



EnlightenMENT: NJ Peer2Peer Mentoring Program

PROGRAM MANUAL

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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, its 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](#).

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





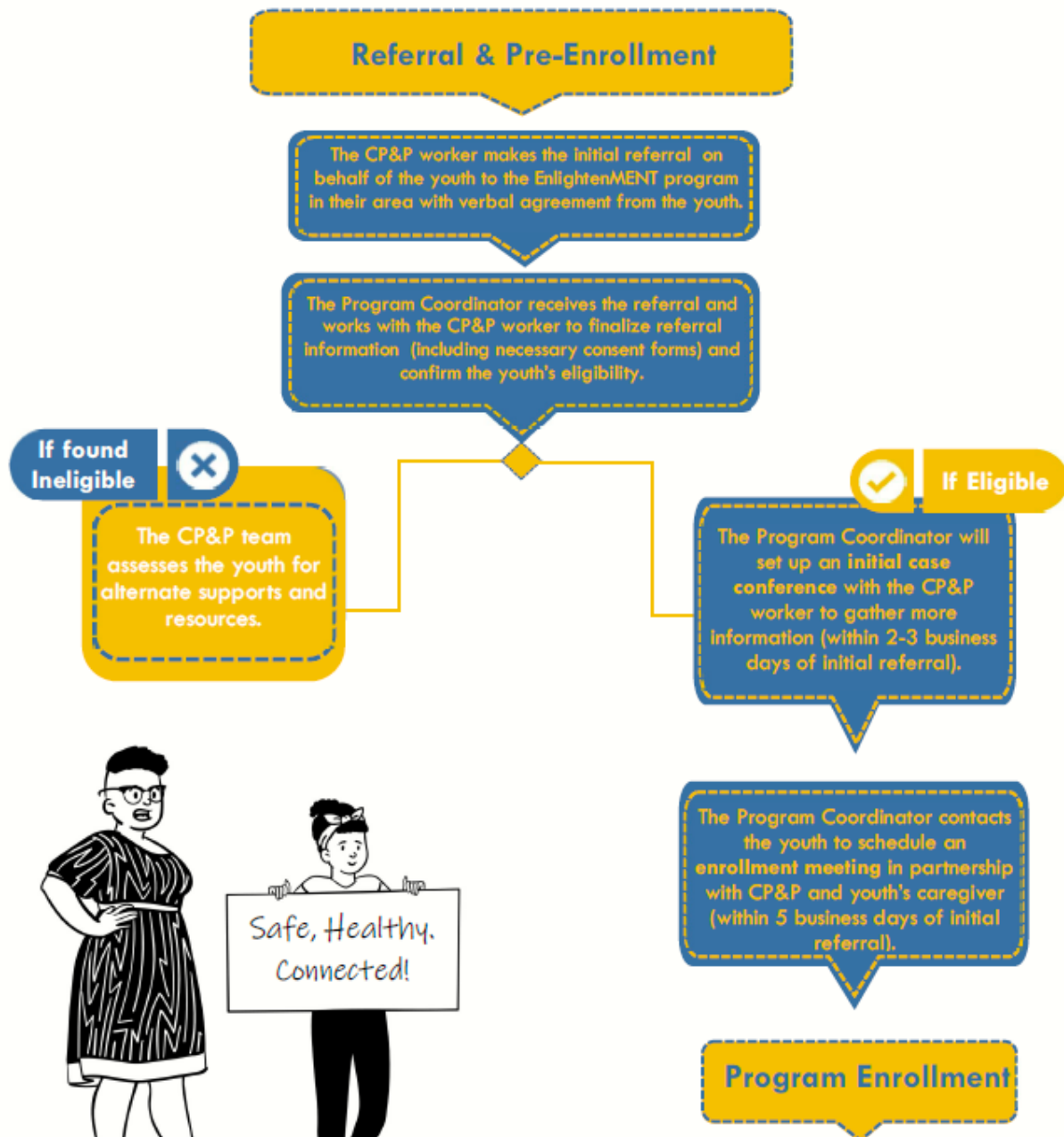
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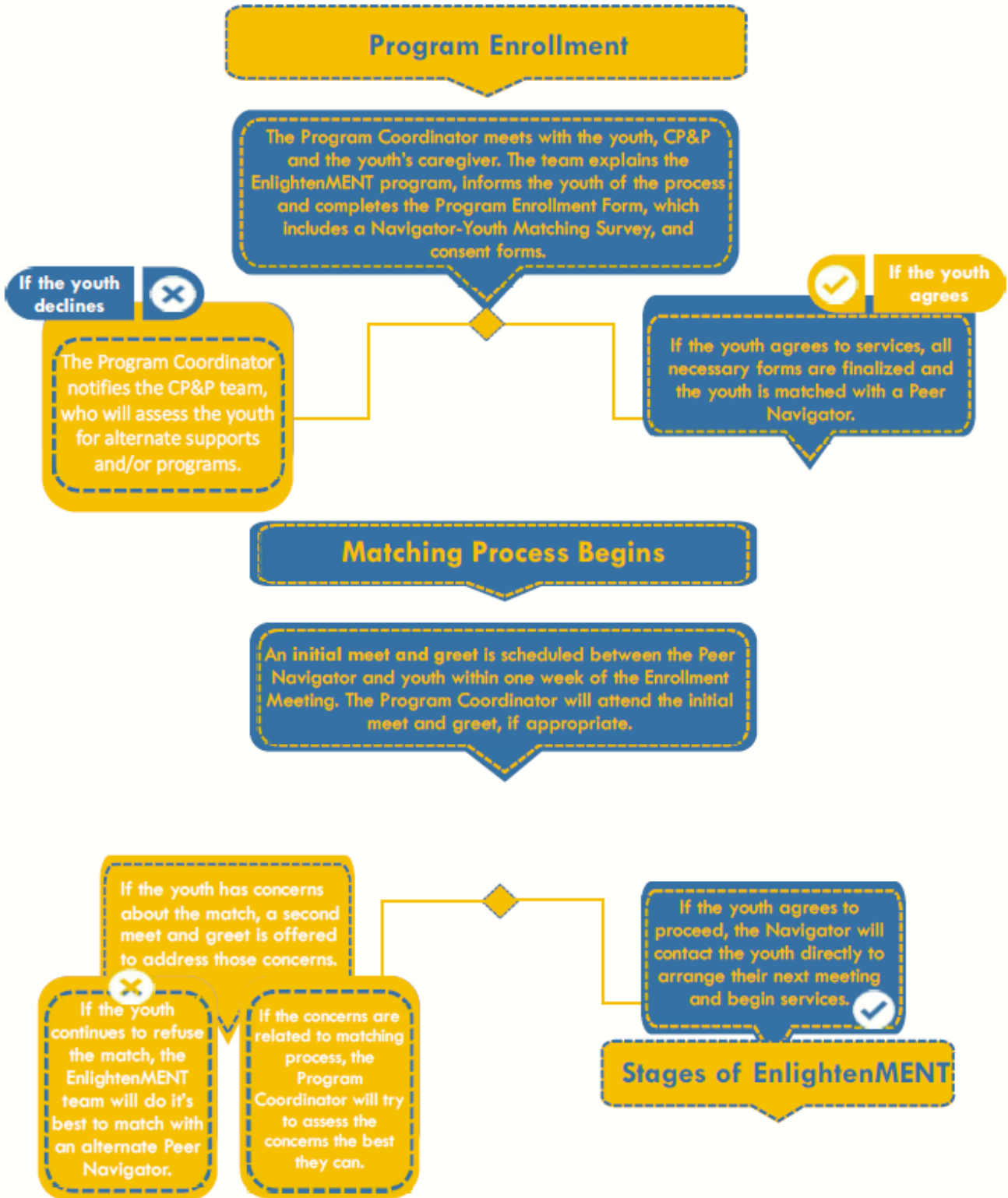
PROGRAM SERVICES

