EnlightenMENT

NJ Peer2Peer Mentoring Program

EnlightenMENT:
NJ Peer2Peer Mentoring Program

PROGRAM MANUAL

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ACKNOWLEDGEMENTS

The EnlightenMENT: NJ Peer2Peer Mentoring Program Model was adapted and refined by the New Jersey Department of Children and Families (NJ DCF). NJ DCF would like to thank a number of collaborative partners who contributed to the development of the EnlightenMENT: NJ Peer2Peer Mentoring Program Model, as well as the implementation and evaluation supports. The EnlightenMENT: NJ Peer2Peer Mentoring Program Model would not be where it is today without the dedication, expertise, and significant time of staff from DCF; EnlightenMENT: NJ Peer2Peer Mentoring Program Provider Partners; Consultant Stakeholders and DCF Youth Council's Sibling and Advocacy Subcommittee.

NJ DCF would especially like to thank the following partners for their significant efforts attending meetings, brainstorming, developing forms and procedures, attending to supports, and various other tasks which ultimately led to the EnlightenMENT: NJ Peer2Peer Mentoring Program Model you'll learn about in this manual:

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Finally, NJ DCF would like to extend our gratitude to the DCF Youth Council, with specific appreciation to the Sibling and Advocacy Youth Committee. Without the insight, dedication, passion, continuous consultation and resilience of the young people on the committee, the EnlightenMENT: NJ Peer2Peer Mentoring Program would not have developed into the unique and supportive program it is for the current and future youth in NJ's child welfare system.

PURPOSE, ORGANIZATION, AND EXPECTATIONS

PURPOSE

The purpose of the EnlightenMENT: NJ Peer2Peer Mentoring Program Manual is to serve as a comprehensive resource that incorporates the framework, procedures, operational processes, and resources necessary for maintaining program fidelity to the EnlightenMENT: NJ Peer2Peer Mentoring Program and carrying out service activities with consistency and excellence. The EnlightenMENT: NJ Peer2Peer Mentoring Program Manual outlines how to implement services according to the best practices. It is designed to standardize the delivery of services across EnlightenMENT: NJ Peer2Peer Mentoring Program provider agencies. Standardization of service delivery also requires prudent judgment in working with the unique needs and circumstances of children and families. EnlightenMENT: NJ Peer2Peer Mentoring Programs should remain reasonably flexible to the discovery of improvements and adaptations in service delivery that are not yet documented in the EnlightenMENT: NJ Peer2Peer Mentoring Program Manual. To ensure ongoing consistency of high-quality implementation, any improvements or adaptations must be discussed with the DCF team.

ORGANIZATION

This manual is organized into three (3) main sections and appendix:

Section 1. Introduction to the EnlightenMENT: NJ Peer2Peer Mentoring Program. This section offers history and back-ground on how the program was refined and adapted. It also provides an overview of the EnlightenMENT: NJ Peer2Peer Mentoring Program Logic Model highlighting the expected outcomes, services, and resources needed to implement the model.

Section 2. Program Services. This section explores the EnlightenMENT: NJ Peer2Peer Mentoring Program Model's core services and services delivery. It also highlights the Stages of Enlightenment necessary to support service delivery.

Section 3. Administrative Operations. This section focuses on administrative functions that lead to successful operation of the EnlightenMENT: NJ Peer2Peer Mentoring Program. It highlights core staff recruitment and selection processes, along with training, supervision, and coaching opportunities. It also details data collection and program evaluation.

Appendices. The program manual also includes an appendix containing more detailed background information, along with program documents and tools that support the delivery of the EnlightenMENT: NJ Peer2Peer Mentoring Program Model.

EXPECTATIONS

Agencies who contract with the NJ DCF to deliver the EnlightenMENT: NJ Peer2Peer Mentoring Program with families in New Jersey are expected to use this Program Manual as a guide for successful implementation and to achieve desired outcomes. It is critical that Provider Partners adhere to the practice and service standards

outlined in this manual to ensure program fidelity, and ultimately, to support high quality implementation of the EnlightenMENT: NJ Peer2Peer Mentoring Program in service to successful family outcomes.

SECTION 1

INTRODUCTION TO THE ENLIGHTENMENT: NJ PEER2PEER MENTORING PROGRAM

Section 1: Introduction to the EnlightenMENT: NJ Peer2Peer Mentoring Program

History and Background

The Westchester County Department of Social Services (WCDSS) received the Youth At Risk of Homelessness (YARH) federal grant for its Westchester Building Futures (WBF) initiative to reduce the risk of homelessness among youth in foster care. The WCDSS partnered with The Children's Village and the Fordham University Graduate School of Social Service's Ravazzin Center to develop the BraveLife Intervention (BLI). The BLI is a youth-centered, strength-based initiative that uses Peer-2-Peer (P2P) Navigators to support youth in achieving goals that they set for themselves, particularly in the areas of education, employment, and housing. Peer Navigators are employed and trained young adults with lived experience in the child welfare system. This intervention is evidence-informed based on data from its early development.

In the Fall of 2018, DCF's Commissioner Beyer started a Listening Tour and heard from over 500 parents and young people who had experience with DCF. With the feedback she received, Commissioner Beyer created the Office of Family Voice (OFV). OFV was designed to ensure that families and youth all have a seat at the table to have input on the DCF policies, practice and supports that impact their lives. OFV developed the Youth Council through informational interviews and a statewide application process with the intent to accomplish a common vision and collaborative goals. In January 2020, Commissioner Beyer hosted the DCF Youth Council kick-off. The Youth Council consists of approximately 24 appointed young people between the ages of 14-24 with lived experience with NJ's Department of Children and Families. The Youth Council continues to help transform DCF policy and practice and, at the same time, empower youth to take action and make decisions on critical issues.

The Youth Council created three subcommittees to address topics critical to older youth. The Sibling and Advocacy Subcommittee (SAS) voiced that upon entering foster care, young people would benefit from a connection to a peer, like that of an older sibling. They spoke about how important it was for these youth to have someone to speak with and offer advice on life while transitioning into care. From these discussions, the Peer2Peer Program was born. The SAS recommended this one-on-one peer mentoring program for youth prioritizing those recently in care and match them with peer mentors that also have lived experience in the foster care system. With Commissioner Beyer's full support, the SAS advocated for this program and worked collaboratively with DCF offices through the model search, development, procurement, and implementation of the Peer2Peer Program in NJ, to which they rebranded, EnlightenMENT: NJ Peer2Peer Mentoring Program.

Program Development Approach [1]

With the goal of creating a well-defined, replicable EnlightenMENT: NJ Peer2Peer Mentoring Program model, NJ DCF, it's contracted service providers, and consultants tapped into the principles of implementation science. The field of implementation science provides frameworks that assess and support the design and implementation of interventions toward the achievement of targeted outcomes. For innovative programs that are informed by literature, but have yet to be rigorously evaluated, the practice must be defined, implementation supports (training, coaching, fidelity tool, etc.) must be developed to support the practice, and data collection and evaluation must be established to inform ongoing practice improvements. These fundamental steps are necessary before the targeted outcomes can be achieved. NJ DCF systematically utilized the National Implementation Research Network's Active Implementation Framework and accompanying tools to organize and carry out program development for EnlightenMENT (Metz 2016). For more information about how the Active Implementation Framework was used for the EnlightenMENT: NJ Peer2Peer Mentoring Program development, please see **Appendix A**.

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[1] Metz, A. (2016). *Practice Profiles: A Process for Capturing Evidence and Operationalizing Interventions.* Chapel Hill, NC: National Implementation Research Network, University of North Carolina. Available online at
https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-Metz-WhitePaper-PracticeProfiles.pdf.

Peer2Peer Community Providers

Agency	Counties
Children's Aid and Family Services	Essex, Middlesex, and Union
Children's Home Society	Mercer, Monmouth, and Ocean
Oaks Integrated Care, Inc.	Atlantic, Burlington and Camden

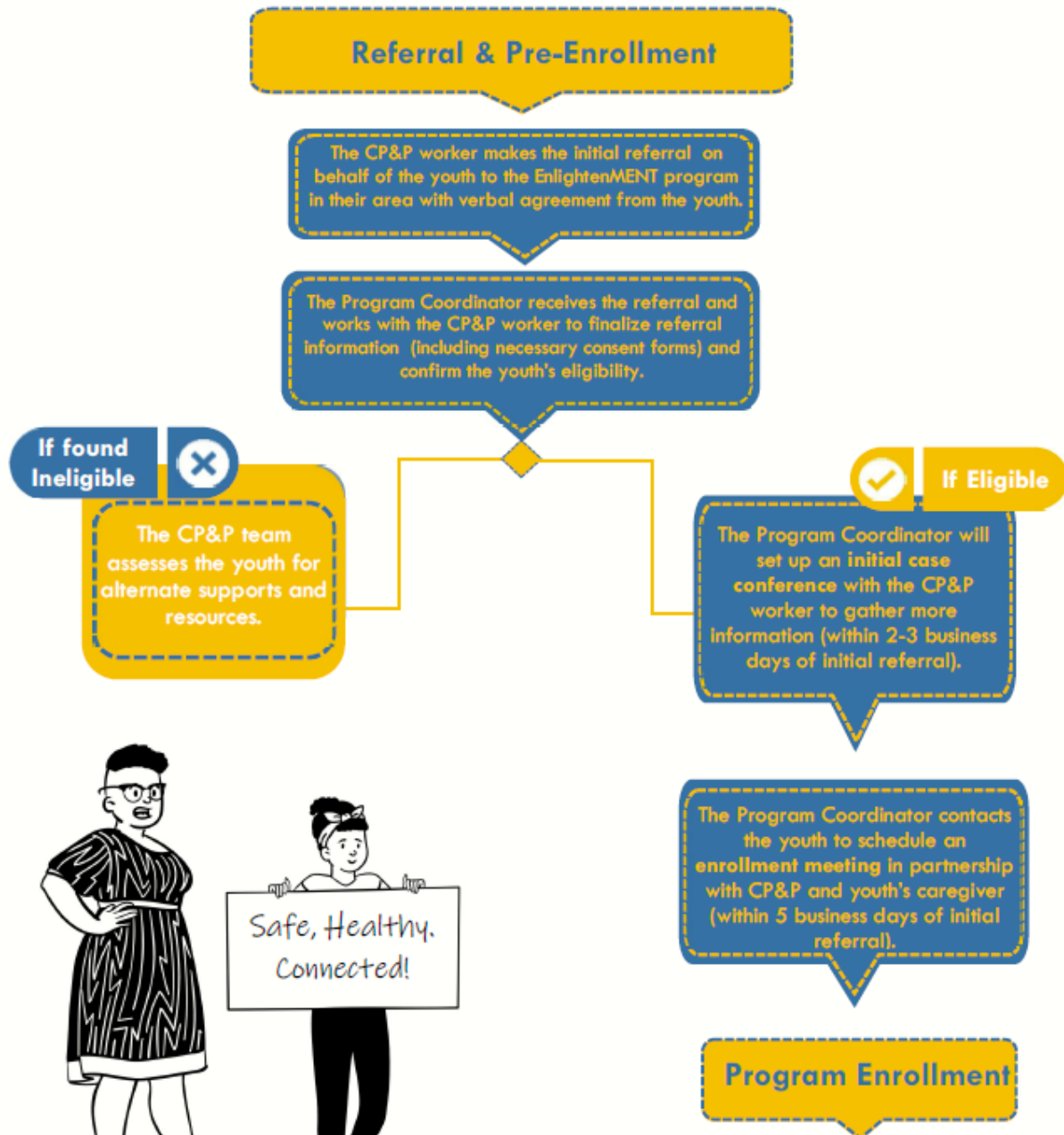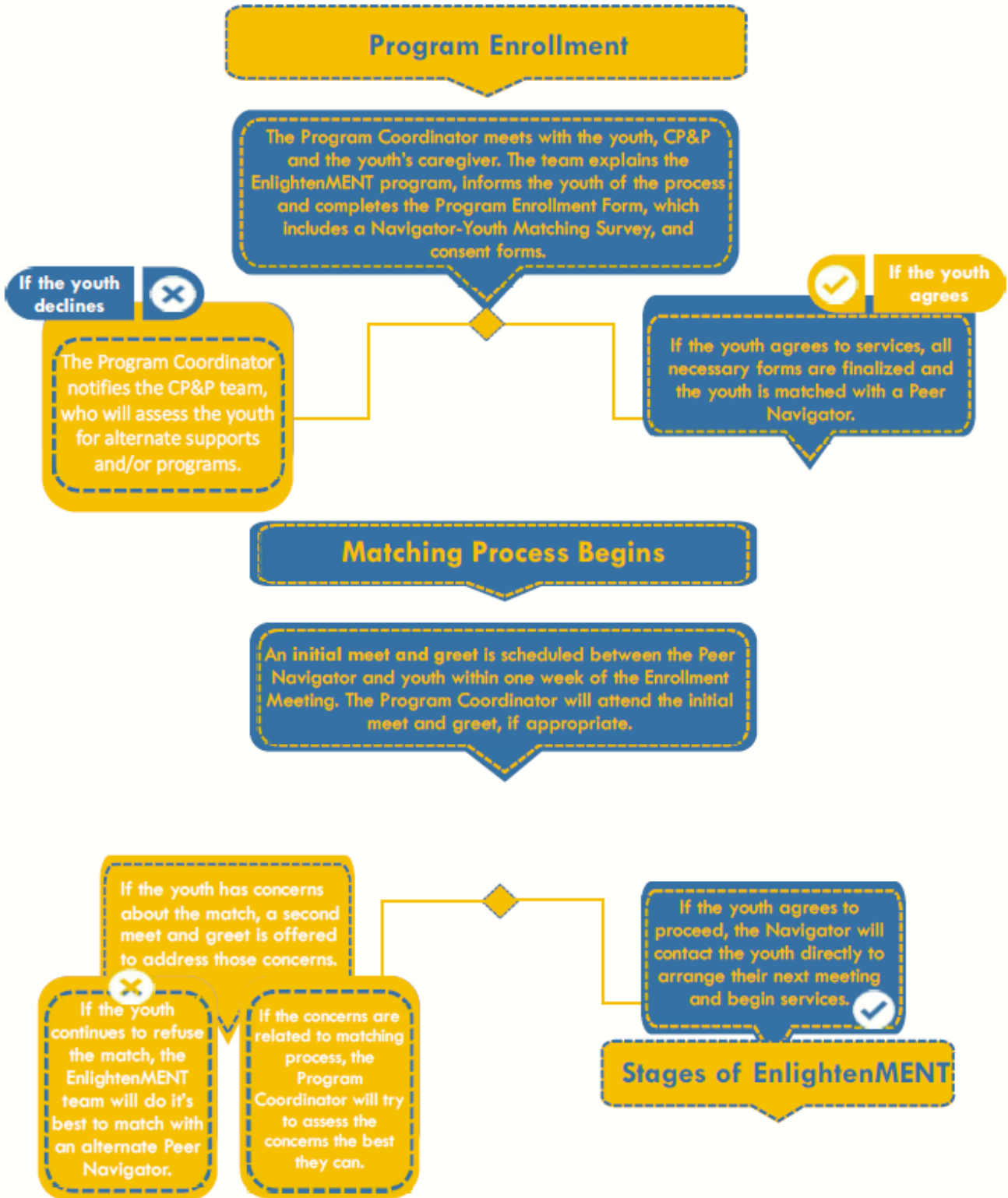# EnlightenMENT: NJ Peer2Peer Mentoring Program Logic Model

