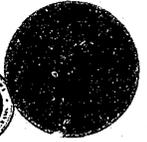


U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention



Responding to Sexual Abuse and Exploitation of Youth: A Handbook

Based on the Paul & Lisa, Inc., Approach

139610



Office of Juvenile Justice and
Delinquency Prevention



Office for Victims
of Crime

The Assistant Attorney General, Office of Justice Programs, coordinates the activities of the following program Offices and Bureaus: the Bureau of Justice Statistics, National Institute of Justice, Bureau of Justice Assistance, Office of Juvenile Justice and Delinquency Prevention, and Office for Victims of Crime.

This handbook was developed by the Office of Juvenile Justice and Delinquency Prevention and the Office for Victims of Crime in cooperation with the staff of Paul & Lisa, Inc. Interviews with the Paul & Lisa program staff, reviews of the program's reports and written materials, and visits to program headquarters in Connecticut and New York City provided the information for this handbook.

July 1992

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PREFACE

Each year, thousands of children run away from home, are forced out of their homes, or are simply abandoned by their parents or guardians. The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMA^{RT}), conducted by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), estimates that in 1988 more than 450,000 children left home and stayed away at least overnight. Another 127,000 children were thrown out of their homes or asked to leave by parents or guardians.

Some of these children leave home to escape physical or sexual abuse or neglect. Unfortunately, many end up on the streets. Without legitimate means of support and a safe place to stay, they are often victimized again through pornography, sexual exploitation, and drugs.

Sexual victimization of these homeless children occurs in every State. In New York City, outreach workers estimate that children as young as 8 years old are forced to prostitute themselves for money, affection, and drugs. Some children are held in virtual bondage. They have multiple sex partners daily and are bought and sold by exploiters. Many contract diseases such as Acquired Immune Deficiency Syndrome (AIDS), tuberculosis (TB), gonorrhea, syphilis, and chlamydia. They often are malnourished and practice poor hygiene, leaving them vulnerable to many infections.

These children rarely have the opportunity to experience the simple joys of being a teenager—learning to drive, attending school dances, and graduating from high school. They are robbed of their childhood and thrust into a life of turmoil and danger.

In recognition of the need to help these young victims of exploitation, OJJDP and the Office for Victims of Crime have funded this handbook to help organizations and individuals replicate the Paul & Lisa approach in order to combat the abuse and sexual exploitation of children in their communities. It describes the Paul & Lisa program and its philosophy and offers guidance for establishing a program tailored to the unique circumstances in each community such as community structure, available resources, and the public's awareness and understanding of the child victimization problem.

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1. PAUL & LISA, INC.

The Beginning

One winter evening in 1979, Frank Barnaba, a corporate executive from New Haven, Connecticut, noticed a young woman alone and crying in a coffee shop. He began to talk with her and learned her name was Lisa. Over the next 9 months, Barnaba met and talked with Lisa, gradually establishing a friendship and learning her story.

Lisa had been a high school honor student from a good home. When she was 19, however, a young man began aggressively pursuing Lisa, and convinced her to leave her family. Unfortunately, the man was a pimp, soliciting young women he could sexually exploit for profit.

When Lisa met Frank Barnaba, she was working as a prostitute to support a drug habit. In the months that followed this meeting, Barnaba counseled the young woman and continually encouraged her to leave prostitution and return to her family. Finally, with his guidance and support, Lisa made the decision to return home. Tragically, she died of a cocaine overdose just one day before she planned to leave the streets.

Frank Barnaba founded Paul & Lisa, Inc., in 1980 in the hope that other Lisas might be saved. He derived the organization's name from St. Paul's Episcopal Church in Westbrook, Connecticut, one of the program's first financial backers, and from the young woman he had tried to help.

History

Paul & Lisa began in 1980 as a small all-volunteer street outreach effort, which depended on donations for its survival. This initial experience provided solid information about the problems and needs of sexually exploited street youth that shaped the organization's later development. The program incorporated in 1981, with a budget of \$12,000, and acquired its first paid staff member. By the mid-1980's, Paul & Lisa operated on \$25,000 to \$30,000 a year, all from private sources, and had added a second staff member. In recent years, the program has grown more rapidly. It acquired its first Federal grant in 1987, from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and received additional support from the Office for Victims of Crime in 1990.

Goals

The primary goals of Paul & Lisa are:

- To assist young people who are victims of sexual exploitation and help them find solutions to their health, financial, educational, legal, and emotional problems.
- To empower youth to take control of their lives and leave the streets.
- To educate and inform the public about the sexual exploitation of young people and its consequences.
- To cooperate with other individuals, groups, and organizations that share similar objectives.