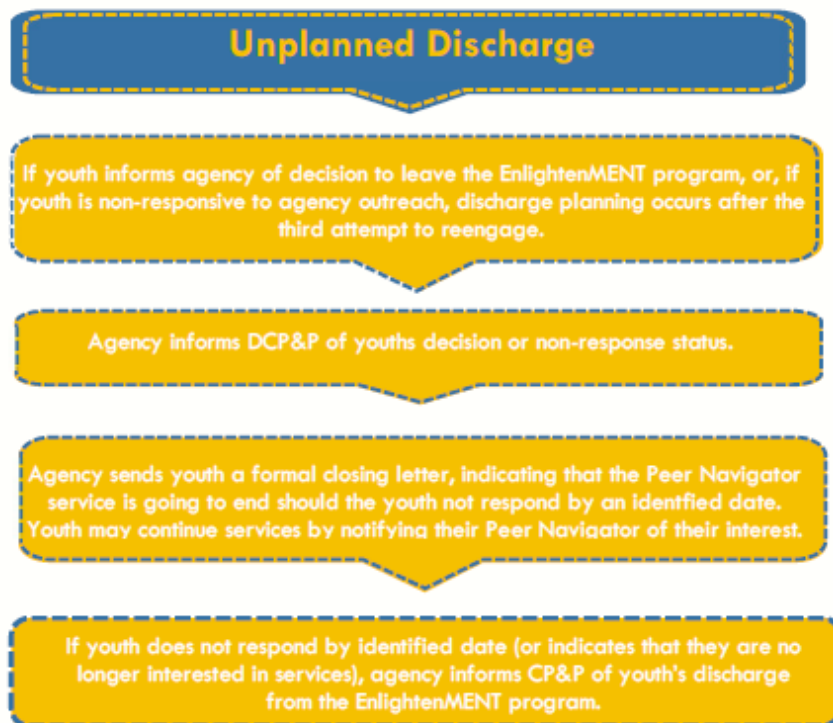
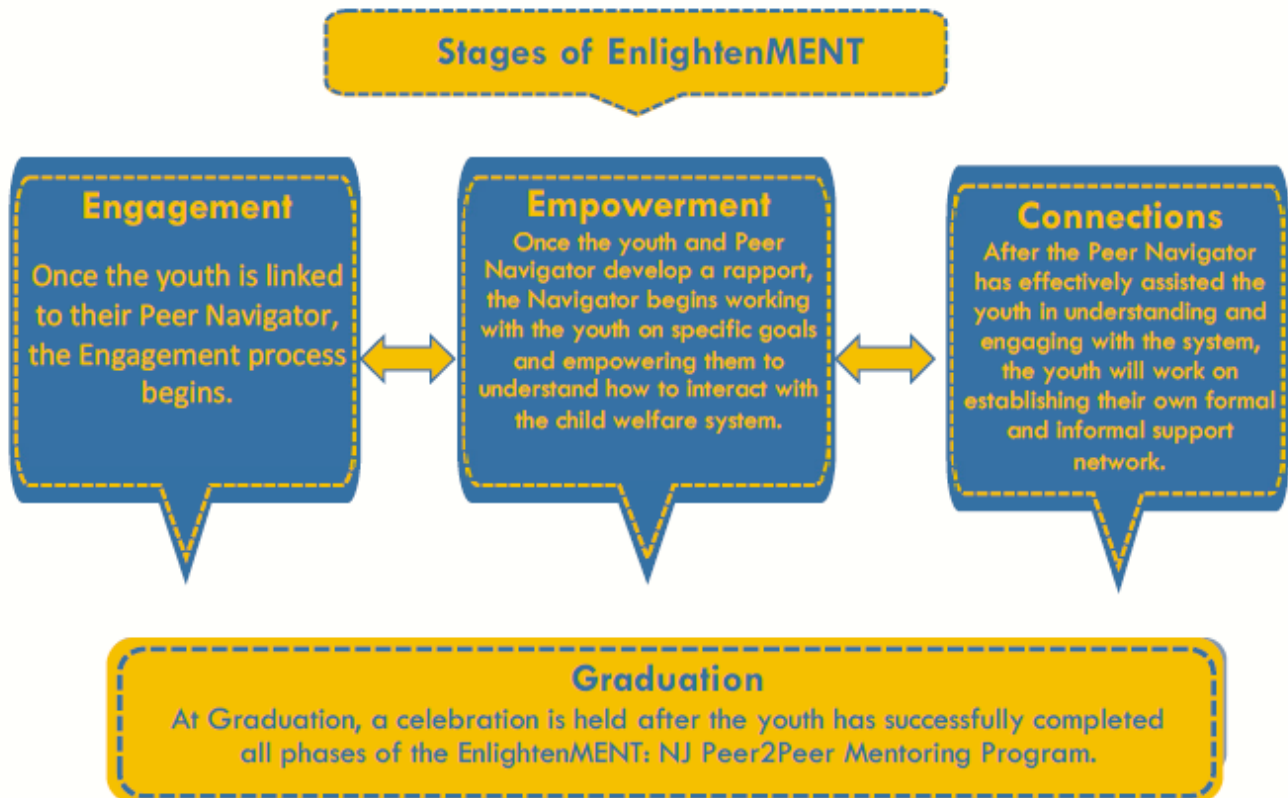
Section 2: Program Services

Service Delivery Flowchart

EnlightenMENT: NJ Peer2Peer Mentoring Program Service Delivery FLOW CHART







Referral and Enrollment Process

Program Eligibility

Target Population:

- All young people, ages 14-21, who are in an out of home placement and reside in the following nine counties: Atlantic, Burlington, Camden, Essex, Mercer, Middlesex, Monmouth, Ocean, and Union, are eligible to participate in the program. Priority will be given to those youth who have been in placement 18 months or less.
 - Please note that 18–21-year-olds who are residing in the nine counties listed above and have agreed to receive voluntary adolescent services from CP&P are eligible. This would include young adults attending college, in their own or shared apartment, and/or receiving the Independent Living Stipend.
- 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).
 - 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.
 - 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;
 - DD/ID that preclude the youth's daily functions. The Program should utilize clinical judgement to determine appropriateness. 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.

Information About Youth and their CP&P Case Goals

Youth enrolled in EnlightenMENT can have a variance of case goals through CP&P that are related to their living situation. According to CP&P policy (<https://dcfpolicy.nj.gov/api/policy/download/CPP-III-B-4-400.pdf>), a case goal defines and guides “Division activities in its provision of services to each child and each family member open for services, and to guide activities toward the achievement of the child's permanent living arrangement.”

As the NJ Peer2Peer Mentoring Program staff collaborate with CP&P, a youth's case goal can be used to better understand how to best align programmatic efforts to support the youth. The table below provides a brief description of various CP&P case goals.