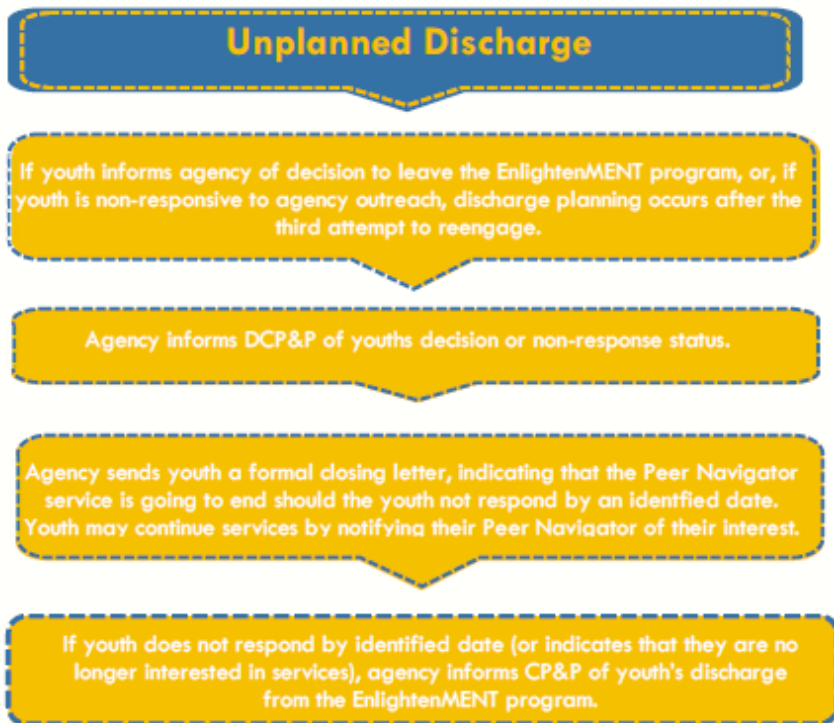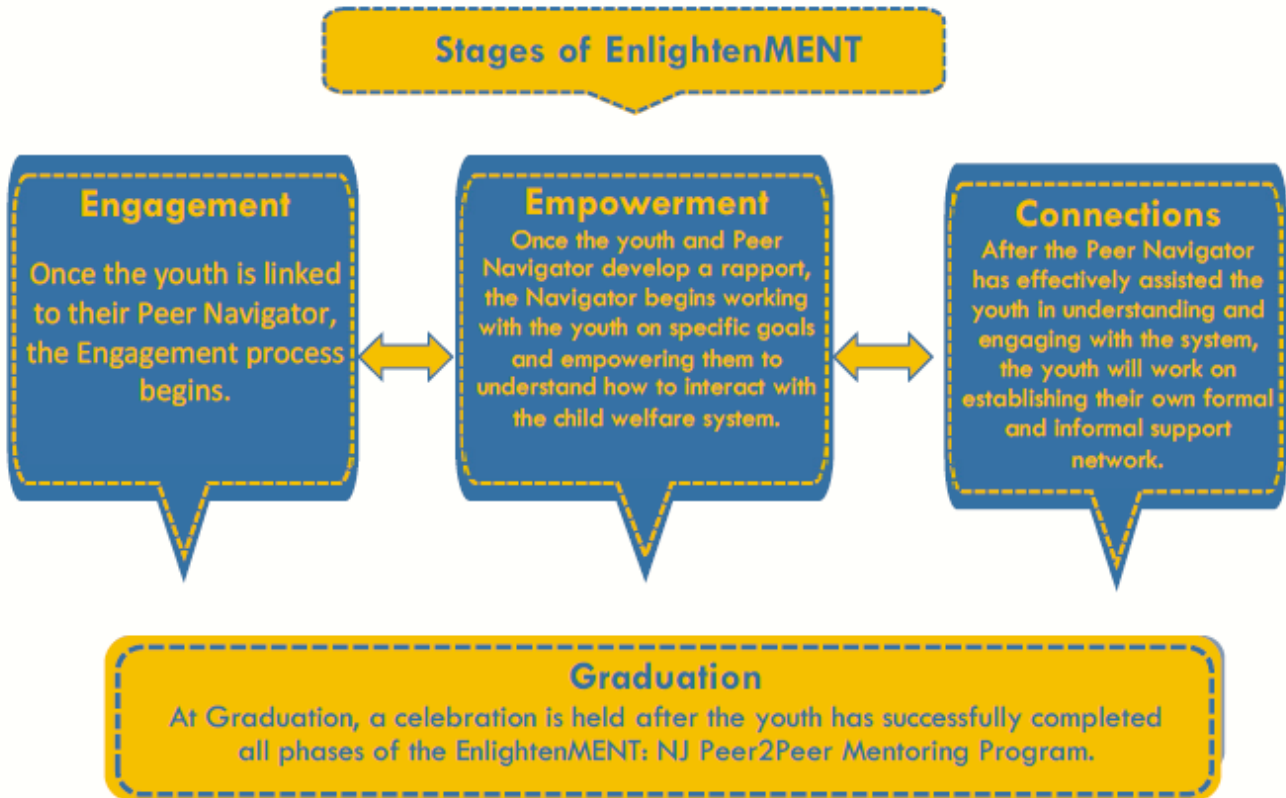| Inputs	Activities	How	Outcomes		
			Short	Median	Long
DCF: Conducts program selection, oversight, training and coordination, and program evaluation. **Regional Providers:** Responsible for the program implementation and provision of direct services to youth in NJP2P. **NJP2P Navigators (P2PN):** Recruited by regional providers; responsible for providing outreach for EngageMEnt, EmpowerMEnt, and Concrete Connections with youth placed in out-of-home placement. **NJP2P Coach/Supervisor:** Recruited by regional providers; responsible for observing, modeling, and supervising P2PN; assesses program fidelity and co-facilitates team meetings. **NJP2P Coordinator:** Recruited by regional providers; responsible for youth recruitment and administrative oversight; offers trauma-informed and healing-centered supervision to staff, as needed. **The Children's Village:** Model purveyors; provides recommendations and support based on past experiences & lessons learned. **Fordham University:** Supports development of the P2P Training Manual, ongoing training in use of the manual, and supports the program evaluation, as needed.	P2PN will contact the youth and engage them.	P2PN will engage youth by starting dialogue through texting, meetings, and one-on-one activities.	Youth have built trusting relationships with P2PN.	Youth have increased their support network connections and their capacity to work with and relate to peers and professionals.	Youth have increased their perceived social connectedness.
	P2PN will spend time with youth to build trust by being present and consistent.				
	P2PN will discuss with youth what a youth-driven, age-appropriate goal is.	P2PN will help youth to understand what youth-driven, age-appropriate goals are, define at least one immediate goal, and pursue it.	Youth can identify age-appropriate goals.	Youth have increased their preparedness to address their goals.	Youth have achieved an immediate goal.
	Youth and P2PN will work together to prepare for and take part in empowerment process.	P2PN will support, mirror, and model to help youth to get the most out of the empowerment process.	Youth have increased perceived empowerment.	Youth have increased their self-efficacy.	Youth have increased their perceived self-esteem.
	P2PN will reinforce for youth how to communicate with professionals in getting their needs met.	P2PN will model how to talk with regional provider staff and other professionals.	Youth have increased their knowledge about what advocacy is.	Youth have increased their ability to effectively communicate.	Youth have increased their confidence to advocate for their future care.
	After goals are established, youth will connect with the system/network staff (e.g., case planner) on their own.	Youth will work independently with other system/network professionals to guide them through this process.	Youth have increased their understanding of the in-care system network/staff.	Youth have increased their knowledge about formal/informal assistance.	Youth have increased their ability to maintain formal and informal assistance.
	P2PN will encourage youth to reach out to friends, family, and/or resource parents for support.	Youth will be involved in outreach by utilizing the family engagement/development approach.	Youth have increased perceived support from family/friends.	Youth have increased their support network connections.	Youth have increased resiliency.
	P2PN will encourage youth to actively engage and participate in Family Team Meetings.	P2PN will go to the Family Team Meetings with youth and/or engage youth in activities that can prepare them to actively participate in meetings in the future.	Youth have increased their perceived level of participation in Family Team Meetings or related aftercare meetings.	There is an increase in engagement between youth and professionals at Family Team Meetings.	Youth have increased their perceived level of collaboration with Family Team Meetings toward youth-driven goals.
	P2PN will use their training and supervision to build trust with youth and establish plans for working with them.	P2PN will listen to youth and will offer support and resources to guide them in pursuing goals and overcoming challenges they may face.	P2PN have developed a positive rapport with youth and set appropriate boundaries with them.	P2PN have processed their experiences in working with youth and possible triggers when working with those with whom they share similar lived experiences.	P2PN will have increased perceived self-awareness, social support, empowerment, self-advocacy, self-esteem, resiliency, and social connectedness.

Section 2: Program Services

Service Delivery Flowchart

EnlightenMENT: NJ Peer2Peer Mentoring Program Service Delivery FLOW CHART

Referral & Pre-Enrollment

The CP&P worker makes the initial referral on behalf of the youth to the EnlightenMENT program in their area with verbal agreement from the youth.

The Program Coordinator receives the referral and works with the CP&P worker to finalize referral information (including necessary consent forms) and confirm the youth's eligibility.

If found Ineligible ✕

The CP&P team assesses the youth for alternate supports and resources.

✓ **If Eligible**

The Program Coordinator will set up an **initial case conference** with the CP&P worker to gather more information (within 2-3 business days of initial referral).

The Program Coordinator contacts the youth to schedule an **enrollment meeting** in partnership with CP&P and youth's caregiver (within 5 business days of initial referral).

Program Enrollment

Safe, Healthy. Connected!

Program Enrollment

The Program Coordinator meets with the youth, CP&P and the youth's caregiver. The team explains the EnlightenMENT program, informs the youth of the process and completes the Program Enrollment Form, which includes a Navigator-Youth Matching Survey, and consent forms.

If the youth declines ✖

The Program Coordinator notifies the CP&P team, who will assess the youth for alternate supports and/or programs.

✔ **If the youth agrees**

If the youth agrees to services, all necessary forms are finalized and the youth is matched with a Peer Navigator.

Matching Process Begins

An initial meet and greet is scheduled between the Peer Navigator and youth within one week of the Enrollment Meeting. The Program Coordinator will attend the initial meet and greet, if appropriate.