Today's Efforts

The program now has 4 full-time and 8 part-time positions and about 20 volunteers. Members of the staff include two former prostitutes. About one-fourth of a budget of \$352,000 comes from private organizations and individuals; Federal sources provide the remainder. These resources now support three programs:

- **Prevention Education** informs students, communities, and professionals who work with youth about the dangers of sexual exploitation. This program helps identify young people who may be at special risk of victimization because of their family circumstances or experiences of abuse and refers them to appropriate agencies.
- **Streetwork Outreach** uses a mobile van and outreach workers to contact young female prostitutes¹ on the streets of Manhattan to help meet their medical, social, and psychological needs. Outreach workers cooperate with the activities of the New York City Police Department and many charitable and social service organizations.

¹ The mission of Paul & Lisa, Inc., is to assist all youth who are victims of sexual exploitation and familial abuse. However, at this time the program concentrates on young women.

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- **Client Rehabilitation** provides access to counseling and supervised living away from New York City to young women who are ready to make the transition from street life to independent living. Staff also contact parents, relatives, or hometown authorities to assist youth who are willing and able to return home.

About half the annual budget pays for Client Rehabilitation, and the remainder supports the Prevention Education and Streetwork Outreach programs. The Client Rehabilitation program was developed last, as some outreach clients gradually decided to try a new life. For many years, this component operated somewhat informally. Typically, when a young prostitute was ready to break away from the streets, the program would find her an apartment, link her with nearby volunteers to provide support and encouragement, and offer staff assistance and monitoring as needed. Since April 1991, however, the program has provided a more structured transition in a group home that accommodates up to three residents.

In addition to other activities, Paul & Lisa staff regularly collect information about prostitution in the New York metropolitan area. They estimate that more than 60 percent of New York's prostitutes are between the ages of 16 and 21; approximately 13 percent of them are under 13. More than 40 percent are involved with drugs, and some are involved in pornography. One-fourth to one-third of the young prostitutes contacted by outreach workers say they want to leave the streets.

Paul & Lisa's caseloads have increased along with its financial support. The Prevention Education program now averages 100 presentations per year, involving about 6,000 students and adults. Street Outreach workers make 50 to 60 contacts per calendar quarter and 30 to 40 referrals to other programs and services. In a typical quarter, about 60 percent of the contacts involve new clients and 40 percent involve youth already known to the program staff. So far, the Client Rehabilitation program has worked intensively with four young women in its newly established group home. Staff estimate that the average stay will be about 6 months; this will allow the facility to serve six women a year.

Since 1980, Paul & Lisa has helped 62 young female prostitutes in New York leave the streets and return to their homes or establish new, independent lives. The following is an example of a Paul & Lisa success story.

Theresa. After being physically abused as a child, Theresa was stabbed by her mother and forced out of her home. Alone, afraid, and in need of security, the 12-year-old fell victim to a pimp who convinced her he would take care of her.

Forced into prostitution, she worked for him for 2 years. When she no longer earned enough money, she was sold to another pimp for \$3,500.

Paul & Lisa staff met Theresa on the streets of Manhattan when she was 14. Persistence and encouragement helped the staff build a relationship of trust and respect. Through referrals to community services and treatment donated by local physicians, Theresa received the medical, social, and psychological help she needed, including support to deal with her alcohol dependency.

By the age of 20, Theresa found the courage to leave the streets. She knew, however, that she and her friends at Paul & Lisa would be endangered if her pimp discovered her plans. She, therefore, deliberately provoked him, finally forcing him to drive her out. She then contacted Paul & Lisa staff, who drove her from Manhattan to a new life in Connecticut.

The key to success is development of mutual trust between staff and young prostitutes, assuring them that they will not be exploited in any way. This "re-parenting" process moves young prostitutes away from their dependency on exploiters to a healthy relationship with positive and caring role models.

Paul & Lisa staff estimate it takes an average of 2 years of hard work, dedication, and personal investment to get a young prostitute off the streets. The cost for the full rehabilitation package of substance abuse treatment, education, job training, and housing services is approximately \$25,000. While the investment is considerable, so are the rewards.

2. PROGRAMS

Overview

This chapter describes the three main programs of Paul & Lisa: Prevention Education, Streetwork Outreach, and Client Rehabilitation. The outline of each program includes its purpose and target population, a description of specific services and activities, and staffing requirements.