Brief Descriptions of CP&P Case Goals	
Maintenance in Own Home - Family Stabilization	DCP&P works with the family closely (i.e., providing services or referrals) to keep everyone in the home. All services are provided in the home to maintain safety and stabilization of the family.
Reunification (Return Home)	DCP&P works with the family closely to move toward the children and/or youth returning safely back to their home (parent or caregiver whom they were originally removed from). This happens after the family completes what was asked of them (i.e., court ordered services) that caused the removal and the home is determined to be safe and stable.
Adoption	<p>After a child/youth is placed with other family members, or kin, who are willing to care for the child/youth, CP&P continues to make every effort to reunify, however, those efforts are unsuccessful and the family the child/youth is placed with is willing to make a permanent commitment, that is called adoption.</p> <p>Adoption is the legal transfer of all parental rights and responsibilities from the birth and/or legal parent to another person who desires to assume those rights and responsibilities.</p>
Kinship Legal Guardianship (KLG)	<p>After a child/youth is placed with other family members, or kin, who are willing to care for the child/youth, CP&P continues to make every effort to reunify, however, those efforts are unsuccessful and the family the child/youth is placed with is willing to make a permanent commitment called “kinship legal guardianship.”</p> <p>Kinship can be a family member, family friend or another caring adult(s) who is connected to the young person/child.</p> <p>This person has primary rights and responsibilities for the child/youth, which includes decision making on their behalf.</p>
Independent Living	Independent Living is appropriate for youth ages 16 and up to 18 years old, only when all other permanency goals have been unsuccessful. CP&P continues to provide support and guidance to ensure these youth transition into adulthood successfully.
Other Long-Term Specialized Care	Used in very rare cases for adolescents aged 16 or older who will reside in a long term, specialized care living arrangement. CP&P continues to provide support and guidance. This goal is identified for children and youth with a serious medical, physical, emotional, or mental disability, and in cases where the child will remain institutionalized because no less restrictive living arrangement can meet his or her needs for care and treatment.
Individual Stabilization	In this instance, reunification is not a possibility and all other case goals have been ruled out as an option. Young adults aged 18-21, agree to have an open case and have signed a Voluntary Service Agreement (VSA) to work with CP&P. CP&P provides support to adolescents as they transition into adulthood. Young person may be residing or moving into an independent living setting (examples, IL program, rents room etc.)

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.*
 - Referral to the program should occur within 45 days of placement.
 - If the provider identifies an eligible young person in the community, the DCP&P worker should be notified to formalize the referral.
 - 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.
 - 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.

 - > During the case conference, the Coordinator or Coach/Supervisor will also inform the CP&P Caseworker of the monthly [Youth Progress Summary](#) that will be sent to them via the Peer Navigator, as well as the expectation that the CP&P Caseworker and Peer Navigator will have a brief scheduled phone conversation following receipt of the Youth Progress Summary. Please see [Collaboration with CP&P and Other Systems Partners](#) section for more details.

 - > 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.
 - 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. Preferable 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

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:
 - Program Enrollment Form (See [Appendix C](#) to review the Program Enrollment Form)
 - Agreement to Participate (Consent) Form (See [Appendix D](#) to review the Agreement to Participate (Consent) Form)
 - Research & Evaluation Consent & Assent Forms (See Data Training Manual to review form)
 - 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.
 - Parental consent should be obtained from the parent.
 - 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.
 - 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.

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

>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 leads 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.
 - 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.
 - 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.
 - 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.
 - 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
 - What their likes and dislikes are
 - Activities they enjoy – there may be common interests at heart
 - 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. 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.
- At the end of every month the Peer2Peer agency will email or fax a [Youth Progress Summary](#) (in Appendix) to the CP&P worker. The Youth Progress Summary will document contact made throughout the month that occurred between the Peer Navigator and the youth along with any other individuals connected to the youth. The Youth Progress Summary will also document a summary of progress, goals, concerns, phases, and case consultation requests for that month. The form will be signed by the Peer Navigator and agency supervisor.
- Within ten days of receipt of the Youth Progress Summary, the Peer Navigator and CP&P worker will have communication (phone call, email, video call, etc.) to review the Youth Progress Summary that was received, which includes the youth’s participation in the program, concerns, consents needed, and any other general updates. The Peer Navigator will follow up to ensure that communication occurs.
- 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 the Peer Navigator, Coordinator, and/or Coach Supervisor to speak directly with the CP&P worker. The Peer Navigator will be provided guidance from the Coach Supervisor and the Coordinator. If a CP&P worker or a CP&P supervisor cannot be reached when a Navigator must report information, the Navigator will contact the CP&P local office and report the information to a covering CP&P worker or Supervisor. The program may choose to use the Coach Supervisor to contact CP&P instead of the Peer Navigator 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.

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.

>>As a reminder, all individuals in out of home care at CP&P have a case goal, as described in the [Case Goal chart](#) in the Referral & Enrollment section. Most program providers will also help youth identify and work toward their own goals. While this can be confusing for young people, it is important to understand the difference between them and articulate how they are connected to the young people served.

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.

TIP: Goal Setting Examples

Peer Navigators are encouraged to review examples of various case goals for youth (14-17 years old) and young adults (18-21 years old), ways they may engage youth and suggested steps the youth may take to accomplish and achieve those goals. *Please see [Appendix K](#) and [Appendix L](#) to review the NJPeer2Peer Goal Planning document.*

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*.

Reunification

Conversations with the youth, Peer Navigator, Coach Supervisor and CP&P worker surrounding reunification should begin early and often. The Peer Navigator and Coach Supervisor should inquire about the youth's feelings around being reunified. *What is the youth excited about? What are they anxious about?* These conversations are to be documented in the [Youth Progress Summary form](#). The Peer Navigator is to assist with connecting youth and family to appropriate in-home services, as well as any goals related to reunification. The Peer Navigator should communicate with the CP&P caseworker and youth about any tasks that require attention prior to the youth being discharged from the program. These tasks may include obtaining a state ID, social security card, or applying to school.

- Youth who are reunified while enrolled in the EnlightenMENT Peer2Peer program can continue receiving services for three months. Reunified youth under the age of 18, the Peer Navigator and the Coach Supervisor will have a conversation prior to informing their parent(s) about some of the goals and accomplishments the youth has achieved while in the program.

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 transitions out of the program, *or* the Coach Supervisor/Coordinator if Peer Navigator is no longer with the agency.
- A list of relevant and local county resources should be provided to youth upon discharge from the program. These resources may include, but are not limited to, resources on education, employment, housing, food, and mental health services. A statewide resource list can be found in [Appendix N](#).
- Graduated EnlightenMENT: NJ Peer2Peer Mentoring Program youth (or other discharged, withdrawn youth) may be considered to have the potential to become a Peer Navigator. These youth may be encouraged to provide the agency with a resume if a Peer Navigator position becomes available.
- Aftercare services are voluntary and to be offered to all youth being discharged from the program. These services are to be provided for no more than 3 months after the youth is discharged. Frequency of communication is to occur at least once a month or on an as needed basis and is dependent upon the youth. Appropriate forms of communication for aftercare services include, phone calls, text messaging, telehealth or video call.
- During aftercare services, the Peer Navigator is available to help facilitate any referrals or additional connections, as well as following up on service referrals and linkages and checking in with youth.
- Aftercare youth will not be counted toward the provider's level of service. In addition, the CP&P worker will not be receiving Youth Progress Summaries, however, CP&P can request an informal update from the Peer Navigator during aftercare.



NJ Peer2Peer Mentoring Program staff will identify and share local and statewide resources with youth served by the program. A general list of Statewide Resources is included within [Appendix N.](#)



SECTION 3

ADMINISTRATIVE OPERATIONS

Section 3: Administrative Operations

Core Program Staff: Roles & Responsibilities

Title	Responsibilities	Reports To
Clinical Coordinator	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 [Appendix H](#) 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 facilitate discussions at least quarterly to review, reflect and discuss data submitted 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



In 2005, the National Implementation Research Network (NIRN) released a monograph¹ synthesizing implementation research findings across a range of fields. The NIRN also conducted a series of meetings with experts to focus on implementation best practices². 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.



