional support.



**How much time is required?**

This is a part-time position – 10 hours or less per week

**How do I qualify to be a peer educator?**

Have no disciplinary violations in past 12 months

**Will I be trained?**

* Yes, if selected, you’ll be trained and receive a certificate.

**What if I already have a job?**

* No problem. A waiver if available so you can keep that job and be a peer educator.

**Interested in being a peer educator?**

Ask your counselor for a job application.

Applications due by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bilingual (English/Spanish) individuals are strongly encouraged to apply.

**Appendix C: PREA Peer Educator Interview Questions**

The following is a list of potential interview questions to be used during the peer educator recruitment process. It is important to use as many open-ended questions as possible so you will get more than a “yes” or “no” response.

* What have you heard or what do you know about PREA?
* Why are you interested in this position?
* Do you have any prior public speaking and/or teaching experience (e.g., mentoring, teacher’s assistant, programs like the Cognitive Community, etc.)?
* How comfortable are you/do you think you’ll be talking about sensitive issue like sexual abuse and harassment with other people?
* How comfortable are you working with a diverse group of people, particularly people who may not share your same background or beliefs?
* What other jobs do you have and/or what other programs are you involved in?
* How well do you interact with staff?
* How do you think most of your peers here would describe you?
* How have you handled (or how would you handle) any problems you have had here?
* What would you say to someone making fun of you for being a PREA peer educator?

**Appendix D: Peer Educator Certificate of Achievement Template**

Insert Agency/Facility Logo

**Month Day**

**201X**

CERTIFICATE *of* ACHIEVEMENT

THIS ACKNOWLEDGES THAT

[insert Peer Educator name]

HAS SUCCESSFULLY COMPLETED THE

[FACILITY] PEER EDUCATOR PROGRAM

|  |
| --- |
| *x* |
| [insert name], PREA Compliance Manager |

**Appendix E: PREA Peer Education Class Evaluations**

**[Facility/Agency] PREA Peer Education Class Evaluation**

**Strongly Agree Agree Disagree Strongly Disagree**

1. This class was helpful for me □ □ □ □
2. The length of the class was just right □ □ □ □
3. The peer educators were well-prepared □ □ □ □
4. The peer educators were knowledgeable □ □ □ □
5. The video(s) were useful □ □ □ □

**How did you feel about having a peer educator lead the class? Please explain.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Would you have preferred to have had a facility staff member lead the class? If yes, why?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Do you have any comments or suggestions for the peer educators or about this program? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. *PREA and Inmate Education: A Resource Guide* can be accessed at: <https://www.prearesourcecenter.org/sites/default/files/library/preaandinmateeducation-resourceguide.pdf> [↑](#footnote-ref-1)
2. PREA Standard §115.33 (Inmate education); [↑](#footnote-ref-2)
3. Inmate education interpretive guidance has been issued specifically for peer education. These FAQ’s can be accessed at:

   <https://www.prearesourcecenter.org/frequently-asked-questions/adult-prisons-and-jails-can-inmates-over-age-17-provide-inmate-peer>;

   <https://www.prearesourcecenter.org/frequently-asked-questions/can-inmate-peer-educators-be-used-deliver-inmate-information-and>; and

   <https://www.prearesourcecenter.org/frequently-asked-questions/adult-prisons-and-jails-can-adult-inmates-provide-inmate-peer-education>. [↑](#footnote-ref-3)
4. The Peer Educator Liaison may be the PREA Compliance Manager (PCM) or PREA Coordinator (PC) in single-facility agencies, or a separate person assigned by the PC/PCM to implement the program. Where the Liaison and the PC or PCM are the same person, for instances throughout this manual where Liaison and PC/PCM are given separate roles, these should be merged. Note that the term PREA Compliance Manager or PCM is used throughout. This can be substituted for PREA Coordinator or PC for single-facility agencies. [↑](#footnote-ref-4)
5. JDI has modified the materials for a juvenile detention facility, also with success. However, given the recent expansion to juvenile detention, the focus of this Manual is on adult prisons and jails. While JDI has not worked with community confinement facilities on peer education, it is reasonable to expect that this model could also be successfully implemented there. [↑](#footnote-ref-5)
6. Over-hiring is strongly encouraged in settings, like jails, with high population turnover. The Liaisons in these settings have to be prepared to continuously recruit and train peer educators, but this should not deter implementing such a program. [↑](#footnote-ref-6)
7. In facilities with both men and women peer educators, it is recommended that their training occur together so they can learn from each other and support one another in their roles. [↑](#footnote-ref-7)
8. Add link to Annotated Trainer’s Guide once available on PRC website. [↑](#footnote-ref-8)
9. Someone may not have advance notice that they are being released, especially in a jail. [↑](#footnote-ref-9)
10. While the PREA Standards require comprehensive PREA education within 30 days, some facilities/agencies may require it to take place sooner. [↑](#footnote-ref-10)