Prevention Education

Purpose

- To promote understanding of the dangers of running away, including exposure to drugs, physical and sexual abuse, and sexual exploitation.
- To intervene early in situations that place young people at risk of abuse and exploitation.
- To educate professionals who work with young people about how to meet the needs of youth who are abused, sexually exploited, or at risk of exploitation.
- To teach parents and the public about the risks and consequences of drug and alcohol abuse and sexual exploitation.

Target Populations

- Students in junior and senior high school.
- Teachers, social workers, health care professionals, youth service professionals, law enforcement officers, and agencies that work with young people.
- Religious organizations, chambers of commerce, civic groups, universities, and the public.

Paul & Lisa's geographical target for Prevention Education is the New York metropolitan area, which includes New York, New Jersey, and Connecticut. Staff make presentations to organizations outside this tristate area on request, if funds are available.

Description

Prevention Education consists of information-sharing sessions or seminars that include lectures and group discussions. These typically last about an hour and include a slide presentation that vividly depicts life on New York City streets. To implement the Prevention Education program, staff follow these steps:

Advertising the program. Staff periodically send information about the program to schools, colleges, universities, and community groups. The program also makes direct personal contact with schools and other organizations, especially when reaching out to additional communities that could benefit from the Paul & Lisa program.

Planning the sessions. Before scheduling a session, the requesting organization discusses the presentations with a liaison from Paul & Lisa to ensure that the requester understands the purpose of the sessions and the content, which includes some explicit slides and any sensitive issues that the audience may raise.

At this time, the nature of the audience should be determined. Audiences vary in age and knowledge of the subject matter; with younger audiences, staff would simplify terminology, eliminate slides that are too complex or too explicit, and allow extra time for questions and answers.

Also, because attendees sometimes approach staff to divulge that they were or are being abused, Paul & Lisa requires, particularly in schools, that a professional, trained in crisis intervention or counseling, be available during and after the presentation. School counselors, psychologists, social workers, and nurses are excellent resources.

Scheduling. A master calendar and log are maintained in the central office to track sessions, which are often scheduled up to a year in advance. Staff record information for each session on an Education Presentation Form (appendix A-1), which presenters should take to the session.

Making the presentation. Teams of two or three presenters use these steps:

- Introduction and personal experiences in working with sexually exploited youth.
- Discussion of the scope of sexual exploitation and presentation of statistics on the problem.

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- Presentation of slides and opportunity to share case histories of teenage prostitutes.
 - Discussion in question-and-answer format.

Afterward, staff are available to answer confidential questions or provide assistance with personal problems. As necessary, staff refer participants to outside services. Staff follow up by telephone with referral agencies or school staff to ensure that referrals are completed.

Evaluating the program. At the end of each session, presenters distribute an anonymous Program Evaluation form (appendix A-2) to participants. Results are compiled on a Statistics From Education Evaluations form (appendix A-3). These evaluations help assess program effectiveness and identify trends among respondents. The evaluations also are used to flag potential concerns such as an unusual number of respondents reporting abuse or exploitation. When appropriate, staff alert school authorities, school counselors, and government agencies such as child protective services or social services.

Staffing

Paul & Lisa, Inc., prefers a team approach in planning and delivering Prevention Education because multiple staff can more effectively assess audience needs and interests, field and respond to questions, and keep the presentation flowing.

The Director of Outreach and Prevention Education supervises the Prevention Education program, directs the preparation of education materials, and serves as a presenter. In addition, the Regional Director of Prevention Education is charged with enhancing and expanding the program and is enlarging the program in the New Jersey school systems.

Lecturers/presenters include the President, the Executive Director, and other program staff with extensive knowledge of the child sexual exploitation problem. They also help prepare the materials distributed during the sessions (see appendix A). Before making their first presentation, all lecturers attend several education sessions.

Position descriptions for staff members are in appendix B.

Streetwork Outreach

Purpose

- To gain the confidence of young prostitutes and other street youth in order to develop trusting relationships with them.
- To locate and provide resources to meet the immediate medical and subsistence needs of the street youth.
- To help street youth find appropriate medical, social, and psychological resources that will encourage and support a transition from street life to independence.

Target Populations

- Youth engaged in prostitution on the streets of New York City.