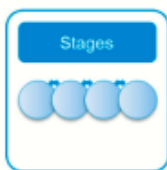
Implementation Teams

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.



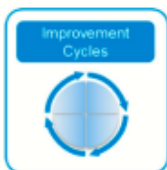
Implementation Drivers

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.

¹Fixsen, 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.

²Blase, 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.

APPENDIX B: Referral Form



EnlightenMENT: NJ Peer2Peer Mentoring Program Youth Referral Form

Eligibility Criteria

- All young people, ages 14-21, who are in an out of home placement and reside in the following nine counties: Atlantic, Burlington, Camden, Essex, Mercer, Middlesex, Monmouth, Ocean, and Union, are eligible to participate in the program.
- 18–21-year-olds who are residing in the nine counties listed below and have agreed to receive voluntary adolescent services from CP&P are eligible. This would include young adults attending college, in their own or shared apartment, and/or receiving the Independent Living Stipend.
 - 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
- Youth with less than 18 months in out-of-home care will be given priority
- 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:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Trans-Male <input type="checkbox"/> Trans-Female <input type="checkbox"/> Gender Non-Conforming <input type="checkbox"/> 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:	<input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Two or More Races		
Ethnicity:	<input type="checkbox"/> Cuban <input type="checkbox"/> Mexican <input type="checkbox"/> Puerto Rican <input type="checkbox"/> South or Central American <input type="checkbox"/> Other Spanish <input type="checkbox"/> None		



Current Level of Care:	<input type="checkbox"/> Unrelated Resource Home <input type="checkbox"/> Relative Resource Home <input type="checkbox"/> Therapeutic Foster Home <input type="checkbox"/> Residential <input type="checkbox"/> Independent Living Placement <input type="checkbox"/> Group Home <input type="checkbox"/> Supportive Youth Housing (TLP, C2H, <u>FYI</u>) <input type="checkbox"/> Shelter <input type="checkbox"/> 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:	<input type="checkbox"/> Reunification <input type="checkbox"/> Independent Living (14-17) <input type="checkbox"/> KLG <input type="checkbox"/> Individual Stabilization (18-21) <input type="checkbox"/> Adoption		
Is the youth expecting or currently a parent?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If so, how many children do they have?	Click or tap here to enter text. Click or tap here to enter text.
Attachments: (optional)	<input type="checkbox"/> Court Order <input type="checkbox"/> CP&P Case Plan/TPYS <input type="checkbox"/> Evaluations <input type="checkbox"/> IEP/Educational <input type="checkbox"/> Youth Thrive Survey/Needs Assessment <input type="checkbox"/> Other Click or tap here to enter text.		
Youth Verbal Agreement Obtained: ★	<input type="checkbox"/> Yes <input type="checkbox"/> No	Parent/Law Guardian Notified of Youth's Interest in Program:	<input type="checkbox"/> Yes <input type="checkbox"/> 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.



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:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Trans-Male <input type="checkbox"/> Trans-Female <input type="checkbox"/> Gender Non-Conforming <input type="checkbox"/> 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: <i>(Please provide contact information)</i>	<input type="checkbox"/> Mental Health/Therapy/IIC Click or tap here to enter text. <input type="checkbox"/> Substance Use Services Click or tap here to enter text. <input type="checkbox"/> IEP/Educational Click or tap here to enter text. <input type="checkbox"/> Life Set Click or tap here to enter text. <input type="checkbox"/> Life Skills Click or tap here to enter text. <input type="checkbox"/> PACES Click or tap here to enter text. <input type="checkbox"/> CMO Click or tap here to enter text. <input type="checkbox"/> Law Guardian Click or tap here to enter text. <input type="checkbox"/> CASA Click or tap here to enter text. <input type="checkbox"/> Housing Program Click or tap here to enter text. <input type="checkbox"/> Other Click or tap here to enter text.
---	--



Education

Current Status:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Not in school
Highest Level Completed:	<input type="checkbox"/> Grade _____ <input type="checkbox"/> High School diploma/GED <input type="checkbox"/> Enrolled in College/Post-Secondary Education

Employment

Current Status:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Unemployed <input type="checkbox"/> Not Looking for Work <input type="checkbox"/> 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	<input type="checkbox"/> Signed by youth & parent/guardian	<input type="checkbox"/> Signed by just youth	<input type="checkbox"/> Need follow up
Evaluation Assent & Consent	<input type="checkbox"/> Signed by youth & parent/guardian	<input type="checkbox"/> Signed by just youth	<input type="checkbox"/> Need follow up
HIPAA	<input type="checkbox"/> Signed by parent/guardian	<input type="checkbox"/> Signed by just youth	<input type="checkbox"/> Need follow up
Release of Information(s)	<input type="checkbox"/> Signed by parent/guardian	<input type="checkbox"/> 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.



APPENDIX D: Agreement to Participate Form (Consent)



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:

- 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!

Peer Navigator/Program Agrees:

- 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
(Needed if youth is under 18 years old)

Date

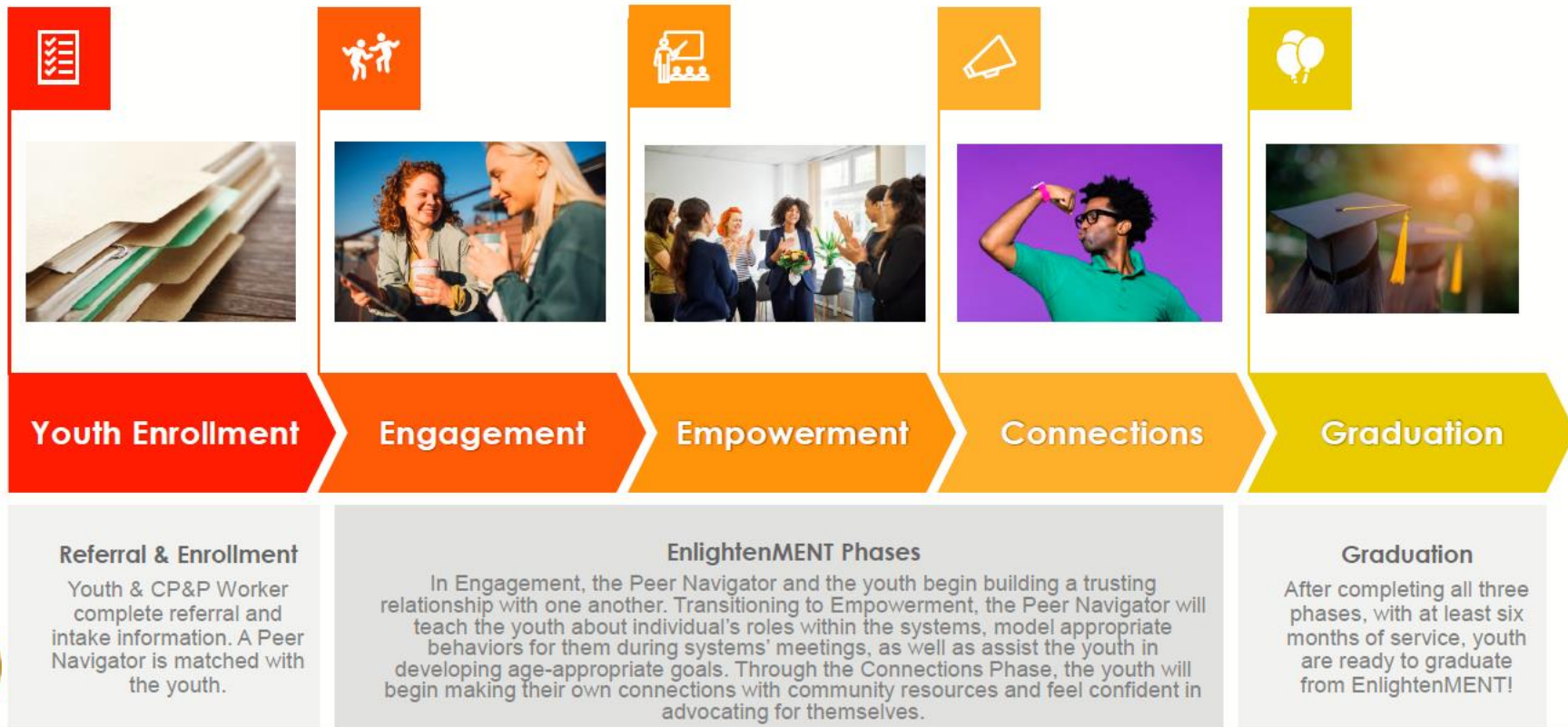
If a parent/guardian signature is unattainable, the CP&P worker will inform the child’s Law Guardian of their participation.