If the youth has concerns about the match, a second meet and greet is offered to address those concerns.

✖ If the youth continues to refuse the match, the EnlightenMENT team will do it's best to match with an alternate Peer Navigator.

If the concerns are related to matching process, the Program Coordinator will try to assess the concerns the best they can.

If the youth agrees to proceed, the Navigator will contact the youth directly to arrange their next meeting and begin services. ✔

Stages of EnlightenMENT

Stages of EnlightenMENT

Engagement
Once the youth is linked to their Peer Navigator, the Engagement process begins.

Empowerment
Once the youth and Peer Navigator develop a rapport, the Navigator begins working with the youth on specific goals and empowering them to understand how to interact with the child welfare system.

Connections
After the Peer Navigator has effectively assisted the youth in understanding and engaging with the system, the youth will work on establishing their own formal and informal support network.

Graduation
At Graduation, a celebration is held after the youth has successfully completed all phases of the EnlightenMENT: NJ Peer2Peer Mentoring Program.

Unplanned Discharge

If youth informs agency of decision to leave the EnlightenMENT program, or, if youth is non-responsive to agency outreach, discharge planning occurs after the third attempt to reengage.

Agency informs DCP&P of youths decision or non-response status.

Agency sends youth a formal closing letter, indicating that the Peer Navigator service is going to end should the youth not respond by an identfied date. Youth may continue services by notifying their Peer Navigator of their interest.

If youth does not respond by identified date (or indicates that they are no longer interested in services), agency informs CP&P of youth's discharge from the EnlightenMENT program.

Referral and Enrollment Process

Program Eligibility:
- Young people ages 14-21 that are in foster care for less than 18 months in the following counties: Essex, Middlesex, Union, Mercer, Monmouth, Ocean, Atlantic, Burlington and Camden.

Target Population:
- Youth should enroll prior to their 20th birthday to allow for one-year of service delivery.

- Youth are eligible based on the county in which they reside; considerations may be made to serve a young person outside of the counties identified above if travel is within reason (one-hour).
  - o If a young person moves from one eligible county to another, the young person should be transitioned to the provider funded to serve that county.
  - o If a young person moves from an eligible county to an ineligible county; considerations may be made to serve a young person outside of the counties identified above if travel is within reason (one-hour).

- Exclusionary criteria includes;
  - o DD/ID that preclude the youth's daily functions. The Program should utilize clinical judgement to determine appropriateness.
  - o Youth in a PCH (Psychiatric Community Home) or Specialty Residential Services (SPEC) are not eligible. All other levels would be options for participation. For youth in any CSOC setting, acuity and setting restrictions are discussed along with discharge/transition timing in order to make an informed decision about timing/appropriateness of enrollment.

Referral and Pre-Enrollment:
- The DCP&P worker utilizes the EnlightenMENT: NJ Peer2Peer Mentoring Program Referral Form (*Please see* Appendix B *to review the Referral Form*) to generate referral on behalf of the youth with verbal agreement of the young person and documented as such in contact notes. *DCP&P may contact the EnlightenMENT: NJ Peer2Peer Mentoring Program during the referral process to engage the young person and provide additional information about the program.*
  - o Referral to the program should occur within 45 days of placement.
  - o If the provider identifies an eligible young person in the community, the DCP&P worker should be notified to formalize the referral.
  - o EnlightenMENT: NJ Peer2Peer Mentoring Program should maintain a waitlist and consult with the Office of Family Preservation and Reunification to determine prioritization of young people on the waitlist.

- The Program Coordinator receives the referral and works with the DCP&P worker to finalize referral information and confirm the youth's eligibility.
  - o If eligible, the Coordinator will inform the CP&P Caseworker and conduct an initial case conference with the CP&P Caseworker to get more information on the case, within 3 business days of initial referral.

> Initial case conference is an informal, information gathering conversation to take place either in-person, video conference or via phone. Conversation may include but is not limited to; additional trauma history not included in the case notes, other relevant history, other service providers involved with the youth, how consent will be garnered if youth is a minor, as well as how they typically communicate with the youth.

> At completion of initial case conference, the Coordinator or Coach/Supervisor contacts the youth to schedule an enrollment meeting. The enrollment meeting must occur in partnership with DCP&P and may include the youth's caregiver (Bio/Resource/Other Relative) (within 5 business days of initial referral); see Section III. Program Enrollment.

- ✓ Tip: It may be helpful for the DCP&P worker to provide a heads up to the youth and provide the P2P Coordinator's phone number to avoid unknown numbers.

o If found ineligible, the Coordinator will inform the DCP&P worker within 2 business days of initial referral. The DCP&P team assesses the youth for alternate support and resources.

Communication Strategies with Youth

Communication strategies with each youth will occur on an individual basis. Preferrable points of contact may be:
- ✓ Cell phone call/text
- ✓ Via the resource parent
- ✓ Via the CP&P worker
- ✓ Via email
- ✓ A letter through the mail may work but is not efficient due to delays in getting to the youth

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Program Enrollment

Enrollment Meeting:
- The enrollment meeting should occur within five business days of initial referral and include the youth, Coordinator or Coach Supervisor, DCP&P Worker as well as the youth's caregiver (Bio/Resource/Other Relative).

- Prior to or during the enrollment meeting the following documents are completed:
    o Program Enrollment Form   (*See* Appendix C *to review the Program Enrollment Form*)
    o Agreement to Participate (Consent) Form (*See* Appendix D *to review the Agreement to Participate (Consent) Form*)
    o Research & Evaluation Consent & Assent Forms (*See Data Training Manual to review form*)
    o Agency related releases and HIPAA forms

- The Provider agency will send an email to the CP&P worker once the youth is officially enrolled into the program.

\>Consent:

- Although CP&P is responsible for the care, maintenance, and supervision of a minor in placement, parents retain legal responsibility and authority to make decisions about their child's participation in the EnlightenMENT: NJ Peer2Peer Mentoring Program and program evaluation activities unless their parental rights have been terminated or limited by a court order.
  o Parental consent should be obtained from the parent.
  o If the parent's whereabouts are unknown or refuse to provide the required written consent, the law guardian must be notified in writing of the youth's acceptance and willingness to participate in the EnlightenMENT: NJ Peer2Peer Mentoring Program.
  o For children who are legally free (parental rights have been terminated and CP&P has legal guardianship), the CP&P Local Office Manager or designee may provide consent. Young adults 18 and over may issue consent on their own behalf.

- All youth who are eligible to enroll in the EnlightenMENT: NJ Peer2Peer Mentoring Program will be eligible to participate in the program evaluation and will be invited to voluntarily participate in the evaluation. As mentioned above, parental consent must be obtained for minors to participate in evaluation activities. If youth do not agree to participate in the evaluation, they will not be administered any survey, although their services data will still be available to the evaluation team.

- <u>Youth may agree to participate in the EnlightenMENT: NJ Peer2Peer Mentoring Program and decline to participate in evaluation activities.</u>

\>Navigator-Youth Matching:

- Following the enrollment meeting, the Coordinator or Coach Supervisor matches the youth to a Peer Navigator. The matching process is an essential component to the program as the relationship between the Peer Navigator and the youth will not only model for the youth how to maintain relationships with others, but also lends to the youth's successful outcomes.

- Once a youth is matched with a Peer Navigator, all efforts will be made to maintain continuity in Navigator-Youth assignment. In instances where there are issues between the Peer Navigator and the youth, the Coordinator or Coach Supervisor may step in to mediate the situation. Peer Navigators are encouraged to work on any issues or misunderstandings that arise with the youth to model conflict resolution, good communication and healthy relationships.

Meet and Greet Between Navigator-Youth:

- The meet and greet between the youth and the identified Peer Navigator should be scheduled within one week of consents being signed and should occur at a mutually agreed upon location.
  o The Coordinator or Coach Supervisor who conducted the youth's intake should be present for the initial meet and greet, and should ask the youth if they would like them to stay for the duration of the meeting.

- The purpose of this meeting is to give the youth and Peer Navigator a chance to meet and engage to determine if both parties feel comfortable working together. The Peer Navigator should come prepared with discussion topics or an activity in which to engage the youth.
  o If appropriate, the Peer Navigator should ask the youth of their schedule and suggest setting up their next visit.

>Youth Readiness:
- If the youth is not ready to commit to the match, they can be offered a second meet and greet at a mutually agreed upon location with the Peer Navigator to attempt to address any concerns the youth may have.

- If the youth refuses the program, including passive refusal, the Coordinator or Coach Supervisor should do their best to identify specific concerns that the youth has.
  o If concerns are attributed to the Navigator-Youth match, the Coordinator or Coach Supervisor should make an effort to talk through these concerns if possible.
  o If the youth is adamant against following through with the match, a meet and greet with an alternate Peer Navigator should be arranged within the following week.

Stages of EnlightenMENT

The goal of EnlightenMENT is for Peer Navigators to help increase youth's ability to articulate and work toward their goals, interact with professionals, and be able to initiate connections to resources on their own. To support youth in achieving their goals and successfully completing the program, a three-phased approach is utilized which includes teaming with youth and the systems they interact with.

Youth will typically experience the three-phased approach over 12 months with a minimum of 2 contacts per month; however, frequency and duration are individualized based on the young person's developmental stage.

The three phases of EnlightenMENT are **Engagement**, **Empowerment**, and **Connections**. *Please see* Appendix E *to review the Phases Visual.*

Engagement

The Engagement phase begins with a Peer Navigator reaching out to and building positive healing relationships with youth who are in out of home care. The Peer Navigator will build an empathetic and trusting relationship with a youth based on the understanding that they have walked in the same shoes as the youth. With this foundation, the hope is that youth will be excited to participate in each component of the intervention.

In Engagement the Peer Navigator:
- Has the skills to develop an authentic working relationship in which the youth come to see the Peer Navigator as a trustworthy, empathic, and consistent presence.
- Understands the cultural, social, and environmental issues that the youth is faced with.
- Meets the youth where they are developmentally.
- Has at least 2 contacts per month with the youth.
- Has weekly supervision meetings with their Coach Supervisor.

Examples of Engagement:
- The Peer Navigator telling youth about themselves and how they have walked in similar shoes
- Asking the youth questions about themselves in order to build a relationship
  o What their likes and dislikes are
  o Activities they enjoy – there may be common interests at heart

- o Paying attention to their stories and experiences
- Taking youth out to eat – bonding over a meal is an effective tool
- Going for a walk
- Taking a drive or running errands
- Meeting with the youth in locations that are different than an "office" setting
- Active listening – Listen to the youth and having a conversation about what is being said
- Reflective listening – Responding to what is being said

Teamwork between Peer Navigators and Youth

Navigators work with the youth 1:1 on an ongoing basis. Contacts between Peer Navigator and youth should occur in settings that support the youth. This can be recreational activities in the community or bonding over meals. Youth oftentimes prefer interactions that are not stressful, as they meet with a lot of "workers." The Peer Navigator encourages positive behaviors, helps identify and establish emotional independence and models supportive positive behaviors.

Collaboration with CP&P and other Systems Partners

- The EnlightenMENT: NJ Peer2Peer Mentoring Program Staff and CP&P work in a collaborative manner. Updates are generally provided in face to face or virtual meetings. The expectation is that EnlightenMENT: NJ Peer2Peer Mentoring Program Staff (Coordinator, Coach Supervisor and/or Peer Navigators) have regular contact with CP&P, at least on a monthly basis, or more often, as needed. Communication with CP&P can include regular collateral contacts, discussing youth's progress in phases and in the program, case consultations as needed, and any other structured CQI conversations.

- Peer Navigators should be transparent with youth about the information they will share with CP&P. The youth should be able to speak to their Peer Navigator in confidence, however, if they are experiencing a crisis or emergent need it may require them to speak directly with the CP&P Worker. The Peer Navigator will be provided guidance from the Coach Supervisor and the Coordinator. The program may choose to use the Coach Supervisor to contact CP&P instead of the Peer Navigator in order to maintain a healthy relationship that keeps the Peer Navigator in the best position to continue to help the youth.

> **Mandated Reporting**
> In NJ, all persons are mandated reporters of suspected child abuse or neglect, including EnlightenMENT: NJ Peer2Peer Mentoring Program Staff. Staff understand this obligation and how to stay in compliance with federal and state laws. Peer Navigator's will advise youth that they are mandated reporters, and what that entails. In the event Peer Navigator's determine a report of suspected abuse or neglect, they will support the youth to make the report themselves, and if the youth is unwilling, inform them that they are obligated to make the report for the safety of the youth and/or their family.

Transitioning to Empowerment

During weekly supervision between the Peer Navigator and the Coach Supervisor, the youth's progress will be discussed. The Phases Rubric will be utilized to gauge what milestones the youth has progressed toward, what milestones need to be looked at more closely, where the gap is, and activities to focus on between the Peer Navigator and youth in order to progress toward the next phase. Depending on the age and developmental stage of the youth - goals, aspirations, and motivations will vary widely. It is important to consider the youth's age and developmental stage throughout the time the youth and Peer Navigator are working together. When a

youth starts to show that they are ready to move to the next phase, then a discussion is had between the Peer Navigator and the youth on how the youth feels about moving to the next phase of the program.