Description

Paul & Lisa staff concentrate on several areas of Manhattan where there is a high number of young prostitutes. For four or more nights each week, a staff team walks through these neighborhoods to offer counseling, intervention, and referrals for young prostitutes. Paul & Lisa now uses a mobile van as a base of operations for streetwork, although the program initially operated without one. The van has a telephone for emergencies and provides a secure environment for outreach staff and youth who wish to talk privately. The van is easily identifiable by Paul & Lisa, Inc., signs on its sides. Streetwork Outreach involves several of the following elements:

Initial contact. Outreach workers gradually initiate conversation with street prostitutes, always conscious of the need to meet young people on their own terms and not demand, threaten, or impose upon them.

Information and referral. Through conversation and skilled observation, outreach team members assess each youth's emergency needs. If a youth requires emergency services (e.g., food, shelter, medical attention, or drug or alcohol treatment), staff can make referrals to a network of local social service agencies and hospitals. Staff may provide transportation (to health services, shelters, etc.), offer food or clothing, or provide information on health care and hygiene.

Counseling. Over time, often many months, outreach workers strive to develop trusting relationships with the young prostitutes to replace the negative, dependent relationships

the youth have with their pimps. Staff try to help the youth recognize that they have opportunities for rehabilitation.

Transition. As the staff-client relationship develops, a worker begins to talk more aggressively with a young woman about leaving the streets and starting an independent life. The staff member discusses available alternatives, including independent living, returning home, or entering Paul & Lisa's own rehabilitation component and residing in a group home or apartment. Staff work with each young woman at her own pace; she is not pushed toward independence. Staff see themselves as resources, ready to offer assistance, support, and encouragement throughout the difficult decisionmaking process.

Monitoring. Youth on the streets are transient and mobile. To track youth who have been contacted, Paul & Lisa staff use two forms:

- A Client Information Data Sheet (appendix A-4) to record each contact with a youth at risk, note the location, and record problems and referrals.
- An Outreach Client Intake Form (appendix A-5) to record client demographics—migration pattern, family and social relationships, health and substance abuse, employment, legal status, and victimization experience.

A permanent case file at the organization's headquarters contains entries for each contact on the street and in the community. To protect the confidentiality of each client, staff use numerical codes to identify clients and maintain basic case information.

The Streetwork Outreach program analyzes these data to identify trends or changes in population needs, migration, and age and to develop appropriate responses. For example, if the data revealed an increase in the number of youth with tuberculosis (TB), staff would look for additional resources to solve this problem and make a concerted effort to include information about TB prevention and treatment during street outreach. Staff also might try to arrange for a mobile medical unit to provide TB testing and medical outreach on the street.

Networking. Outreach staff work closely with other volunteer and charitable organizations, businesses, religious organizations, and government agencies to help clients and avoid duplication of effort. For example, Paul & Lisa street teams often perform the following activities:

- Work with the Board of Health to use its mobile medical van.

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- Cooperate with other agencies that do streetwork to ensure adequate coverage and avoid duplication.
 - Make referrals to and distribute information from diverse organizations, including clinics, social services, food and meal services, and other programs dealing with street youth problems (e.g., AIDS, sexually transmitted diseases, pregnancy).
 - Work with the New York Police Department (NYPD). Recently, the Public Morals Division of the Organized Crime Bureau and the Runaway Squad began allowing Paul & Lisa staff to visit the young women brought in during the initial NYPD intake process at various stationhouses. In some instances, the NYPD contacts Paul & Lisa soon after a young prostitute is arrested. In the safety of a police interview room, staff conduct an initial screening interview lasting 15 to 25 minutes. Staff inform the young woman about the Paul & Lisa program and make service referrals if necessary.

Staffing

Streetwork requires an experienced, compassionate, and committed staff of outreach workers. They always work in teams or pairs—if possible, male-female pairs. This team approach helps prevent potential accusations by youth that staff behaved inappropriately toward them. This arrangement also enables workers to observe clients and street activity better and provide more information and support.

The senior member of the team serves as the Outreach Team Leader. This person, a more seasoned and experienced staff member, provides continual supervision, support, and feedback to the other worker, but otherwise performs similar kinds of services for clients. Paul & Lisa's President currently serves as an Outreach Team Leader.

The Director of Outreach and Prevention Education supervises the outreach teams, recommends social work programs for clients, and develops or assembles program materials for distribution on the street. He or she also works on the streets, sometimes acting as an Outreach Team Leader.

Descriptions for these positions can be found in appendix B.

Client Rehabilitation

Purpose

- To aid youth in making the transition from street life to independence.
- To teach youth important living skills that will help them lead productive, independent lives.
- To help youth return home, if and when feasible.