Law Guardian notified

APPENDIX E: Phases Visual



EnlightenMENT: NJ Peer2Peer Mentoring Program



APPENDIX F: Phases Rubric



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	Levels				Phase Promotion		
<u>ENGAGEMENT</u> <u>Milestones</u>	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.



<i>Phases of EnlightenMENT</i>	Levels				<input type="checkbox"/> Phase Promotion		
<u>EMPOWERMENT</u> <u>Milestones</u>	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	Levels				<input type="checkbox"/> Graduation		
	0	1	2	3	Level Rating	P2PN Reflection	Activities to Focus On
<u>CONNECTIONS</u> <u>Milestones</u>							
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 DCPD 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 in 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 _____

Supervisor Signature

X _____

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:		
<p>Scoring: Items 6, 7, 12, and 13 need to be reverse coded before summing. Higher numbers indicate greater risk.</p> <p>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.</p>		

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: _____

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

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	
	Yes	No	N/A	Yes	No
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.

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

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

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

APPENDIX K: EnlightenMENT NJPeer2Peer – Goals for Young Adults (18-21)

<h3>EnlightenMENT NJPeer2Peer Mentoring Program</h3> <h4>Goals for Young Adults (Ages 18-21)</h4>			
	What are appropriate goals?	How do you engage youth to start goal planning?	What steps would you take to help the youth reach this goal?
1	Get your driver's license	<ul style="list-style-type: none"> Review online resources and requirements 	<ol style="list-style-type: none"> Review Online Resources and Requirements. Access the New Jersey Driver Manual Hard Copy or Downloadable Copy. Ensuring all requirements are met – 6 Point if ID Verification. Driving School (Test) – Coordinate with foster care and CP&P to discuss payment options and what may be covered. Schedule practice driving sessions and the Drivers Test when able.
2	Find a job	<ul style="list-style-type: none"> Explore skills and interests Online assessments 	<ol style="list-style-type: none"> Create a resume – review online templates. Review Interview Prep and Job Place Readiness Resources. Complete an application (Online and/or In-person) Some places to consider include the mall, retail shop, fast food restaurant, staffing & temp agency, etc.). Be sure to follow-up on the status of your application to express your interest (via telephone, email, and/or in-person).
3	Pay off Bills	<ul style="list-style-type: none"> If youth discuss bills or financial stressors, engage them in a conversation about achieving financial stability and/or further discussion about how to pay off their current bill(s). 	<ol style="list-style-type: none"> Review of all bills and due dates (demonstrate how they may use a calendar to track their due dates and make payments on-time). Discuss the difference between Needs vs. Wants (Phone bill vs. Amazon Purchase). Create a plan to pay off current bills. Review options for payment if youth doesn't work, consider providing resources that may help. Research free course(s) on financial literacy and review content with youth.

4	Open a bank account	<ul style="list-style-type: none"> • Explore various banks and review options, while reviewing each bank benefit and answering any questions they may have. 	<ol style="list-style-type: none"> 1.) Review types of accounts and create a list of questions to ask at the bank (Review the difference between a Routing Number and Account Number, and how they may be used). 2.) Have youth select a bank that matches their interest, review benefits, requirements and fees associated with the account. 3.) Educate youth on common personal information requested when opening a new account (Forms of ID, Proof of Address, SSN/TIN, Deposit Fee, etc.). 4.) Support the youth as they schedule a visit to a banking establishment.
5	Learn to cook a new meal(s)	<ul style="list-style-type: none"> • Have a discussion with youth (talk about favorite foods, different cultures and backgrounds, and dishes they may want to explore). • Talk about any food smell that reminds them of anything. • Make it into a game. 	<ol style="list-style-type: none"> 1.) Research recipes. 2.) Watch tutorials on basic cooking techniques and safety in the kitchen. 3.) Create a meal plan and list of needed items. 4.) Go food shopping. 5.) Research and take a cooking class.
6	Find a sport or activity they enjoy	<ul style="list-style-type: none"> • Discuss childhood interests and what they may want to explore now. • Discuss feelings that may come up when doing something new. • Use words of encouragement. 	<ol style="list-style-type: none"> 1.) Take youth to watch a game or have youth get involved in an activity of interest. 2.) Help youth set personal goals and/or explore ways to pursue a sport/activity. 3.) Research online assessment tools and present it as an option for youth to take.
7	Create or join a community group or club	<ul style="list-style-type: none"> • Explore interests and hobbies. • Discuss benefits of meeting new friends, social connections, and exploring interests. 	<ol style="list-style-type: none"> 1.) Determine interests 2.) Research and explore nearby groups or clubs. 3.) Attend event and see if it is a fit. <p>If the desired group or club does not exist:</p> <ol style="list-style-type: none"> 1.) Make a plan to create your own group. 2.) Invite friends, colleagues, neighbors.

			3.) Spread the word about club via posters, social media posts, and word of mouth.
8	Apply for college	<ul style="list-style-type: none"> • Discuss future goals. • Discuss benefits of attending college (College vs. Trade School). 	<ol style="list-style-type: none"> 1.) Determine necessary requirements (price, distance, available major options). 2.) Determine wants (big vs. small school, sports school, amount of diversity, etc.). 3.) Visit a college/university you are interested in - schedule a tour or attend an open house. 4.) Create a list of schools to apply to. 5.) Gather required information (e.g., transcripts, personal info, letters of recommendation, SAT scores, etc.). 6.) Apply for financial aid/student loans (e.g., Free Application for Federal Student Aid (FAFSA) and New Jersey Foster Care (NJFC) Scholar Program). 7.) Seek assistance and guidance on Personal Application Essays. 8.) Prepare and submit application packages.
9	Learn how to make and manage your own appointments	<ul style="list-style-type: none"> • If a youth is struggling to stay on top of things, such as time management, or struggling to call or text back, discuss if they have ever been responsible for calling to set their own appointments or manage their own schedules in the past. • Explore if youth are aware of what to say when they leave a message or where they can track appointment times, etc. • Discuss if they have any specific fears or feelings surrounding the idea of calling places and speaking with adults or other professionals. 	<ol style="list-style-type: none"> 1.) Explore calendar apps and the functionality within different apps or explore a planner or physical calendar. 2.) Write a script for what to say if someone answers the phone for each appointment type. 3.) Write a script for and practice leaving a message with clear call back number and the purpose of the call. 4.) Write a list of all the appointments that are currently needed and those that may repeat every 6 months or annually. 5.) Discuss the importance of canceling, if needed, and how to do that appropriately and with adequate time.