Some youth may engage quickly in the Engagement Phase and want to move toward goal setting early. While it may be appealing to move through phases quickly, setting a foundation between the Peer Navigator and young person is critical for both parties. The Peer Navigator needs time to learn about all the people in the youth's life, who is important to them, the aspirations of the youth, as well as everything that is going on for the young person, inside and outside of the child welfare system. The Peer Navigator should be prepared to slow the process down with the young person in order to spend adequate time building a trusting relationship.

Examples of Transitioning to Empowerment:
- When youth have consistent meetings with their Peer Navigator
- When youth have positive interactions with the Peer Navigator
- When youth seem open to discussions
- When youth start sharing their stories and tell the Peer Navigator what is going on in their lives

Empowerment

The Empowerment phase is strength-based and youth-driven. Peer Navigators listen to the youth's priorities and focus on building and strengthening their skills. During this phase, the Peer Navigators help model behaviors with the youth, through role-play and positive reinforcement. This is in preparation for meetings with professionals and family members to help the youth achieve their goals.

> **Youth Voice is the Essential Ingredient**
>
> The youth involved in EnlightenMENT: NJ Peer2Peer Mentoring Program will play an important part in strengthening the program by contributing their voice to the process. The EnlightenMENT: NJ Peer2Peer Mentoring Program must provide opportunities for young people to contribute to decision making within the program. Providers should engage youth and honor their opinions and thoughts on the program. This goes beyond listening. They should create action around the youth's voice recommendations for improving the program.
>
> For more information and tips and strategies on engaging youth voice refer to the
> *Strategies for Authentic Integration of Family and Youth Voice in Child Welfare .*

There are five areas that are consistently carried out during the Empowerment phase:
1. **Understanding Roles and Responsibilities**
2. **Modeling Behaviors**
3. **Mirroring Behaviors**
4. **Effectiveness of Collaborative Meetings (Youth & Peer Navigator)**
5. **Goal Setting**

1. **Understanding Role and Responsibilities**
The Peer Navigator helps the youth understand the roles and responsibilities of the various people in and outside of the system who interact with the youth. The Peer Navigator supports, mirrors, and models by demonstrating for the youth, specific skills and behaviors for interacting with the system staff. The Peer Navigator will provide concrete knowledge on the roles and responsibilities of the various people in the system

who interact with the youth. In addition, the Peer Navigator will teach the young person how different individuals and offices connect with each other through the big picture of the child welfare system.

2. Modeling Behaviors

Modeling encompasses the use of verbal tones, body or non-verbal language from the Peer Navigator on how to interact and speak with a professional. The Peer Navigator will demonstrate in front of the youth how to get their message across in a manner that achieves the most effective outcome and positive interactions. This is taught through role playing with the Peer Navigator, as well as during interactions that include the Peer Navigator, youth, and other professionals.

The Peer Navigator uses modeling throughout their work with the youth to help strengthen communication skills. Reflective listening and two-way conversations are great examples of how to demonstrate modeling for a young person. A Peer Navigator may be able to model appropriate non-verbal communication skills, such as eye contact, facial expressions, mannerisms, appearance, friendly greetings and "leaning into conversations." A youth may need assistance to understand different communication styles to use with other professionals. A Peer Navigator can coach youth about how tone of voice and the manner in which something is said can impact a conversation or meeting. The Peer Navigator will be able to model these behaviors one on one with youth, or during a meeting with system staff. The young person will be able to visually see what these skills look like and ultimately be able to mirror the skills in the next meeting or opportunity presented.

Considerations in Modeling Advocacy

The Peer Navigator is teaching the youth how to advocate for themselves; however, they should not be put in the role of the mouthpiece for the youth as it prevents the youth from mastering the skill of advocacy. This is especially the case with the young person's CP&P worker.

It is recommended that the young person communicate directly with their CP&P worker rather than rely on their Peer Navigator to advocate on their behalf. If the EnlightenMENT: NJ Peer2Peer Mentoring Program must connect with the CP&P worker, it should be done so collaboratively with the young person.

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3. Mirroring Behaviors

Mirroring is the utilization of the verbal and non-verbal skills *by the youth* during their interactions with their Peer Navigator and with other professionals. The Peer Navigator and youth can plan different opportunities in which the young person can mirror specific skills taught during Empowerment.

4. Effectiveness of Collaborative Meetings (Youth & Peer Navigator)

A joint meeting is with the youth and others who support them, such as their CP&P worker, Law Guardian, a community professional, family member, or friend. Peer Navigator meets with the youth and discusses any upcoming meetings they have related to CP&P, CSOC, schools, court etc. and then discusses whether the youth would like the Navigator to attend alongside them.

Initially, the Peer Navigator models behaviors with the youth through role play and positive reinforcement to prepare them for meetings with community providers. Navigators may also assist in coordinating the meetings and scheduling the appointments with a goal of empowering the youth to schedule their own meetings. Peer Navigators will reinforce for youth how to communicate with professionals to get their needs met.

If the Peer Navigator is new to the program and/or does not have prior relationships with the abovementioned professionals, the Coordinator or Coach Supervisor will facilitate introductions and coach the Peer Navigator in developing relationships.

Examples of joint meetings include:

- ✓ CP&P meetings where the case plan is coordinated or assessed - Family Team Meetings (FTM's), case planning meetings, permanency meetings.
- ✓ Behavioral and mental health meetings - with CSOC, PerformCare, outpatient team meetings, etc.
- ✓ Outpatient substance abuse treatment team meetings - inpatients admissions meetings.
- ✓ Meetings related to the educational needs of the youth – e.g., re-enrolling at school, IEPs, meeting with guidance counselors.
- ✓ Meetings when youth are interviewed for admittance into programs, facilities, independent living, etc.
- ✓ Meetings with the Law Guardian or CASA volunteer.
- ✓ Court hearings - criminal, such as probation, or family court, such as CP&P.
- ✓ Benchmark Hearings – informal meeting between youth and judge to develop strategies to ensure youth's needs are addressed in a timely manner. See link for more information: Directive #03-22 – Family – Children in Court (CIC) Benchmark Hearings Protocol and Checklist. (njcourts.gov)
- ✓ Medical appointments - including attending hospital admissions, women's health, planned parenthood, emergent visits, crisis, etc.
- ✓ If the youth has requested the Peer Navigator to meet with a physician, the Peer Navigator should be able to coordinate and help the youth understand the logistics, such as scheduling and transportation.
- ✓ Bonding evaluations and speaking with the professionals making the assessments as references.

5. Goal Setting

Goal setting usually begins halfway through the Empowerment phase and continues into the Connections phase. While the program is built to connect youth to appropriate resources and services, as well as assisting in the achievement of their goals, it is necessary not to rush the youth, but instead assist them with the steps in achieving these goals.

Once a Peer Navigator and youth have established a trusting relationship and the youth shows that they are focusing more on self-sufficiency, the Peer Navigator should begin speaking with the youth about their goals (if the youth has not already expressed them to the Peer Navigator). The Peer Navigator then begins assisting the youth in what steps they will need to take to accomplish and achieve their goals.

The Peer Navigator's role during this part of the phase is to teach the youth what a goal is, support the youth in the development of their goals, and help the youth use the goals to focus their work in the program. The Peer Navigator can help the youth to review their personal strengths and challenges in order to ensure they are creating achievable goals with professionals.

Some questions to consider asking the youth in goal setting can be:
- What are your interests?
- What are your likes and dislikes?
- What are your strengths and weaknesses?
- What do you want to do in the next month to a year?

- What supports will you need while working on your goals?
- What steps are necessary to achieve your goals?
- How long do you feel you need to reach your goal?

After goals are formulated, a meeting occurs with the Peer Navigator, youth, and at least one other professional, family member, or friend. The purpose of this process is to gain the support of professionals and family and friends in achieving these goals. The youth can use this meeting to also mirror the skills they have been learning from the Peer Navigator during the Empowerment phase, such as punctuality, how to speak with professionals, how to confidently get a point across, etc.

Following the meeting, the Peer Navigator and youth debrief to explore and troubleshoot any issues that may have arisen from the meeting. The Peer Navigator and youth may consider adjustments to youth's goals based on the outcome of this meeting. This may be a good opportunity for Peer Navigator's to help youth react to the meeting, understand their feelings, and process next steps.

Keeping with Difficult Goals

Keep in mind that when working with youth their goals may change throughout time. The Peer Navigator should encourage the youth to commit to accomplishing the goals set forth rather than abandoning goals when they are challenging. It becomes key to show the youth that even if it takes more steps and time to accomplish their goals, it will be rewarding in the end.

Transitioning to Connections

Throughout the Empowerment phase, the Peer Navigator and the Coach Supervisor will have weekly meetings to discuss each youth and his/her progress. The Peer Navigator can incorporate any survey data on the youth that is available, their relationship with each youth, as well as the Phases Rubric in order to have a conversation with their Coach Supervisor about when a young person is ready to transition to Connections.

Moving through Empowerment can look different for youth. Here are some examples of when to know youth are ready to start transitioning to Connections:

- Youth discuss their motivations and aspirations with Peer Navigator
- Youth interact with their Peer Navigator and the interactions continue to remain positive
- Youth are able to recognize who is their support system
- Youth begin to find their voice and advocate for themselves
- Youth express their willingness to go to their meetings and court dates
- Youth start focusing on building attainable goals
- Youth begin to tell the Peer Navigator what they are ready to accomplish

For some youth, EnlightenMENT may not be a linear process. Some youth may move to the Connections phase and then back to Empowerment. This is ok, especially as the youth is determining what goals they want to set for themselves.

Connections

In the final phase of EnlightenMENT, the Peer Navigator is working with the youth to ensure they are able to make connections on their own. It is important to note that it takes time to reach this phase of the program, as the youth needs to not only learn, but apply the skills they were taught from the previous phase. During this phase, the young person is able to make connections to appropriate resources in the community that correspond

with their goals, such as contacting a landlord to view an available apartment or reaching out to a potential employer to follow up about a job interview.

With the encouragement of the Peer Navigator, the youth will collaborate with their CP&P worker to assure that the right linkages are in place so that the youth can meet their goals. The Peer Navigator takes a step back during Connections to assure that the youth is able to solidify their own connections and achieve their goals independently. Utilizing the Phases Rubric during weekly supervision can also be helpful to ensure young people are achieving all the milestones of the Connections phase.

Here are some examples of what Connections can look like for youth:

- Youth have established their own goals
- Youth begin to work toward those goals with less assistance from Peer Navigator
- Youth are more independent, and Peer Navigators are there to support the youth
- Youth may call Peer Navigator for advice and follow-up
- There may be less contact with Peer Navigators and more follow-up and check-in's
- Youth is updating Peer Navigator on their life and goals, instead of the Peer Navigator always initiating interaction

I. Program Transitions and Aftercare

Please see Appendix F *to review the Phases Rubric*

Graduation

By the end of the Connections phase, the Peer Navigator will notice the youth working more independently on their goals and the Peer Navigator is only providing feedback. Once the youth begins accomplishing their goals, the Peer Navigator assists them to make sure they have the tools needed to be successful and can navigate systems on their own. Once these elements of Connections are accomplished, the youth is ready for graduation!

Steps to Graduation
1. The Peer Navigator and youth will review the connections made over the course of their work together and discuss additional steps youth can take to maintain these connections.
2. The Peer Navigator will meet with both the Coordinator and Coach Supervisor to review the youth's progress.
3. The youth and Peer Navigator will discuss the planned graduation and the follow-up steps that are needed after graduation, including how the Peer Navigator can remain an ongoing resource.
4. The youth will be asked how they want to celebrate their graduation.
5. Aftercare resources are provided to the young person, which can include resources around housing, mental health, employment services, and concrete service needs, such as food pantries.

Unsuccessful Discharges

Youth Requests to Withdraw from Program

- Youth request discharge from the program – they have not completed the program.
  - Attempts are made to encourage youth to stay.
  - Youth can contact program staff for resources and referrals in the future.
  - Parents, Law Guardians and CP&P workers are notified about the withdrawal from the program within 2 weeks of scheduled discharge.

- Relevant resources are provided to the youth, including resources on education, employment, housing, and mental health.