Target Populations

- Young people who have decided or may be persuaded to leave the streets.

Description

This program assists young people during their transition from street life. It provides support services and access to intensive counseling from the moment a youth leaves the streets. Services continue for as long as the individual needs them. For youth under the age of 16, the program focuses on returning them to their homes, if possible and appropriate. For youth aged 16 and over, this program provides support, rehabilitation, and a supervised living arrangement such as the recently opened group home in Connecticut, which accommodates three residents. This location allows these young people to distance themselves from the New York City streets that are the hub of prostitution in the metropolitan area.

The Client Rehabilitation program recognizes that many young prostitutes (and other youth) lack independent living skills. For example, many are unfamiliar with money management, banking, housekeeping, hygiene, securing employment, obtaining prenatal and child care, and driving. Some do not have a Social Security number. Furthermore, they often have difficulty interacting appropriately with others.

Preparing for transition. While rehabilitation officially begins when a prostitute asks for help leaving the streets, many services are provided to prepare a young woman for this moment. These services include counseling and referral to medical or psychological treatment that addresses her anxieties about leaving the streets and starting a new life in unfamiliar surroundings. Program staff, volunteers, members of the board of directors, and representatives from resource agencies meet with and help each client prepare for the changes to be faced.

For youth under the age of 16, program staff work with the young woman and her family to ease her return home, if feasible. As needed, staff will:

- Help establish contact with the family.
- Contact the department of social services or other service agencies in the youth's hometown to learn if the family situation and circumstances are appropriate for her return. If the family circumstances are not appropriate for the young woman to return home, social services agencies may explore other alternative housing options.
- Make transportation arrangements. Staff locate funding through Travelers Aid, the Salvation Army, airlines, and other groups; make reservations; purchase tickets; provide transportation to the point of departure; and sometimes accompany the youth home.
- Identify appropriate support and counseling services in the youth's home community to ease the transition. It is important to ascertain that all referred agencies have sound reputations.
- Contact the young woman and her family to offer assistance and support after her return home. This helps bridge the gap between Paul & Lisa's involvement and the assistance and support of local service providers.

For youth over the age of 16, staff arrange temporary lodging for 1 or 2 nights with a church group or another safe location in Connecticut. The goal is to distance the young woman quickly from the pimp and other negative influences that may undermine her decision to leave the streets.

Placement. After 2 or 3 days, or as soon as possible, youth are placed in supervised living arrangements. (Youth do not stay with Paul & Lisa staff.) Currently, the placement of choice is the structured group home, which opened in April 1991. Up to three young women live in the supervised home. The women share living responsibilities and support each other during their transition to independence. After successful placement in the group home and rehabilitation, they can move on to independent living.

Until the group home opened, the program used its network of supporters and resource agencies to locate appropriate placement. A young woman shared an apartment with another program client or lived alone, depending on her needs and abilities. Typically, apartments were furnished through donations. Apartment dwellers usually were matched with a volunteer family willing to help staff provide encouragement and mentoring.

Although the program now concentrates on providing services through its group home setting, staff expect the program eventually to provide other housing options.

Initial activities. Whatever the living arrangement, within 2 weeks after placement, the young women undergo a complete medical assessment, which includes drug and AIDS testing, a dental examination, and a nutritional evaluation to determine existing medical conditions and the need for immediate or long-term medical care. Program funds pay for medical examinations, but local physicians and dentists who are on the program's board of directors or are volunteers often conduct these examinations at no charge. If a young woman needs additional medical services, the program seeks funding from other agencies and organizations.

The program also arranges for a psychological assessment. With this initial evaluation, the clinician can develop both long- and short-term treatment plans. Subsequent services may include individual treatment, crisis intervention, group counseling, and referrals to outside support groups. If intensive treatment is necessary, staff coordinate with local treatment centers.

Once settled in a living arrangement, each young woman prepares an individualized contract with Paul & Lisa, identifying her current or desired employment, education, and social and independent-living goals. This contract is an integral part of rehabilitation because it reflects the young woman's commitment to attain goals, follow rules, meet responsibilities, and acquire skills for independent living. Each youth is expected to establish and maintain acceptable educational or employment habits, develop positive relationships with others inside and outside the program, explore motivations for prior behavior, and accept responsibility for her behavior.

