

Peer Education

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An Innovative Approach to Inmate/Resident Education



IMPACT/JUSTICE

NATIONAL
PREA
RESOURCE
CENTER



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National PREA Resource Center Mission

The mission of the PRC is to assist adult prisons and jails, juvenile facilities, lockups, community confinement, and tribal facilities in their efforts to eliminate sexual abuse by increasing their capacity for prevention, detection, monitoring, responses to incidents, and services to victims and their families.

Logistics

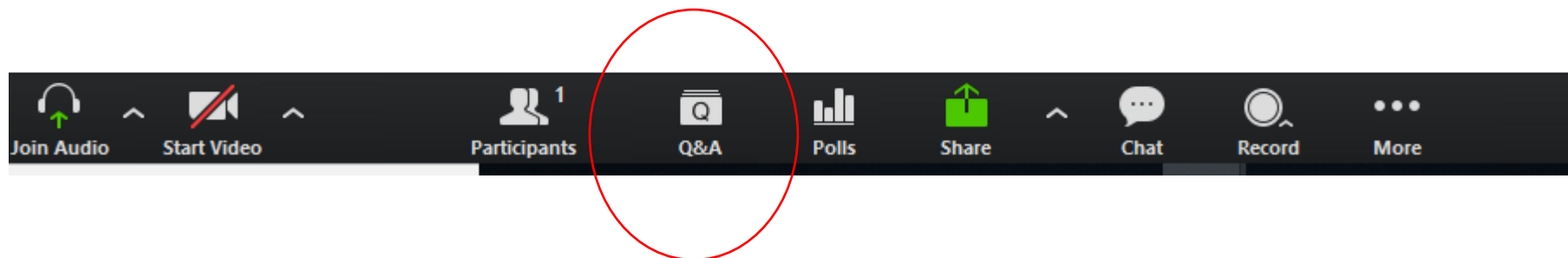
Technical support

- Please contact the ZoomPro Webinar support line at (888-799-9666)–select “2” when prompted to get support with technical difficulties.
- When asked, please provide the Webinar ID (978-3324-7538) so they know which event is associated with your technical issues.
- If you have trouble using this function, please contact Ramses Prashad at: rprashad@impactjustice.org.

Logistics

Submitting questions

- To submit a question during the webinar, use the Q&A feature on your webinar toolbar, as seen below.
- Presenters will address the questions at the end of the presentation.



COVID-19 disclaimer

This webinar is designed to provide guidance for implementing inmate/resident peer education programs and will not specifically address concerns or answer questions related to COVID-19.

The PREA Resource Center (PRC) recognizes that coming into compliance or maintaining compliance with this Standard and others during the COVID-19 crisis presents specific challenges that you may not have faced before. If you have questions related to compliance during this crisis, please direct them to the PRC via “Contact Us,” and they will be shared with the PREA Management Office (PMO).

Or you may contact the PMO directly at PREACompliance@usdoj.gov.



Tara Graham, MPH

National Program Director

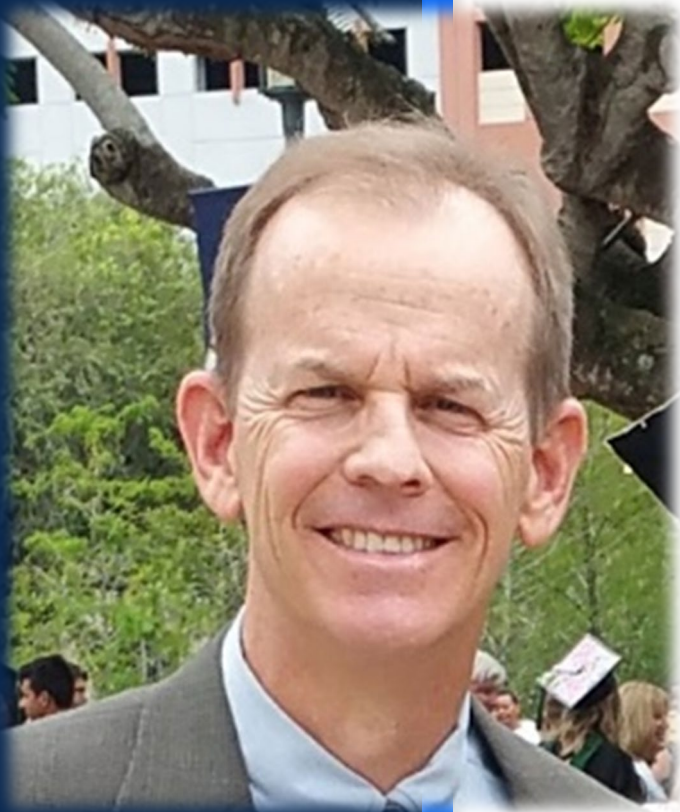
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PREA Peer Education

Agenda:

- Welcome & Introductions
- Benefits of Peer Education
- The Peer Education Approach
- The Nuts and Bolts of a Peer Education Program
- Questions and Answers
- Resources



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Inmate Education

Peer Education Approach

(b) Within 30 days of intake, the agency shall provide comprehensive education to inmate either in person or through video regarding their rights to be free from sexual abuse and sexual harassment and to be free from retaliation for reporting such incidents, and regarding agency policies and procedures for responding to such incidents.