10	Train for and run a 5K	<ul style="list-style-type: none"> • If a youth talks about wanting to be more active or getting healthier explore the idea of setting a time frame and goal related to those desires. Talk through what that might look like (e.g., cutting back on soda or eating meals out, signing up for a gym or using a Fitbit to track steps) 	<ol style="list-style-type: none"> 1.) Find a local 5k and sign up 2.) Download a running app like Couch to 5k or Map My Runs 3.) Discuss and set weekly walking/running plans/goals 4.) Talk with the youth about who they might want to cheer them on at the day of the event and if possible be that person for them
11	Buy a used car	<ul style="list-style-type: none"> • Young adults will likely be ready to get their first car – out of necessity or want. • Conversations may include: <ul style="list-style-type: none"> ○ Pros and cons of getting a new vs. used vehicle – if they are considering both. ○ Importance of good credit ○ Saving for a big purchase ○ Exploring financing option and down payments ○ Anticipated costs associated with owning a vehicle – Maintenance schedule, gas, Insurance and Registration, etc. ○ Where to purchase your vehicle: dealership vs. private seller, Facebook Marketplace, Carvana, etc. 	<p>These are steps to consider as you plan to purchase a used vehicle.</p> <ol style="list-style-type: none"> 1.) Save up and determine how much you wish to spend on your first vehicle. 2.) Do your research, investigate different car options and desired features. It is recommended that you utilize Kelley’s Blue Book (www.kbb.com) to research fair market prices, the value of a vehicle, review ratings, obtain vehicle history by vin number, etc. 3.) Find a reliable used car within your budget. Find out as much as possible about the vehicle(s) you are considering, including: <ul style="list-style-type: none"> • How many miles the vehicle has traveled • How long has it been since it’s had maintenance performed/ how frequently was maintenance performed • Whether it’s ever been in a crash or flood • If anything is currently broken 4.) Check your car's price. 5.) Get a vehicle history report – use Kelley’s Blue Book (www.kbb.com). 6.) Contact the seller. 7.) Test-drive the vehicle. 8.) Get a car inspection from a mechanic.
12	How to Set Goals	<ul style="list-style-type: none"> • Young adults may face a lot of uncertainty as they consider their future. One way to help support these discussions may revolve around them getting clearer about 	<p>There are a ton of resources online (forms and worksheets) that can help support the process of identifying and achieving goals. Young adults can participate in selecting a tool of their choice and one that can assist them through this explorative planning process. Below are examples of how to</p>

		<p>what they want in life and how to prepare for what lies ahead. Incorporating guiding questions and strategies that may help young adults become more specific and confident as they consider their future.</p>	<p>approach setting goals.</p> <p><u>How to Set Goals:</u></p> <ol style="list-style-type: none"> 1.) Identify goals you wish to achieve, target date(s), and how you can reach these goals. Include long-term and short-term goals. 2.) Identify key strengths that will help you achieve these goals 3.) Identify why these goals are important to you 4.) Identify obstacles that may arise and how you plan to respond to each obstacle. 5.) What will be different when I achieve my goal(s) 6.) Identifying concrete Next Steps you can take. <p><u>SMART Goals</u> SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic and Timely. The different parameters of a SMART Goal can help focus your efforts and increase the chances of achieving your goals within a specific and realistic timeframe.</p> <table border="1" data-bbox="1024 743 1822 1219"> <tr> <td data-bbox="1024 743 1094 816">S</td> <td data-bbox="1094 743 1276 816">Specific</td> <td data-bbox="1276 743 1822 816">What do I want to achieve?</td> </tr> <tr> <td data-bbox="1024 816 1094 935">M</td> <td data-bbox="1094 816 1276 935">Measurable</td> <td data-bbox="1276 816 1822 935">How will I measure my success? How will I know when I've reached my goal? When do I determine to complete it by?</td> </tr> <tr> <td data-bbox="1024 935 1094 1019">A</td> <td data-bbox="1094 935 1276 1019">Attainable</td> <td data-bbox="1276 935 1822 1019">Is my goal attainable? Is this goal possible if I make the required effort?</td> </tr> <tr> <td data-bbox="1024 1019 1094 1105">R</td> <td data-bbox="1094 1019 1276 1105">Relevant</td> <td data-bbox="1276 1019 1822 1105">How meaningful is this goal to me? Is it in harmony with my larger life vision?</td> </tr> <tr> <td data-bbox="1024 1105 1094 1219">T</td> <td data-bbox="1094 1105 1276 1219">Timed</td> <td data-bbox="1276 1105 1822 1219">When do I intend to reach my chosen end point? Have I set a precise date and time for my goal?</td> </tr> </table>	S	Specific	What do I want to achieve?	M	Measurable	How will I measure my success? How will I know when I've reached my goal? When do I determine to complete it by?	A	Attainable	Is my goal attainable? Is this goal possible if I make the required effort?	R	Relevant	How meaningful is this goal to me? Is it in harmony with my larger life vision?	T	Timed	When do I intend to reach my chosen end point? Have I set a precise date and time for my goal?
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13	Improve hygiene habits	<ul style="list-style-type: none"> • Discuss importance of hygiene • Exploring reasons/what prevents the youth from engaging in proper hygiene habits • Provide psychoeducation 	<ul style="list-style-type: none"> • Create a list of hygiene areas to focus on • Be gentle and supportive • Praise every effort • Model good hygiene habits 															

		<ul style="list-style-type: none"> • Refer the youth to additional supports, as needed. 	<ul style="list-style-type: none"> • Help youth set good habits and routines for good hygiene – these habits can be daily, weekly, and monthly. • Some personal hygiene practices include: <ul style="list-style-type: none"> ○ Washing hands frequently ○ Bathing ○ Brushing teeth twice a day (at minimum) ○ Flossing teeth daily ○ Taking care of our nails – ensuring they are clean and neat ○ Wearing clean clothing ○ Covering our mouth when we cough or sneeze ○ Getting 8 hours of sleep ○ Creating a routine that support good hygiene ○ Visiting a healthcare provider for routine check-ups or as needed.
14	Procrastination	<ul style="list-style-type: none"> • Have a conversation with youth about the pros and cons to procrastination • Explore the potential risks • Provide education • Focus on one area for improvement 	<ul style="list-style-type: none"> • Create a calendar and help youth stick to a deadline • Provide resources to support youth • Focus on the positives and validate efforts made • Encourage youth to eliminate distractions or try to reduce them • Help youth set goals they can reach • Tell them to reward themselves when they’ve accomplished their goal • Youth should work to hold themselves accountable • Encourage youth to incorporate breaks, as needed.
15	Get a GED	<ul style="list-style-type: none"> • It’s important to address truancy issues early and encourage youth to get back to school. • If professional assistance has been sought and this behavior continues, an alternative may be for the youth to pursue their GED. 	<ul style="list-style-type: none"> • To view information online, visit: GED (nj.gov) • Visit the GED website to access online resources to prepare the youth for the high school equivalency diploma. Get Your GED - Classes, Online Practice Test, Study Guides, More GED®
16	Create a morning or evening routine	<ul style="list-style-type: none"> • If youth are struggling to maintain a good morning and evening routine, be sure to review some of the benefits (see additional information on the right) 	<p><u>Benefits to maintaining routines include:</u></p> <ul style="list-style-type: none"> • Gives structure to our day • Increases productivity and focus • Reduces stress and anxiety

			<ul style="list-style-type: none"> • Improves mental clarity and creativity • Helps us establish positive and healthy habits • Enhances self-care and overall well-being • Improves the quality of our sleep • Gives us a reason to wake up and jumpstart our day <p><u>How to create a morning or evening routine:</u></p> <ul style="list-style-type: none"> • Write down what your ideal morning and/or evening routine is • Create a plan to follow these routines • Set reminders on your phone to help keep you on track • Incorporate a tracking system, if needed. There are multiple apps and tools you may wish to consider for habit tracking. You may also use a physical planner, habit tracker, board, or calendar.
17	Time Management	<ul style="list-style-type: none"> • Explore thoughts about time management • Consider areas for improvement • Explore personal values 	<p>Brainstorm areas where time management is needed</p> <ul style="list-style-type: none"> • Create a life schedule • Set up a timeline • Be flexible but realistic • Prioritize activities • Create daily plans • Consider deadlines • Minimize distractions – set limits on electronics • Reflect on progress to ensure your schedule is realistic and working for you.
18	How to build your credit	<ul style="list-style-type: none"> • Ask what is known about building credit • Explore the relevance of building credit • Provide resources and education 	<ul style="list-style-type: none"> • Consider opening a secure credit card • Become an authorized user • Pay bills on time • Pay off credit-card balances strategically • Dispute credit report errors • Deal with collections accounts – contact all creditors and set up a payment plan • Pay off delinquent accounts first, then debts with higher interest rates.