Youth Disengages from Program, Program Moves Toward Discharge

- Youth is no longer responding to Peer Navigator's communication efforts.
  - Lost cell phone, difficult personal situation, priorities have changed, etc.
- Peer Navigator will stay in contact with CP&P worker to brainstorm and reengage.
- Discharge planning occurs after the third attempt to reengage.
  - A month of no contact and two months of follow up by the Peer Navigator.
- CP&P Caseworker, parents, Law Guardian and Resource Parent should be informed that discharge planning is occurring.
- The agency sends youth a formal closing letter in paper and email that the EnlightenMENT: NJ Peer2Peer Mentoring Program will be discharging them within 30 days of date on letter.
  - The letter should provide the youth with steps that should be taken to continue receiving services (e.g., contacting the Peer Navigator, Coach Supervisor, or Coordinator).
- If the youth responds to the closing letter within 30 days, they may resume services immediately.
- If the youth responds to the letter after 30 days, they may be waitlisted until a Peer Navigator is available to work with them.
- A formal closing letter should be mailed or emailed to the youth.
  - The formal closing letter should summarize the reason for closure, as well as activities that were completed/accomplished up until that point.
  - A list of relevant and local resources should also be provided to youth in this notice, including resources on education, employment, housing, and mental health services.

Re-referral into Program

- If the youth responds to the closing letter within 30 days, they may resume services immediately.
- A youth may re-enroll after 30 days of receiving a formal closing letter. If so, they will be placed on a waiting list, if any.

Referral to Other Programs & Supports

- If the youth is in need of a higher level of care, the parents/Law Guardian and CP&P worker should be notified about the reason for the referral and referral information for the appropriate resource.
  - A higher level of care may be due to mental health, physical health, developmental delays, substance abuse, or other relevant and urgent needs.
- If it is determined by CP&P that the youth is in need of a higher level of care, the EnlightenMENT: NJ Peer2Peer Mentoring Program will complete discharge planning for the youth until he/she is able and willing to re-enroll into the program.

Aftercare Services

- The Peer Navigator will remain an ongoing resource to youth who transition out of the program, or the Coach Supervisor/Coordinator if Peer Navigator is no longer with the agency.

- A list of relevant and local resources should be provided to youth upon closing, including resources on education, employment, housing, and mental health services and programs.
- Graduated EnlightenMENT: NJ Peer2Peer Mentoring Program youth (or other discharged, withdrawn youth) may be considered to have the potential to become Peer Navigators and may be encouraged to provide the agency with a resume if a Peer Navigator position becomes available.

SECTION 3
ADMINISTRATIVE
OPERATIONS

Section 3: Administrative Operations

Core Program Staff: Roles & Responsibilites

Title	Responsibilities	Reports To
Clinical Coordinator	▪ Licensed clinician on staff who provides clinical oversight to the program; ▪ Provides oversight of day-to-day operations, in addition to providing guidance, structure, supervision and coaching to the Coach Supervisor; ▪ Responsible for providing and/or ensuring training and coaching is provided to all newly hired program staff; ▪ Supports the Coach Supervisor by providing additional individual support to Peer Navigators, as needed. Group clinical support is provided at least monthly, to include but not limited to; discussing and identifying triggers, mindfulness, and self-care.	Agency Administration
Coach Supervisor	▪ Provides daily guidance and coaching, and weekly supervision to Peer Navigators; ▪ Responsible for providing training, coaching and modeling to all newly hired program staff; ▪ Assists Clinical Coordinator with administrative duties related to daily operations.	Clinical Coordinator
Peer Navigator	▪ Young adults that can harness their lived experiences in navigating foster care to engage, empower and connect with youth currently involved with the child welfare system; ▪ Serve as credible messengers that may be better positioned to authentically and meaningfully engage with youth experiencing a range of feelings as they enter the foster care system; ▪ Mentor and support young people ages 14-21 in foster care during their preparation for adulthood by helping them to increase their ability to articulate themselves with professionals and informal supports and work toward achieving their goals.	Coach Supervisor
Administrative Assistant	▪ Provide administrative support and assist with daily operations of the EnlightenMENT: NJ Peer2Peer Mentoring Program.	Clinical Coordinator

Job Description

All three contracted agencies posted the same Job Description for each of the positions listed above. All positions are expected to provide the same service and have the same responsibilities across the state. There may be additional responsibilities based on individual agency needs and requirements.

Please see [Appendix G](#) to review the Job Descriptions.

Supervision

The supervisors in the EnlightenMENT: NJ Peer2Peer Mentoring Program are vital to ensuring that the program stays true to its intended purpose of supporting youth. This can be accomplished by preparing and guiding Peer Navigators to confront issues in a professional and appropriate manner. Modeling strength-based qualities such as empathy, understanding, and authenticity is one way to influence a Peer Navigator's behaviors. Coaching is essential in providing Peer Navigators with a sounding board to reflect upon appropriate responses to work-related issues. Using a strengths-based framework will be critical to supporting staff.

> ➢ The Clinical Coordinator is a licensed clinician who provides daily operational oversight to the EnlightenMENT: NJ Peer2Peer Mentoring Program, as well as clinical intervention for any Peer Navigators experiencing countertransference or other related triggers. The Clinical Coordinator supervises the Coach Supervisor; clinical consultation and supervision is provided at least monthly or more often, as needed. Group consultative support is provided to the Peer2Peer Team at least monthly.
> ➢ The Coach Supervisor provides the daily coaching and guidance to Peer Navigators, as well as weekly supervision to the Peer Navigators. The Coach Supervisor assists in providing training to new hires and helps the Clinical Coordinator with any administrative duties, as necessary.

The EnlightenMENT: NJ Peer2Peer Mentoring Program Supervisory Guide provides additional information and supports as it relates to supervision in the program.

Please see <u>Appendix H</u> to review the Supervisory Log.

Training

All program staff are trained in the model and coached to develop the skills and competencies to perform their role effectively prior to working with youth. Program Coordinators and Coach Supervisors have access to the EnlightenMENT: NJ Peer2Peer Mentoring Program Instructors' Guide and Supervisory Guide intended to prepare new hires for their work serving youth with the preliminary information and training they need.

Screening Tools

Screening tools will be used in service delivery to assess resource needs and generate referrals. Peer Navigators should partner with the youth to set goals, plan for activities and develop resources to strengthen empowerment and advocacy skills.

Note: These screening tools are part of the Evaluation Plan and will be implemented as indicated in that plan. At the conclusion of the evaluation, the following screening tools will continue to be part of service delivery and administrated in 6-month increments.

- BraveLife Intervention 15-item Screen: This screen is a measure that assesses youth risks while in the program. The risks that are assessed on the screen pertain to homelessness, conflicts with caregivers, adolescent pregnancy, access to food and clothing, criminal behavior, moves while in foster care, and the presence of trusted peers and adults in youths' lives. This scale will be administered to youth.
- Bravelife Intervention Engagement Interaction Instrument: This instrument assesses the quality of engagement between the youth and the navigator. It examines the overall quality of each contact session. Navigators will use this instrument following each session.

- Understanding of System Network/Staff: This 11-item measure is used to understand if the youth can identify their system network/staff. This scale will be administered to youth.
- Family Team Meeting Rating Form: Two items are used to measure if the youth participates in meetings. This scale will be administered to youth.

Please see Appendix J *to review the Screening Tools.*

Fidelity Assessments

The EnlightenMENT: NJ Peer2Peer Mentoring Program Coordinator and/or Coach Supervisor will use an 11-item fidelity checklist (*See* Appendix I *to review the Fidelity Checklist*) to observe randomly selected sessions between youth and Peer Navigators to address the quality of interactions and develop the Peer Navigators' skills and abilities. Fidelity assessments will be utilized in coaching sessions to coach to and measure the development of specific behaviors and skills over time. Three sessions will be observed over a three-month period for each of the Peer Navigators per year.

Data Collection, Reporting and Continuous Quality Improvement

Data will be collected via the Program Workbook and other data collection templates at varying frequencies. DCF will faciliate discussions at least quarterly to review, reflect and discuss data submited by EnlightenMENT: NJ Peer2Peer Mentoring Programs, and strategies will be developed to continuously improve practice and mitigate operational issues.

Evaluation

DCF will be conducting a mixed-method approach to evaluate the EnlightenMENT: NJ Peer2Peer Mentoring Program. Quantitative data provided by the provider agencies via the program Workbook, monthly status reports, etc. will be included in the evaluation to examine the characteristics of youth who enroll/decline the program, how many youth complete the program and others. Survey assessments and interviews will be included in the qualitative portion of the evaluation.

The evaluation will commence at the time of program implementation, beginning with a baseline assessment of youth as they enroll. Surveys will be administered to youth at baseline, 3-month, 6-month, and 12-month intervals, as well as three months post-completion. Surveys will also be administered to navigators at baseline (upon hire) and 6-month timepoints to assess for changes in navigators' psychological and emotional wellbeing. Additionally, youth and navigators will be asked to complete a survey that assesses the quality of the youth-navigator relationship after six months of working together.

Additionally, the evaluation will include interviews with youth and navigators to attain an in-depth understanding of how EnlightenMENT: NJ Peer2Peer Mentoring Program impacts youth and navigators. Youth interviews will be conducted in a group format, and navigator interviews will be conducted individually.

The Data Training Manual provides additional information regarding the evaluation, data collection protocols, and survey assessments.

APPENDICES

APPENDICES

APPENDIX A: National Implementation Research Network's Active Implementation Framework

Handout 1
The Active Implementation Frameworks

NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

In 2005, the National Implementation Research Network (NIRN) released a monograph[1] synthesizing implementation research findings across a range of fields. The NIRN also conducted a series of meetings with experts to focus on implementation best practices[2]. Based on these findings and subsequent research and field learning, NIRN developed five overarching frameworks referred to as the Active Implementation Frameworks. Framework Modules, Lessons, and Resources are available at:
http://nirn.fpg.unc.edu/modules-and-lessons

Usable Innovations

are effective and well-operationalized. Well-operationalized innovations can be taught and coached so educators can use them as intended (with fidelity). An innovation needs to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit.

Implementation Teams

support the full, effective, and sustained use of effective instruction and behavior methods. Linked Implementation Teams define an infrastructure to help assure dramatically and consistently improved student outcomes.

Implementation Drivers

are the key components of capacity that enable the success of innovations in practice. Implementation Drivers assure development of relevant competencies, necessary organization supports, and engaged leadership.
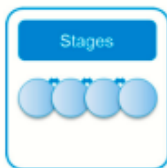
Implementation Stages

outline the integrated, non-linear process of deciding to use an effective innovation and finally having it fully in place to realize the promised outcomes. Active implementation stages are Exploration, Installation, Initial Implementation and Full Implementation.

Improvement Cycles

support systematic and intentional change. Improvement Cycles are based on the Plan, Do, Study, Act (PDSA) process for rapidly changing methods, usability testing for changing innovations and organization supports, and practice-policy communication cycles for changing systems to enable continual improvement in impact and efficiency.

[1]Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.

[2]Blase, K. A., Fixsen, D. L., Naoom, S. F., & Wallace, F. (2005). Operationalizing implementation: Strategies and methods. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute.

THE ACTIVE IMPLEMENTATION HUB | https://nirn.fpg.unc.edu/ai-hub

APPENDIX B: Referral Form

EnlightenMENT: NJ Peer2Peer Mentoring Program Youth Referral Form

Eligibility Criteria

- Young people ages 14-21 who are in out-of-home placement for less than 18 months in the following counties: Atlantic, Burlington, Camden, Essex, Mercer, Middlesex, Monmouth, Ocean and Union.
  - Children's Aid and Family Services – Essex, Union and Middlesex
  - Children's Home Society – Mercer, Monmouth and Ocean
  - Oaks Integrated Care – Atlantic, Burlington and Camden

- Candidates should be enrolled prior to their 20th birthday to allow for one-year of service delivery.

- Exclusionary criteria includes:
  - Youth with a Developmental Disability (DD)/Intellectual Disability (ID) that preclude the youth's daily functions.
  - Youth in a Psychiatric Community Home (PCH) or Specialty Residential Services (SPEC) are not eligible.

DCP&P Information

Case Worker:	Click or tap here to enter text.	**Email:**	Click or tap here to enter text.
Office Number:	Click or tap here to enter text.	**State Cell:**	Click or tap here to enter text.
Supervisor:	Click or tap here to enter text.	**Supervisor Email:**	Click or tap here to enter text.
Supervisor Office #:	Click or tap here to enter text.	**Supervisor Cell #:**	Click or tap here to enter text.
NJ Spirit Case ID #:	Click or tap here to enter text.	**NJ Spirit Person ID #:**	Click or tap here to enter text.
Local Office Name:	Click or tap here to enter text.	**DCP&P Case Name:**	Click or tap here to enter text.