Note: For juvenile detention facilities, comprehensive education must take place within 10 days of intake.

Note: For community confinement facilities, all resident education occurs at intake.

Inmate/Resident Education

Models of inmate/resident education include:

- In-person led by staff.
- Video with facilitated discussion.
- In-person led by peer educators.



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Benefits of Peer Education

Practitioner Perspective

Voices From the Field - Why Peer Education

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

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

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

Peer Education Liaison Guide

The nuts and bolts of a Peer Education Program

Format and Approach

The Liaison Guide was developed to provide step-by-step guidance to create a peer education program. The Liaison Guide includes:

- Information
- Recommendations
- Tips
- Worksheets
- Sample posters & certificate

Worksheet: Peer Educator Work Hours

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

Hours Per Week: _____

Worksheet: Recommendations

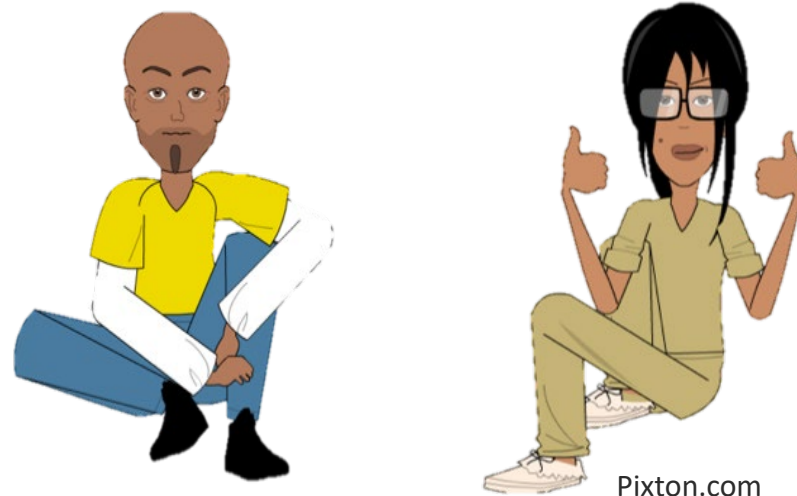
List who will be asked to recommend individuals to apply (add more people as needed):

Planning – The Peer Educator Position

The first step is to plan the structure of the PREA peer education program, keeping in mind overall facility goals for PREA implementation. Part of the planning will involve defining the peer educator role.

Things to consider include:

- Number of classes per week.
- Hours of work per week.
- Peer educator compensation.
- Number of peer educators.



Staff Education

A successful peer education program depends on support from all staff. It starts with educating staff about peer education and the facility's commitment to the program.

It is important to identify interested staff to support and provide program leadership and support.



Voices From the Field – Program Importance

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

Building a Peer Education Team

Peer education is a job and should be treated as such. Key steps for selecting peer educators includes:

- Determining peer educator qualifications.
- Developing a peer educator application.
- Candidate recruitment.
- How to screen, interview, and select candidates.



Training Peer Educators

Peer educators play a key role in creating a facility culture of sexual safety. Strong peer education programs have peer educators who are recognized as leaders; their fellow peers respect their expertise and trust them to provide knowledge and support.

In addition to training individuals to teach the peer education class, peer educators receive training on:

- Their role, responsibilities, and limitations.
- Effective communication skills.
- Class facilitation.
- Handling difficult class situations.

Voices From the Field – Leadership Opportunity

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

Supporting Peer Educators

Being a peer educator does not end at the doors of the classroom. Peer educators are seen as a resource at all hours.

Supporting peer educators should include:

- Individual and group check-ins.
- Regular mental health checks.

Unfortunately, a peer educator may resign or be dismissed.



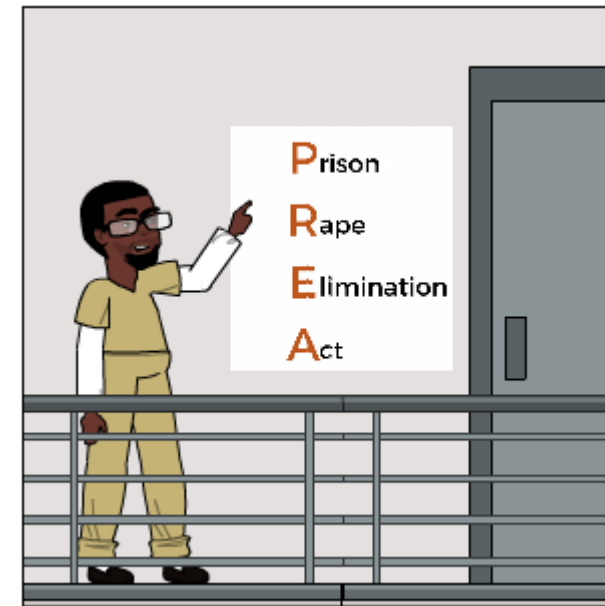
Voices From the Field – Knowing Your Rights

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

Peer Education Class Logistics

Peer education class logistics include decisions regarding:

- Class participants and class size.
- The length of the class.
- The days/times the classes are scheduled.
- Classroom location and set-up.