			<ul style="list-style-type: none"> • Create a plan/Create a budget • Research working with a credit counseling agency, if needed. • Plan for major purchases
19	How to develop healthy relationships	<ul style="list-style-type: none"> • Have a genuine interest in the youth's experiences and relationships with others - Engage youth in open dialogue surrounding what they value and want in their relationships (current and future). • Listen to what they say to you, ask them about things they are interested in and remember what they say. Following up on what they've said shows that you have listened to them and that you care. 	<p>Share tips on building and maintaining healthy relationships. Here are 6 helpful tips you may wish to share with the youth, as you are having these conversations. These include:</p> <ol style="list-style-type: none"> 1.) Get to know yourself - Take the time to appreciate yourself and get in touch with your emotions to be able to express yourself clearly and more effectively. Not knowing how to regulate your emotions and express them healthily can negatively affect your mental wellbeing. 2.) Put in the work - Healthy relationships are not found but built. A healthy relationship needs commitment and a willingness to be accommodate to each other's needs. 3.) Set and respect boundaries - Setting boundaries is not only about what you don't want or like in your relationships, but also about letting the people around you know what you appreciate. Think about and let others know where your boundaries are, respecting your time alone for example. Doing this can take the pressure off your relationship to commit to anything unrealistic. 4.) Talk and Listen - All relationships have disagreements and that's ok. what matters is how you talk and listen to one another. Listen to understand, rather than listening to respond. Don't be afraid to express your emotions or vulnerabilities with people you trust. 5.) Let go of control - A lot of life is about how we react to our experiences and encounters. Knowing that you can only really control what you do and not what anyone else does will save you time and stress. 6.) Reflect and learn - If you have a healthy way of expressing your feelings, you're able to react to other people in a healthy way. Being angry with someone often comes from a place of feeling hurt and upset. if you can recognize that, you can communicate it, and build better relationships with others. Reflect on the relationships that work best in your life, what qualities do these relationships have, and how can you bring these qualities into other relationships?

APPENDIX L: EnlightenMENT NJPeer2Peer – Goals for Adolescents (14-17)

EnlightenMENT NJPeer2Peer Mentoring Program Goals for Adolescents (Ages 14-17)			
	What are appropriate goals?	How do you engage youth to start goal planning?	What steps would you take to help the youth reach this goal?
1	Save for a big purchase	<ul style="list-style-type: none"> • Talk about the purchase and how much they really want it. • Discuss amount and timeline • Set a goal and create a budget 	<ol style="list-style-type: none"> 1.) Create a schedule that matches youth's cash flow 2.) Set a realist time limit 3.) Estimate how much youth needs to save 4.) Discuss how they may cut down on other expenses and ways to save (e.g., coupon)
2	Learn to speak up in class	<ul style="list-style-type: none"> • Discuss why they are hesitant to speak up • Discuss confidence and how others may have the same question • Discuss how speaking up and finding their voice will benefit them 	<ol style="list-style-type: none"> 1.) Have them start speaking up in smaller, less intimidating situations to build confidence (with a friend, with a Navigator, etc.) 2.) Start small, express agreement instead of offering input 3.) Make a plan to raise hand and speak up in a situation they are sure of themselves 4.) Build on that and ask questions, offer input even if they are unsure
3	Try out for a sports team	Explore hobbies, skills, and interests with the youth. Talk with them about what they do afterschool or what any of their friends do. Do they have favorite professional sports teams they talk about or wear hats or jersey's for? if so, ask them why they like that player or team	<ol style="list-style-type: none"> 1.) Explore sports team options both at school and in the community as sometimes the HS soccer team is competitive to get on, but the town or other institution's intramural recreational sports team, may be an option. 2.) Have them inquire either in person, sending an email or calling to find out about the team and when tryouts or the season may begin. 3.) Help them find ways to get the supplies or equipment they might need for the sport

			4.) Talk about what it might look like if they make the team or do not so that they are mentally prepared for each outcome
4	Find a hobby you enjoy	Explore interests and what young adult may want to learn more about.	<ol style="list-style-type: none"> 1.) Explore things that are of interest to you and do your research. Look for a class, group, or online sources that allow the youth to learn more about it. 2.) Join and give it a try!
5	Get a Summer Job	Discuss the importance of making money and how it helps increase independence	<ul style="list-style-type: none"> • Brainstorm youth's job interest • Create a resume (youth skills and strengths) • Consider visiting local companies (retail, fast food restaurant, etc.) • Fill out application • Follow up to inquire on the status of the application
6	Start a teen business – babysitting, snow removal, yard work, etc.	Explore possible job interests/skills	<ol style="list-style-type: none"> 1.) Research possible additional skills (CPR, First Aid) 2.) Market via posters, word of mouth, social media 3.) Show up and perform work accordingly 4.) Continue to advertise/collect recommendations from customers
7	Achieve a certain grade point average	Regardless of your personal grade point average (GPA) goals, there are helpful tips for all students.	<p>Review and apply these tips to get higher grades and improve your GPA overall:</p> <ul style="list-style-type: none"> • Seek help when needed – Meet with a tutor. • Speak with your instructors and inquire about what you can do to help raise your grades. • Set goals for yourself and stick to them. • Turn in assignments on time. • Join a study group. • Devote time to studying topics as you go – create study guides and/or flash cards. • Improve you note-taking skills. • Ask questions during class.

			<ul style="list-style-type: none"> • Use educational resources available to you – Online videos, tools and/or guides. • Use past tests to study, if available. • Keep everything organized and remain informed of all deadlines (quizzes, tests, and group projects). • Apply instructor feedback. • Put extra effort into assignments. • Work with high-GPA peers.
8	Talk to a guidance counselor about careers	<p>Explore a youth’s interests by asking them about their passions or things they like to do in their spare time. Ask them about the subjects they like in school or things they enjoy learning about. Think about completing an interest inventory with the youth or explore the NJCAN website with the youth- https://portal.njcis.intocareers.org/</p>	<ol style="list-style-type: none"> 1.) Role play what the conversation could go like to prep the youth 2.) Have the youth make an appointment with their school guidance counselor and review that they know how to do that or coach them through it 3.) Have the youth write down questions (on paper or in their phone) that they would like to ask 4.) Encourage the youth to take notes on their phone or on paper about the things the guidance counselor discusses 5.) Follow up after the meeting to have them teach you about what they learned
9	Setting routines	<p>Try to understand why youth is not cleaning their room or keeping up with another chore/responsibility. Have a conversation and then start planning goals and expectations.</p> <ul style="list-style-type: none"> • Organizing their Room • Work routines • Daily Routines – Morning and Evening 	<ul style="list-style-type: none"> • Incorporate and use an organization system. Go through all items in the room and separate by piles – garbage, dirty clothes, items to give away, sell or donate, etc. • Use a calendar via digital or hard copy. • Set a timer for reminders and notifications • Make your bed in the mornings
10	Create a Resume	<p>There are various tools, template, and resources online that may assist youth and the navigator on how to support the youth in creating a resume.</p>	<ul style="list-style-type: none"> • Research resources and templates available • Review the following categories and experience <ul style="list-style-type: none"> ○ Formal and informal work experience ○ Review all interests and activities (present and past)