Referral Information

Youth's Name:	Click or tap here to enter text.	**Preferred Name:**	Click or tap here to enter text.
D.O.B.:	Click or tap here to enter text.	**Preferred Pronoun(s):**	Click or tap here to enter text.
Gender:	☐ Male ☐ Female ☐ Trans-Male ☐ Trans-Female ☐ Gender Non-Conforming ☐ Undisclosed		
Primary Language:	Click or tap here to enter text.	**County of Youth Placement:**	Click or tap here to enter text.
Youth's Phone #:	Click or tap here to enter text.	**Youth's Email:**	Click or tap here to enter text.
Race:	☐ American Indian/Alaskan Native ☐ Native Hawaiian/Pacific Islander	☐ Asian ☐ White/Caucasian	☐ Black/African American ☐ Two or More Races

Ethnicity:	☐ Cuban ☐ Mexican ☐ Puerto Rican ☐ South or Central American ☐ Other Spanish ☐ None		
Current Level of Care:	☐ Unrelated Resource Home ☐ Relative Resource Home ☐ Therapeutic Foster Home ☐ Residential ☐ Independent Living Placement ☐ Group Home ☐ Supportive Youth Housing (TLP, C2H, FYI) ☐ Shelter ☐ Juvenile Detention Center/Detention Center		
Placement Contact Person Name:	Click or tap here to enter text.	Relationship to Youth:	Click or tap here to enter text.
Placement Contact DOB (CHS agency referrals only):	Click or tap here to enter text.	Is the child of Native American Heritage?	Click or tap here to enter text.
Placement Street Address:	Click or tap here to enter text.	City, State and Zip Code	Click or tap here to enter text.
Placement Contact Telephone Number:	Click or tap here to enter text.	Placement Contact Email:	Click or tap here to enter text.

Youth Information

Youth's Interests:	Click or tap here to enter text.				
Brief Summary of Current Placement:	Click or tap here to enter text.				
Permanency Goal:	☐ Reunification ☐ Independent Living (14-17) ☐ KLG ☐ Individual Stabilization (18-21) ☐ Adoption				
Is the youth expecting or currently a parent?	☐ Yes ☐ No	If so, how many children do they have?	Click or tap here to enter text.	Who has custody of the child(ren)?	Click or tap here to enter text.
Attachments: (optional)	☐ Court Order ☐ Case Plan ☐ Evaluations ☐ IEP/Educational ☐ CP&P Case Plan/TPYS ☐ Other Click or tap here to enter text.				
Youth Verbal Agreement Obtained: ★	☐ Yes ☐ No		Parent/Law Guardian Notified of Youth's Interest in Program:	☐ Yes ☐ No	

★ **CP&P must obtain a verbal agreement from the youth to be referred to Peer2Peer.** ★
Signed agreement from youth and signed consent from parent/guardian must be completed by/at Program Enrollment Meeting.

Date Referral Sent to Agency: Click or tap here to enter text.

Please Attach All Available Documents and Return Completed Referral Form to the Appropriate Servicing Provider:

Essex, Union and Middlesex
Children's Aid and Family Services
Program Coordinator: Tisha Mender, Coach Supervisor
Phone Number: (973)458-1007
Email: tmender@cafsnj.org

Mercer, Monmouth and Ocean
Children's Home Society
Program Coordinator: Cara Banafato, Program Administrator
Phone Number: (732)674-3078
Email: cbanafato@chsofnj.org

Atlantic, Burlington and Camden
Oaks Integrated Care
Program Coordinator: Jamie Rae Capri, Clinical Coordinator
Phone Number: 609-953-6800 x44001
Email: jamie.capri@oaksintcare.org

APPENDIX C: Program Enrollment Form

EnlightenMENT: NJ Peer2Peer Mentoring Program Enrollment Form

Youth Information

Youth's Name:	Click or tap here to enter text.	**Preferred Name:**	Click or tap here to enter text.
D.O.B:	Click or tap here to enter text.	**Preferred Pronoun(s):**	Click or tap here to enter text.
Gender:	☐ Male ☐ Female ☐ Trans-Male ☐ Trans-Female ☐ Gender Non-Conforming ☐ Undisclosed		
Primary Language:	Click or tap here to enter text.	**Youth's Cell #:**	Click or tap here to enter text.
Youth's E-Mail:	Click or tap here to enter text.	**Preferred Method of Contact:**	Click or tap here to enter text.
Placement Contact Person Name:	Click or tap here to enter text.	**Relationship to Youth:**	Click or tap here to enter text.
County of Youth Placement:	Click or tap here to enter text.	**Placement Phone #:**	Click or tap here to enter text.
Placement Email:	Click or tap here to enter text.	**Placement Address:**	Click or tap here to enter text.

Community Service Provider Involvement

Community Service Provider Involvement:
(Please provide contact information)

☐ Mental Health/Therapy/IIC   Click or tap here to enter text.

☐ Substance Use Services   Click or tap here to enter text.

☐ IEP/Educational   Click or tap here to enter text.

☐ Life Set   Click or tap here to enter text.

☐ Life Skills   Click or tap here to enter text.

☐ PACES   Click or tap here to enter text.

☐ CMO   Click or tap here to enter text.

☐ Law Guardian   Click or tap here to enter text.

☐ CASA   Click or tap here to enter text.

☐ Housing Program   Click or tap here to enter text.

☐ Other   Click or tap here to enter text.

Education

Current Status:	☐ Full-time	☐ Part-time	☐ Not in school	
Highest Level Completed:	☐ Grade _____	☐ High School diploma/GED		☐ Enrolled in College/Post-Secondary Education

Employment

Current Status:	☐ Full-time	☐ Part-time	Unemployed	☐ Not Looking for Work	☐ Looking for Work

Matching Criteria

(Prior to reviewing Matching Criteria, it is recommended that a discussion be had with youth regarding limited availability of Peer Navigators and there may not be an opportunity to match them with someone who completely meets their criteria.)

Preferred Gender:	Click or tap here to enter text.
Preferred Age (near peer or older):	Click or tap here to enter text.
Considerations for Race/Ethnicity/Language:	Click or tap here to enter text.
Personality Preferences (laid back/high energy):	Click or tap here to enter text.
Does the youth have any non-negotiables?	Click or tap here to enter text.

Youth Interests

Current Employment/School Involvement (Clubs, Sports, etc.)	Click or tap here to enter text.
Likes/Dislikes:	Click or tap here to enter text.
Hobbies/ Favorite Activities:	Click or tap here to enter text.
Favorite Foods/Any Allergies:	Click or tap here to enter text.
Youth's Availability:	Click or tap here to enter text.
How does the youth feel about their experience with DCP&P?	Click or tap here to enter text.
How does the youth feel about their experience with their service providers?	Click or tap here to enter text.

Who does the youth currently identify as their support system?	Click or tap here to enter text.
What is the youth hope to get out of their P2P mentor experience?	Click or tap here to enter text.

Agreement, Consents & Releases

Program Agreement & Consent	☐ Signed by youth & parent/guardian	☐ Signed by just youth	☐ Need follow up
Evaluation Assent & Consent	☐ Signed by youth & parent/guardian	☐ Signed by just youth	☐ Need follow up
HIPAA	☐ Signed by parent/guardian	☐ Signed by just youth	☐ Need follow up
Release of Information(s)	☐ Signed by parent/guardian	☐ Need follow up	

Program Enrollment Participants & Assignment

Date of Program Enrollment Meeting:	Click or tap here to enter text.
Program Enrollment Meeting Participants:	Click or tap here to enter text.
Peer Navigator Assigned:	Click or tap here to enter text.
Date of Initial Meet & Greet:	Click or tap here to enter text.

EnlightenMENT: NJ Peer2Peer Mentoring Program
Agreement to Participate Form

The EnlightenMENT: NJ Peer2Peer Mentoring Program provides young people ages 14-21 in the care of Child Protection and Permanency (CP&P) with peer support through trained professional staff and credible messengers with lived experience. EnlightenMENT: NJ Peer2Peer Mentoring Program delivers supportive services that offer advice, guidance, and empowerment strategies to support young people to navigate and thrive while involved in New Jersey's child welfare system.

The goal of EnlightenMENT is for Peer Navigators to help increase a youth's ability to articulate and work toward their goals, interact with professionals, and be able to initiate connections to resources on their own.

Young Person Agrees:	Peer Navigator/Program Agrees:
• To be available to the Peer Navigator through phone, text, email, etc. • To meet with the Peer Navigator at least twice a month • To inform the Peer Navigator if there is a change in your personal contact information • To be open to talking about goals • To be open to learning • To have fun!	• To be genuine • To be responsive • To be non-judgmental • To validate • To provide transportation, as necessary • To offer advice and guidance • To teach and model skills • To empower the young person • To have fun!

_____   _____
Youth Signature   Date

_____   _____
Peer Navigator/Program Coordinator Signature   Date

By signing this document, the parent/guardian of _____ (youth's name), consents for _____ (youth's name) to participate in the EnlightenMENT: NJ Peer2Peer Mentoring Program. This includes working with a Peer Navigator with lived experience in the child welfare system to navigate, understand system relationships and develop skills necessary to advocate and initiate connections on their own.

_____   _____
Parent/Guardian Signature   Date
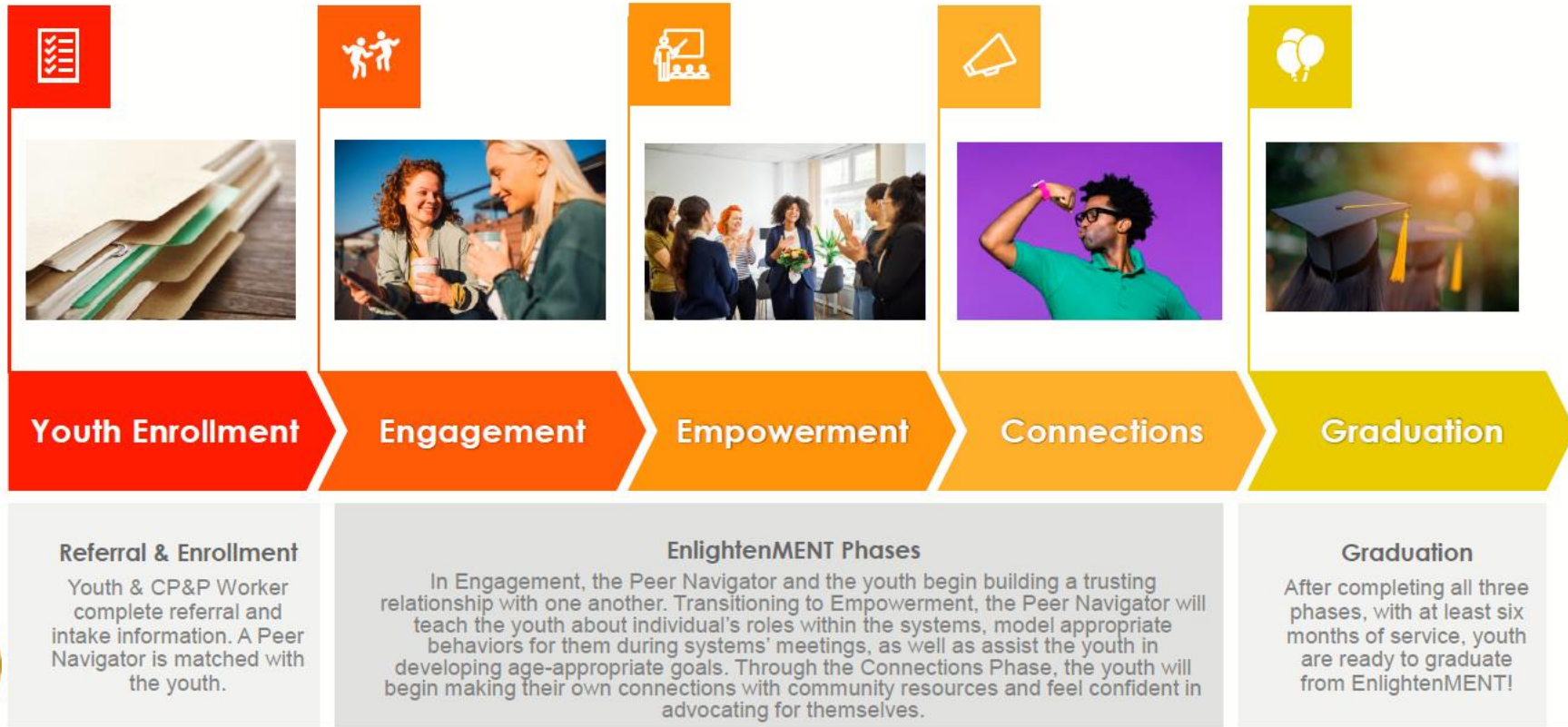(Needed if youth is under 18 years old)

If a parent/guardian signature is unattainable, the CP&P worker will inform the child's Law Guardian of their participation.
☐ Law Guardian notified

NEW JERSEY DEPARTMENT OF
CHILDREN AND FAMILIES

APPENDIX E: **Phases Visual**

EnlightenMENT: NJ Peer2Peer Mentoring Program

Youth Enrollment | **Engagement** | **Empowerment** | **Connections** | **Graduation**

Referral & Enrollment

Youth & CP&P Worker complete referral and intake information. A Peer Navigator is matched with the youth.