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Participant Feedback

Prompt: *How did you feel about having a peer educator lead the class?*

- I feel like this was right because a peer knows what's going on and he/she is locked up with us.
- It made the class a lot easier. I could be open and ask questions about things I wanted to know.
- It's awesome to know that someone in my position is taking the initiative to change and make a difference. To care about one another.
- It's better than having a guard just read something to you.

Questions & Answers



Peer Education Resources

Peer Education Resources

<https://www.prearesourcecenter.org/resource/peer-education-resources>

Inmate Education Guide

<https://www.prearesourcecenter.org/sites/default/files/library/preaandinmateeducation-resourceguide.pdf>

PREA Standard in Focus 115.33

<https://www.prearesourcecenter.org/resource/prea-standard-focus-11533>

Related FAQs

Peer Education FAQs

- <https://www.prearesourcecenter.org/frequently-asked-questions/can-inmate-peer-educators-be-used-deliver-inmate-information-and>
- <https://www.prearesourcecenter.org/frequently-asked-questions/adult-prisons-and-jails-can-adult-inmates-provide-inmate-peer-education>
- <https://www.prearesourcecenter.org/frequently-asked-questions/adult-prisons-and-jails-can-inmates-over-age-17-provide-inmate-peer>

PRC Library

NATIONAL PREA RESOURCE CENTER

About Implementation Library Audit DOJ FAQ

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Facility

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- ☐ Juvenile Facility
- ☐ Lockup Facility
- ☐ Prisons and Jails

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Type

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TOOL: AUDIT

Documentation Requirements - Juvenile PREA Standards

STANDARDS:

All

| FACILITY: | TERMS: |
|-------------------|------------------|
| Juvenile Facility | Audit |
| | Audit Instrument |
| | (+1) |

TOOL: AUDIT

Documentation Requirements - Prisons and Jail PREA Standards

STANDARDS:

All

| FACILITY: | TERMS: |
|-------------------|------------|
| Prisons and jails | Compliance |
| | Audit |
| | (+1) |

FEATURED RESOURCE

WEBINAR

Power Hour: Chat with a PREA Expert on Standard 115.32

STANDARDS:

115.32

| FACILITY: | TERMS: |
|-----------------------|-------------|
| Community Confinement | Volunteers |
| | Contractors |
| Juvenile Facility | (+2) |
| (+2) | |

WEBINAR

PRC Website Revision: Overview and Q&A

STANDARDS:

None

FEATURED RESOURCE

WEBINAR

Developing a PREA-Compliant Language Access Plan for Incarcerated...

STANDARDS:

115.16, 115.21, 115.51, 115.53

| FACILITY: | TERMS: |
|-----------------------|----------------------------|
| Community Confinement | Accessibility |
| | Limited English proficient |
| Juvenile Facility | (+2) |

TOOL: AUDIT

Audit Report Template - Juvenile Facilities

STANDARDS:

115.401

| FACILITY: | TERMS: |
|-------------------|------------------|
| Juvenile Facility | Audit |
| | Audit Instrument |
| | (+2) |

Implementation

Implementation | Training | Request for assistance

PREA Standards

PREA toolsets

PREA in action

Training

[PREA Academy](#)

[Field training audit](#)

[Webinars](#)

[Upcoming events](#)

[Request for assistance](#)

[Request Assistance](#)

Request for assistance

Please fill out the form below in order to request PREA-related training and/or technical assistance for your jurisdiction or agency. The more detail provided in your request will improve the PREA Resource Center's (PRC) ability to meet your needs. For jurisdictions less familiar with PREA, the PRC would encourage you to browse the resources on the [Where to begin page](#). If your jurisdiction has general questions or comments for the PRC you can communicate those through the [Contact us form](#).

To submit information on complaints or concerns about the conduct of a DOJ-certified PREA auditor, please refer to the [Auditor feedback form](#).

The PRC collects the information below in order to efficiently route and respond to inquiries. While all fields are not required, please fill out as much information as possible so that we may better assist you.

Request assistance

Jurisdictions can request assistance by completing a web form on the PRC website under the “Implementation” tab and clicking “Request for assistance” under “Training”.

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For more information about the
National PREA Resource Center,
visit www.prearesourcecenter.org.

To ask a question, please visit our
[Contact us](#) page.

For More Information

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Thank you!

Good luck!

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