			<ul style="list-style-type: none"> ○ Highlight strengths, qualities, and achievements ○ Highlight educational achievements ○ Review and list all powerful verb to describe the youth's experiences and skills ○ Review volunteer experience ○ Work on establishing an objective
11	How to develop healthy relationships	<ul style="list-style-type: none"> ● Have a genuine interest in the youth's experiences and relationships with others - Engage youth in open dialogue surrounding what they value and want in their relationships (current and future). ● Listen to what they say to you, ask them about things they are interested in and remember what they say. Following up on what they've said shows that you have listened to them and that you care. 	<p>Share tips on building and maintaining healthy relationships. Here are 6 helpful tips you may wish to share with the youth, as you are having these conversations. These include:</p> <ol style="list-style-type: none"> 1.) Get to know yourself Take the time to appreciate yourself and get in touch with your emotions to be able to express yourself clearly and more effectively. Not knowing how to regulate your emotions and express them healthily can negatively affect your mental wellbeing. 2.) Put in the work Healthy relationships are not found but built. A healthy relationship needs commitment and a willingness to be accommodate to each other's needs. 3.) Set and respect boundaries Setting boundaries is not only about what you don't want or like in your relationships, but also about letting the people around you know what you appreciate. Think about and let others know where your boundaries are, respecting your time alone for example. Doing this can take the pressure off your relationship to commit to anything unrealistic. 4.) Talk and Listen All relationships have disagreements and that's ok. what matters is how you talk and listen to one another. Listen to understand, rather than listening to respond. Don't be afraid to express your emotions or vulnerabilities with people you trust.

			<p>5.) Let go of control A lot of life is about how we react to our experiences and encounters. Knowing that you can only really control what you do and not what anyone else does will save you time and stress.</p> <p>6.) Reflect and learn If you have a healthy way of expressing your feelings, you're able to react to other people in a healthy way. Being angry with someone often comes from a place of feeling hurt and upset. if you can recognize that, you can communicate it, and build better relationships with others. Reflect on the relationships that work best in your life, what qualities do these relationships have, and how can you bring these qualities into other relationships?</p>
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APPENDIX M: EnlightenMENT NJPeer2Peer – Resources



EnlightenMENT: NJ Peer2Peer Mentoring Program

Resources

General Resources
New Jersey Youth Resource Spot (nj.gov)
NJ 211
NJHelps.org (Food Assistance, Cash Assistance and Health Insurance)
1-877 NJ ABUSE (1-877-652-2873)
Utility Assistance
Payment Assistance for Gas and Electric (PAGE)
Universal Service Fund (USF)
Low Income Home Energy Assistance Program (LIHEAP)
Low-Income Household Water Assistance Program (LIHWAP)
NJ Shares
Career/Employment Services
Career Services One-Stop Career Centers (nj.gov)
Career Services New Jersey Youth Corps (nj.gov)
Career Services Become an apprentice (nj.gov)
New Jersey Division of Vocational Rehabilitation Services
Scholarships
Housing
Section 8 Waiting List in New Jersey - UsLowCostHousing
Adolescent Housing Hub

New Jersey Housing Resource Center (NJHRC)
Office of Homelessness Prevention (OHP)
Community Action Agencies (CAA)
Mental Health
Mental Health (nj.gov)
Find Therapists and Psychologists in New Jersey - Psychology Today
https://988lifeline.org/
https://www.2ndfloor.org/
NJ Hopeline (Suicide Prevention) 855-654-6735
PerformCare Referrals 21 years old or younger
Division of Mental Health and Addiction Services (DMHAS) Referrals 21 years and older
Food Assistance
NJ SNAP NJ SNAP
Food Bank Home - The Food Bank of South Jersey (foodbanksj.org)
Food Assistance Programs Nutrition.gov
Women Infants and Children (WIC)
Adolescents Programs
LifeSet
PACES
Life Skills
Financial Resources
Wraparound Funds
One Simple Wish
Supplemental Security Income (SSI)

People with Disabilities
Centers for Independent Living (CILs)
Division of Disability Services (DDS)
Division of Developmental Disabilities (DDD)
Expectant and Parenting Youth
NJYRS
Child Care Assistance
Head Start

APPENDIX N: EnlightenMENT Youth Progress Summary



EnlightenMENT Youth Progress Summary

Phase: Engagement Empowerment Connections Graduation

Youth Name:	Click or tap here to enter text.	CP&P Permanency Goal:	Click or tap here to enter text.
Month & Year:	Click or tap here to enter text.	Peer Navigator:	Click or tap here to enter text.
Resource/Parent Name:	Click or tap here to enter text.	DCP&P Local Office:	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.
DCP&P Case Worker:	Click or tap here to enter text.	DCP&P Supervisor:	Click or tap here to enter text.

Contacts Summary:

Date of Contact	Contact Name	Method of Contact	Outcome of Contact

Monthly Summary: (progress, goals, concerns, case consultation requests)

Referrals provided for services and other supports:

Service or Support	Reason for Referral	Agency	Phone Number & Contact Person	Date of Referral

Date of Next Call with CP&P: _____

Peer Navigator Signature

Date

Supervisor Signature

Date

APPENDIX O: EnlightenMENT Youth Progress Summary Sample



EnlightenMENT Youth Progress Summary

Phase: Engagement Empowerment Connections Graduation

Youth Name:	Lily Hart	CP&P Permanency Goal:	Reunification
Month & Year:	10/2023	Peer Navigator:	Penny Shaw
Resource/Parent Name:	Amanda Philips	DCP&P Local Office:	Camden South
NJ Spirit Case ID #	123456	NJ Spirit Person ID #:	7891011
DCP&P Case Worker:	Shawn Press	DCP&P Supervisor:	Karen Washington

Contacts Summary:

Date of Contact	Contact Name	Method of Contact	Outcome of Contact
9/22/23	Lily	In person	Successful – met at local park and discussed school grades.
9/27/23	Shawn Press	Phone	Successful- requested permission for educational trip to PA. Received consent

Monthly Summary: (progress, goals, concerns, case consultation requests)

For the month of September, Lily and I worked on improving her school grades and obtaining her driving permit. We discussed her taking at least an hour after school to complete homework and studying. Lily seems to be following through with this plan as she received an 85 on her last science test. I helped Lily contact a local driving school and she has begun reading the driving manual daily. Next month after completing her written test, we will work on looking for a job and what other interests she has.

Example of concern: On 9/28/23 during a brief scheduled conversation with Lily, she sounded upset and I inquired what's wrong. She disclosed yesterday after returning home from a visit with her bio mother, her resource parents began questioning how the visit went and implied she most likely would not return home anytime soon due to them thinking her mother will not stop using drugs.

Referrals provided for services and other supports:

Service or Support	Reason for Referral	Agency	Phone Number & Contact Person	Date of Referral
PACES	Educational and employment support	Acenda	609-555-5555/Sally Anderson	9/24/23

Date of Next Call with CP&P: _____

Peer Navigator Signature

Date

Supervisor Signature

Date