EnlightenMENT Phases

In Engagement, the Peer Navigator and the youth begin building a trusting relationship with one another. Transitioning to Empowerment, the Peer Navigator will teach the youth about individual's roles within the systems, model appropriate behaviors for them during systems' meetings, as well as assist the youth in developing age-appropriate goals. Through the Connections Phase, the youth will begin making their own connections with community resources and feel confident in advocating for themselves.

Graduation

After completing all three phases, with at least six months of service, youth are ready to graduate from EnlightenMENT!

EnlightenMENT: NJ Peer2Peer Mentoring Program
Phases Rubric Guide

The EnlightenMENT Phases Rubric Guide is a tool to be used during supervision with the Peer Navigator and their Coach Supervisor. It is a way to bring together the assessment tools utilized with the young people of the program and the Peer Navigator's relationship with the young person to have a conversation about how the young person is progressing through each phase. It can allow for discussions related to barriers during each phase, as well as remind the Peer Navigator about the big picture of the program and where the young person sits within it. This tool will guide staff to determine phase promotion based on ratings, in addition to allowing room for Peer Navigator's insight and providing actionable items such as activities to focus on until the next supervision.

This guide is not a checklist to be used with the Peer Navigator and the youth. It is not a fidelity tool. It is a supervision tool to help with coaching the Peer Navigator to be able to see skill/behavior development in the young person they are working with, instead of task or milestone completion.

1 – Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
2 - Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
3 – Resiliency can be subjective. In addition, if a youth steps backwards in this milestone, it is not indicative of failure. Youth resiliency is also continuing to move forward even with setbacks. Use judgement with this milestone.

Phases of EnlightenMENT ## ENGAGEMENT ### Milestones	Levels				☐Phase Promotion		
	0	**1**	**2**	**3**	Level Rating	P2PN Reflection	Activities to Focus On
Peer Navigator will engage youth by starting dialogue through texting, meetings, and one-on-one activities.	There has been no communication between Peer Navigator to youth.	There has been minimal communication between Peer Navigator and youth.	There is communication between Peer Navigator and youth on an irregular basis.	There is ongoing and consistent communication between Peer Navigator and youth.			
Youth has built a trusting relationship with Peer Navigator.	There is little to no relationship between Peer Navigator and youth.	Peer Navigator is starting to build their relationship. Peer Navigator continues to learn about youth's important relationships.	Peer Navigator knows all relationships in youth's life and youth is beginning to engage with Peer Navigator more regularly.	Peer Navigator and youth have built a trusting and authentic relationship.			
Youth has increased their capacity and understanding of how to work with and relate to peers and professionals.[1]	Youth is not willing or has no understanding of their role in the system.	Youth is agreeable and just beginning to understand their role in the system.	Youth is actively trying to learn about their role and how to relate to the peers and professionals in their life.	Youth understands their role in relation to their peers and professionals in their life.			
Youth has increased their perceived social connectedness.[2]	Youth has no understanding of the importance of social connectedness. They prefer to be alone.	Youth can have a conversation related to increasing social connectedness.	Youth can articulate why social connectedness is important.	Youth understands value of social connectedness and wants to pursue growing their social network.			

1 – Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
2 - Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
3 – Resiliency can be subjective. In addition, if a youth steps backwards in this milestone, it is not indicative of failure. Youth resiliency is also continuing to move forward even with setbacks. Use judgement with this milestone.

Phases of EnlightenMENT	Levels				☐ Phase Promotion		
EMPOWERMENT **Milestones**	**0**	**1**	**2**	**3**	Level Rating	P2PN Reflection	Activities to Focus On
Youth has increased their knowledge about advocacy.	Youth does not understand what advocacy means to them.	Youth is starting to understand what advocacy means to them.	Youth continues to learn about advocacy and asks questions to clarify.	Youth can understand and explain to Peer Navigator what advocacy means.			
Youth's knowledge of system professionals' roles and responsibilities has increased.	Youth does not understand roles and responsibilities of professionals in his/her life despite efforts to educate.	Youth is interested in learning about all system professionals in his/her life.	Youth makes effort to learn about system professionals and begins asking questions to clarify.	Youth can explain to Peer Navigator what the roles and responsibilities are for his/her system professionals.			
Youth has increased skill set by mirroring learned behaviors.	Youth is not able to translate Peer Navigator modeling into mirroring.	Youth is continuing to watch Peer Navigator modeling and interested in mirroring but has not done so yet.	Youth has attempted to mirror some learned behaviors.	Youth has successfully mirrored skills and behaviors taught by Peer Navigator.			
Youth has increased their perceived self-esteem and self-efficacy.	Even with assistance, youth does not have confidence to express what they want/need.	Youth is interested in increasing self-esteem/efficacy but does not know how.	Youth is starting to understand how to build self-esteem.	Youth has shown an increase in confidence and belief in oneself.			
Youth has increased their ability to effectively communicate.	Youth is unable or unwilling to communicate with others.	Youth has begun working with Peer Navigator on what better communication can look like.	Youth is actively trying to communicate better.	Youth has demonstrated ability to communicate with others.			
Youth can identify age-appropriate goals.	Youth's goals are too advanced/remedial for their age/development.	Youth is open to learning how to create appropriate goals.	Youth is understanding how to create age-appropriate goals.	Youth can create goals they can reach.			

1 – Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.

2 - Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.

3 – Resiliency can be subjective. In addition, if a youth steps backwards in this milestone, it is not indicative of failure. Youth resiliency is also continuing to move forward even with setbacks. Use judgement with this milestone.

Phases of EnlightenMENT **CONNECTIONS** Milestones	Levels				☐Graduation		
	0	**1**	**2**	**3**	Level Rating	P2PN Reflection	Activities to Focus On
Youth has increased their knowledge about formal/informal support.	Youth has no knowledge of formal vs. informal support systems means and is unable to distinguish the two.	Youth has very minimal understanding of formal vs. informal support but is willing to learn.	Youth understands some of what formal vs. informal support means and asks questions to gain more of an understanding.	Youth can understand and articulate what formal vs. informal support means.			
Youth has increased resiliency.[3]	Youth feels powerless and pushes many people away.	Youth wants to overcome hardships but is overwhelmed at the thought.	Youth is actively working on overcoming previous hardships.	Youth has demonstrated ability to bounce back from adversity or easier to recover from hardships.			
There is an increase in engagement and collaboration between youth and professionals at Family Team Meetings.	Youth is unwilling or unable to participate in any of his/her meetings with system professionals.	Youth participates in his/her meetings with system professionals when prompted, but with minimal conversation.	Youth participates in his/her Family Team Meetings (and other meetings) with professionals with prompting.	Youth participates in his/her Family Team Meetings (and other meetings) with professionals without any prompting.			
Youth has increased their ability to maintain their support network connections, including formal and informal support.	Youth is not maintaining connections with their formal and informal supports.	Youth understands the importance of their support networks and is working towards maintaining those relationships.	Youth can create and maintain his/her support network with assistance.	Youth has demonstrated ability to create, support and maintain his/her formal and informal support network on their own.			

1 – Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
2 – Even though this milestone is in the Engagement Phase, it begins to work on Empowerment aspects. Working toward and achieving this milestone will reflect that the youth is ready transition to the Empowerment Phase.
3 – Resiliency can be subjective. In addition, if a youth steps backwards in this milestone, it is not indicative of failure. Youth resiliency is also continuing to move forward even with setbacks. Use judgement with this milestone.

APPENDIX G: Job Descriptions

Position Title: **New Jersey Peer-2-Peer (NJ P2P) Peer Navigator**
Office/Unit: [Agency Specific]

Position Overview

The Peer-to-Peer Navigators (P2PN) are young adults that can harness their lived experiences in navigating foster care to engage, empower and connect with youth currently involved with the child welfare system. As compared to other professionals working with the foster care system who may lack these unique experiences and perspectives, P2PN serve as credible messengers that may be better positioned to authentically and meaningfully engage with youth experiencing a range of feelings, as they enter the foster care system. The role of the credible messenger is crucial to the EnlightenMENT: NJ Peer2Peer Mentoring Program. Credible messengers develop authentic long-term relationships with young people. They stay connected, serving as real and present guides as youth navigate the difficult path of life, and offer firsthand wisdom about challenges youth face while navigating the foster care system.

The P2PN must embody the belief that young people who have experienced adversity have unique strengths and skills that can be nurtured and developed in supporting their own healing and future success. It is for young people for whom reunification, adoption, KLG are being pursued, which the P2PN can assist youth in navigating.

The P2PN will concretely mentor and support young people ages 14-21 in foster care during their preparation for adulthood by helping them to increase their ability to articulate themselves with professionals and informal supports and work toward achieving their goals. P2PN mentoring involves supporting youths in learning to build and strengthen their relationships with professionals, informal supports, school systems, and communities. Ultimately, the P2PN's mentorship will increase a youth's capacity to interact with professionals, informal supports, and their social networks and to initiate connections to resources on their own.

Position Specific Duties/Responsibilities

- Harness own lived experience navigating foster care to engage, empower and connect with youth who are currently involved with the child welfare system.
- Serve as mentors, role models and "system navigators" to youth (ages 14-21) who are in the DCF foster care system and preparing for adulthood.
- Responsible for supporting the philosophy, mission and purpose of P2P, and its strength-based, trauma and healing informed care services to assist the youth in leading self-directed lives centered on fostering authentic goals-centered partnerships.
- Connect youth to resources and services necessary to support their individual growth and success.
- Assist youth in the foster care system to understand the different and key roles that various professionals such as child welfare, legal professionals (Law Guardian), advocates (CASA), and behavioral health system professionals (CSOC, CMO) play in their lives.
- Establish rapport with youth and provide guidance in youth's identification, development, and planning of specific, measurable, achievable, relevant, and time-bound goals to pursue.
- Ensure that youth assessments and data entry are completed on time to track youth progress.
- Attend ongoing supervision to process the challenges and barriers in working with youth, and to develop strategies to enhance youth mentorship.
- Schedule and attend appointments with youth and ensure that communication is maintained between appointments.

- Gain a thorough understanding of the roles of other professionals who assist the youth.
- Ability to maintain written communication logs and progress notes in a timely manner.

Agency-Wide Duties and Responsibilities

[Agency Specific]

Reporting Relationships

The NJP2P Peer Navigator will report directly to the P2P Coach/Supervisor, and the P2P Coordinator for clinical support.

Position Qualifications

Education: Must have at least a GED or High School Diploma with lived experience in the child welfare system.

Experience:

P2P navigators are considered "near peers" and are required to be relatable to the youth.

License: Required to possess a valid driver's license in good standing or willingness to obtain a driver's license.

Required Knowledge, Skills and Abilities:

- Must have basic understanding and computer literacy skills with Microsoft Office, such as Microsoft Word, PowerPoint, and Excel, and Outlook.
- Must have basic organizational skills and strong oral communication skills.
- Demonstrate an understanding of the importance of culture, race and issues facing adolescents of color, and demonstrate ability to effectively use a multi-cultural approach in working with special needs youth.
- Ability to work as a team member and independently.
- Ability to actively seek and participate in supervision.
- Ability to establish and maintain effective relationships with youth and staff, as well as ability to partner with professionals.
- Willingness to speak publicly and participate in team trainings.
- Ability to utilize calendar to schedule visits and meetings.

Applicants must have the ability to provide services outside of normal 9-5 business hours – afterschool, evening, and weekends will be the norm.

Position Title: **New Jersey Peer-2-Peer (NJ P2P) Program Coordinator**

Office/Unit: [Agency Specific]

Position Overview
The NJP2P Coordinator is the lead position for the EnlightenMENT: NJ Peer2Peer Mentoring Program. The person-centered and multi-dimensional program, looks to empower youth/young adults ages 14-21 who are involved in the child welfare system, using trained young professionals with lived experience (P2P Navigators).

The Coordinator provides oversight of day-to-day operations and provides guidance, structure, supervision and coaching to the P2P Navigator Coach/Supervisor. The Coordinator will be responsible for providing stopgap training to all newly hired P2P staff.

The Coordinator also provides clinical oversight for the program. P2P Navigators have lived experience and working with youth may trigger trauma responses. The Coordinator is a licensed clinician on staff that can support and coach P2P navigators and provide additional clinical support, such as discussing and identifying triggers, mindfulness, and self-care.

Position Specific Duties/Responsibilities
- Embodies and promotes the EnlightenMENT: NJ Peer2Peer Mentoring Program.
- Provides trauma-informed & healing centered supervision to P2P Navigators, as needed
- Knowledge of and/or willingness to learn and convey Division of Child Protection and Permanency (CP&P) Policy, Procedure and Practice to the Navigators.
- Facilitate ongoing supervision and team meetings.
- Create and oversee work assignments and schedules
- Facilitate monthly meetings with child welfare staff to discuss the program.
- Match program participants with trained P2P Navigators.
- Engage with the target population, and model engagement for other program staff.
- Advocate for the adolescent population in out-of-home placement.
- Collaborate and partner with DCPP and other community partners that provide services to the adolescent population.
- Participate in regularly scheduled meetings with DCF.
- Record review & feedback on progress notes. Ensuring quality & timely document of the team.
- Ensure timely completion of assessment tools and reporting data.
- Monitor and manage the EnlightenMENT: NJ Peer2Peer Mentoring Program Budget.
- Organize, track, and maintain outreach initiatives
- Oversees recruitment process for youth for the program (partner w. CPP case workers to make referrals.)
- Educates and partners with the community to address barriers and align (CASA, schools, law guardians, other youth serving agencies, etc.)
- Ability to work within a team and actively participate in supervision.
- Train referral sources on how to assess eligibility for the program

Agency Wide Duties and Responsibilities:

Agency Specific

Reporting Relationships

The P2P Coordinator will report directly to the [Agency Specific]

Position Qualifications

*Candidate must be a licensed clinical professional (e.g., licensed social worker) and have at least 3 years working the youth/young adults in out-of-home placement

*Experience with the child welfare system in the areas of navigating the educational, employment, and housing systems in agency specific county, preferred.

*Ability to engage and connect with youth/young adults currently involved with the child welfare system.

*Demonstrate initiative and creativity, particularly with adolescents.

*Demonstrate experience in group work.

*Must have basic understanding and computer literacy skills with Microsoft office such as Microsoft Word, PowerPoint, and Excel.

*Willingness to build on leadership skills.

*Must be very organized and be able to multi-task.

*Demonstrate an understanding of the importance of culture, race and issues facing adolescents of color.

*Demonstrate ability to effectively use a multi-cultural approach in working with youth.

*Ability to work as a team member and independently.

*Ability to establish and maintain effective relationships with youth and staff.

*Excellent oral communication skills.

Training requirements to Attain Position

Requisite orientation for new staff.

Physical and Sensory Requirements

- Ability to read, write and converse in English.
- Ability to communicate with staff, residents, families, funders, support agencies and others in an articulate and professional manner.
- Ability to engage in recreational activities with youth and their families.
- Ability to remain calm and composed under stress.
- Ability to evaluate/interpret information and make independent judgments/decisions.

Position Title: **New Jersey Peer-2-Peer (NJ P2P) Coach/Supervisor**
Office/Unit: [Agency Specific]

Position Overview

The NJP2P Coach/Supervisor is responsible for coaching, modeling, and supervising 5 Peer Navigators with lived experience in New Jersey's foster care system.

The NJP2P Coach/Supervisor will be expected to train, coach and model for the P2P Navigators on the required Brave Life Intervention training components which includes the roles and responsibilities of the program, how to serve youth/young adults in out-of-home placement/foster care in a more sensitive fashion and the importance of understanding the need to always have professional boundaries.

Position Specific Duties/Responsibilities

Engagement

- Initiates and maintains ongoing communication with Navigators in a culturally sensitive manner.
- Ensures the environment for the Navigator is safe, non-traumatizing, and promotes healthy boundaries with youth they serve.
- Collaborates with and shares relevant information with the Navigator, CP&P staff, other providers, and supports.

Modeling

- Observes the Navigator using the desired skill or behavior and offers feedback.
- Provides guidance and demonstrates the desired behavior.
- Willingness to go out in the community to model and ensure the engagement, empowerment, and connection phases of BLI.
- Uses role play as a teaching strategy.
- Advocates for youth/young adults as necessary and supports them in advocating for themselves.

Coaching

- Operates from a trauma-informed perspective.
- Uses active listening skills and asks open-ended questioning that encourages reflection.
- Gives and receives constructive feedback.
- Assists the Navigator is identifying actionable goals.
- Reflects or summarizes what is being communicated to ensure clarity and understanding.
- Identifies trends in behaviors and emotions across sessions to discern themes and patterns.
- Coach time management skills, professionalism, and handling significant challenges

Supervision

- Assist in hiring & onboarding of Peer-to-Peer Navigators (P2PN).
- Assists in planning work activities.
- Provides weekly individual supervision with P2PN and confers with the Coordinator to ensure clinical support is provided to the P2P Navigator as needed.
- Participation in evaluation activities including the oversight of the distribution and collection of youth survey results from P2P Navigators.
- Knowledge of and/or willingness to learn and convey Division of Child Protection and Permanency (CP&P) Policy, Procedure and Practice.
- Participate in monthly meetings with child welfare staff to discuss the program.
- Completes record reviews and provides feedback on progress notes to ensure quality, timeliness, and accuracy.

Agency-Wide Duties and Responsibilities

[Agency Specific]

Reporting Relationships

The NJP2P Coach/Supervisor will report directly to the P2P Program Coordinator.

Position Qualifications

Education: Graduation from an accredited college or university with a Bachelor's degree. Preference for individuals with lived experience.

Experience:

Must have at least 2 years of experience in working in the community-based services field.

May or may not have lived experience in child welfare.

Must have at least 2 years of coaching/leadership experience or at least four years of working experience within the community-based services field, and significant experience engaging and empowering young people.

License: Required to possess a valid driver's license in good standing.

Required Knowledge, Skills and Abilities:

- Leadership skills with the ability to proactively recognize and solve problems.
- Organizational skills with the ability to manage numerous people simultaneously.
- Ability to function in a team environment and actively participate in supervision
- Effective oral and written communication skills.
- Computer literate with proficiency and working knowledge of database and reporting tools such as Microsoft Word, Excel, Access, and PowerPoint.

APPENDIX H: Supervisory Log

EnlightenMENT: NJ Peer2Peer Mentoring Program

Staff Supervision Log

Staff: _____

Supervisor: _____   Date: _____

1. **Follow-up from last Supervisory Session**
   What tasks were you assigned and if so, did you complete them?

2. **On Time Documentation Checklist**
   Is there adherence to deadlines for progress notes, data workbook and visits with youth?

3. **Staff Issues**
   How well team is the working together? Are there any conflicts/concerns with co-workers?

4. **Youth Issues**
   What issues have emerged when engaging with the youth/caregiver? Are there problems with youth visits?

5. **Case Specific Issues**

   What are the needs of the youth? How has communication with CP&P staff been? What do the interactions with community providers, such as housing, employment, and education look like?

6. **Supervision Style**

   What do you need in order to be the best you can be at work? How can I best support your growth and professional/personal goals?

7. **Professional & Personal Development**

   What goals would you like to accomplish within your job and/or personal life?

8. **Miscellaneous/Other:**

9. **To Do:**

X_____   X_____
              Supervisor Signature   **Staff Signature**

APPENDIX I: Fidelity Checklist

EnlightenMENT: NJ Peer2Peer Mentoring Program
Fidelity Checklist

- Completed by NJP2P Coordinator.
- Completed at 3-month, 6-month assessment, and 12-month assessment.

ACTIVITY	COMPLETED
1. Pre-Engagement documentation (Informed consents for youth and guardian, baseline questionnaire).	
2. Meetings with youth to engage.	
3. Document types of meetings for engagement and number of contacts.	
4. Discuss what a "youth-driven goal" is. Youth voice and informed choice.	
5. Discuss and refine goals.	
6. P2P Navigator works with youth in Empowerment, mirroring and modeling behaviors. Youth practices mirroring and modeling.	
7. P2P contacts partner agencies to prepare for Empowerment session(s).	
8. Hold Empowerment session(s). Youth is actively involved by meeting with the P2P Navigator and professional and talking about their goals and speaking up about their opinions.	
9. Partner agencies are contacted by the youth so they can connect to resources.	
10. P2P Navigator continues to practice, model and guide youth in working with partner agencies and resources.	
11. Meet with youth for follow-up.	

Source: Copyright ©Fordham University Ravazzin Center/Children and Families Institute for Research Support and Training.

APPENDIX J: Screening Tools

BLI 15-Item Screen (formerly *WBF 15-Item Screen):*
Administered to youth at Baseline, 3-month, 6-month, 12-month assessments

Youth Name: _____

P2P Navigator Name: _____

Date of Enrollment: _____

Date of Assessment: _____

BLI 15-Item Screen		
Please respond yes or no to the following questions.	**Yes**	**No**
1. Have you ever been "couch surfing" for a place to stay?		
2. Have you ever been homeless?		
3. Have you ever run away or been kicked out of home?		
4. Have you experienced violence in your home, residential placement, etc., between those living/residing with you?		
5. Do you have any conflict around values with your primary caregiver (or adults in your life), for example over religious beliefs, food, or practices?		
6. Do you have adequate housing?		
7. Do you have adequate food and clothing?		
8. Have you ever been pregnant, gotten anyone pregnant or fathered a child?		
9. Have you ever abused alcohol or other substances?		
10. Have you ever been involved in gang activity?		
11. Have you ever been involved in the juvenile justice system?		
12. Do you have an adult in your life that you can trust?		
13. Are there peers who you can trust?		
14. Have you had more than two moves in the foster care system?		
15. Please specify how many moves in the foster care system you have had.		
Total score:		
Scoring: Items 6, 7, 12, and 13 need to be reverse coded before summing. Higher numbers indicate greater risk. After recoding, 1 point for every "Yes" response, 0 for every "No" response. For item 15, a response of 3 or higher receives 1 point, 2 or lower receives 0 points. Scores can range from 0 to 15, with higher scores indicating higher risk.		

Source: Heyman, J.C., Farmer, G.L., White-Ryan, L., Kelly, P., & Gregory, R. (2016). *WCDSS Screening for risk and protective factors*. Fordham University Ravazzin Center/Children and Families Institute for Research Support and Training. West Harrison, NY.

BLI Engagement Interaction Instrument (*Formerly WBF Engagement Interaction Instrument*)**:**
Completed by P2P Navigator at 3-month, 6-month, 12-month assessments

Youth Name: _____

P2P Navigator Name: _____

Date of Enrollment: _____

Date of Assessment: _____

☐ **3-month Assessment** ☐ **6-month Assessment** ☐ **12-month Assessment**

Please enter a score of 0-4 to indicate the extent and quality of engagement of this youth,
based on the descriptions below:

0 - Not engaged
> • The youth / young adult has been unwilling to meet or talk with me.

1 - Slightly engaged
> • Youth / young adult is reluctant to engage in in-depth conversation and typically responds with very brief or only yes / no answers, even to open-ended questions.

2 - Moderately engaged
> • We engage in casual conversation, but he/she is reluctant to discuss significant problems and possible problem solving.

3 - Mostly engaged
> • When I meet with the youth / young adult he/she engages in a balanced amount of casual conversation and discussion of problems.

4 - Fully engaged
> • When I meet with the youth / young adult, he or she engages in a good balance of casual conversation and talking about his or her problems. The youth / young adult is almost always ready to talk about his or her problems and how we can address them.

Score: _____

P2P Navigator comments: _____

_____

_____

_____

Understanding of System Network/Staff Assessment

Completed by youth. Administered to youth at Baseline and 6-month assessment.

☐ **Baseline Assessment** ☐ **6-month Assessment**

Name: _____
Date of enrollment: _____
Date of assessment: _____

	Do you know the names of the following system network/staff members assigned to work with you? Consider both BEFORE and AFTER you began working with the P2P Navigator.				
	Know name BEFORE you began working with P2P Navigator		Not applicable (N/A)	**Know name AFTER you began working with P2P Navigator**	
1. Law Guardian	Yes	No	N/A	Yes	No
2. Deputy Attorney General	Yes	No	N/A	Yes	No
3. Court-appointed Special Advocate (CASA)	Yes	No	N/A	Yes	No
4. Judge	Yes	No	N/A	Yes	No
5. Child Protection and Permanency (CPP) Caseworker	Yes	No	N/A	Yes	No
6. Child Protection and Permanency (CPP) Supervisor	Yes	No	N/A	Yes	No
7. Assistance Family Service Worker (AFSW)	Yes	No	N/A	Yes	No
8. Resource Family Support Worker	Yes	No	N/A	Yes	No
9. Care Manager (CMO)	Yes	No	N/A	Yes	No
10. Mobile Response Worker	Yes	No	N/A	Yes	No
11. Child Health Unit Nurse	Yes	No	N/A	Yes	No
Total			■		
Sum "Yes" + "No"			■		
Score			■		
Scoring: Count the total "yes" and the total "no," and add these total to create a sum. Divide the number of "yes" from this sum. Then, multiply by 100 to create a percentage.					

Family Team Meeting Rating Form

· **Administered to youth at Baseline, 3-month, 6-month, 12-month assessment intervals.**
· **Program Coordinator or Supervisor should administer the baseline assessment prior to Youth-Navigator matching.**
· **This is completed by youth in the EnlightenMENT: NJ Peer2Peer Mentoring Program Data Workbook, Youth Assessment Form.**

1. Did you go to your last Family Team Meeting (FTM)?
        a. Yes
        b. No
        c. N/A

2. If you attended your last FTM meeting, how would you rate your level of participation in the FTM meeting?
        0 Did not speak at all
        1 Said a few words
        2 Spoke occasionally
        3 Spoke frequently
        4 Actively participated in the meeting

3. Did your peer navigator attend this appointment with you?
        a. Yes
        b. No

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