Supervised living and rehabilitation. The first 4 to 8 weeks are critical. In that time a young woman typically tests the unfamiliar boundaries of the new living situation. Frustration often peaks because the streets can be perceived as an easier environment than the rules of the new life. Many young women see life on the streets (even when controlled by a pimp) as complete freedom compared to the constraints of an apartment or group home. They tend to rebel, sometimes attempting to return to the streets or use drugs and alcohol. Working a "regular" job for the minimum wage is also difficult for someone who made significantly more money on the streets.

Particularly within the group home setting, rehabilitation depends on the ability to comply with house rules and individualized contracts. House rules forbid alcohol, drugs, and physical violence and require adherence to a curfew and participation in household chores. Youth are encouraged to find jobs and are expected to share living expenses.

This requirement also provides participants with the opportunity to make financial decisions and learn money management.

During the initial period, psychological counseling is available to help the client manage anxieties associated with the transition from street life to independence, understand the demands of her new way of life and establish realistic and positive goals, develop the social skills to achieve positive reactions and results in the community, and address personal problems. It should be stressed that each young woman progresses through this stage at her own pace; no time limits are set for goal achievement.

As needed, staff refer clients to services such as drug or alcohol counseling, job placement, remedial education, vocational training, and life skills training. They also provide transportation to medical appointments and job interviews.

Because staff are aware of the difficulties inherent in learning these new skills and behaviors, they offer constant support and counseling to make the transition from street life as smooth as possible. The program provides a safe and nurturing environment while promoting independence among participants.

Independent living. Once a youth assumes responsibility for her own needs and personal growth, she moves to an independent living arrangement. This takes an average of 6 months. Indicators of a youth's readiness to move to independent living include enhanced interpersonal skills, vocational skill development, employment, proper hygiene practices, and appropriate handling of household responsibilities.

A youth may undergo a "rite of passage" ceremony from the program, which acknowledges her success in obtaining independent living and accomplishing the goals set for recovery. While she receives a certificate of achievement and moves out on her own, her emotional ties with staff are maintained, and staff continue to offer support as needed.

At this stage, a client can become a sponsor for another youth who leaves the streets and enters Client Rehabilitation. As a sponsor, the youth serves as a mentor and friend during the rehabilitation process.

Staffing

The group home is supervised and managed by a Client Supervisor, who runs the household, provides training in life skills, arranges referrals to community resources, and monitors client progress. An Assistant Client Supervisor aids with these functions. Neither staff member lives at the facility, but the home has an extra bedroom for staff or

volunteers if an overnight stay is necessary. The program routinely arranges for overnight supervision while a client is acclimating to the facility or going through a crisis.

The group home Advisory Team, which acts as a counseling resource to staff members, especially those who were formerly on the streets, is composed of:

- The Executive Director of Paul & Lisa, who serves as the treatment team coordinator and is responsible for staff supervision, networking with community services, administration, and training of staff and volunteers.
- Other Paul & Lisa program staff, who offer broad experience with the client population and continuity for individual clients during their transitions.
- Selected board members.
- Medical professionals, who provide guidance and direct help with mental and physical health screening, treatment, and intervention.
- Mental health, employment, education, or vocational specialists, who help identify resources or provide opportunities for treatment, education, training, and employment.

Descriptions for key positions in the Client Rehabilitation component can be found in appendix B.

3. ORGANIZATION AND MANAGEMENT

Staffing

Overview

Paul & Lisa has 4 full-time and 8 part-time employees and 20 volunteers. Staff are deployed among four major activities: Program Administration, Prevention Education, Streetwork Outreach, and Client Rehabilitation (appendix C).

The key leadership positions in the organization are the President and the Executive Director. The President (and founder) of Paul & Lisa works only part time because he has other responsibilities as an executive of a local corporation. The Executive Director's position is full time. The program has one other full-time administrative staff member, the Assistant Project Director.

On the direct services side, the program uses two full-time employees, the Director of Outreach and Prevention Education, who oversees both the Prevention Education and Streetwork Outreach programs; and the Client Supervisor, who manages Client Rehabilitation.

What is not readily apparent from the organization chart is that many members of Paul & Lisa's staff wear two or three hats. The President, the Executive Director, and the Assistant Project Director all make presentations for the Prevention Education program and conduct street outreach activities. The President also oversees Client Rehabilitation, and the Assistant Project Director and the Director of Outreach and Prevention Education participate on the rehabilitation team.

When replicating the Paul & Lisa program, you should take into consideration the severity of the sexual exploitation problem in your area, the possibilities for funding, the services to be provided, and other resources available. You may need to combine staff functions, use part-time positions, and rely heavily on volunteers, just as Paul & Lisa does. Paul & Lisa finds it is the quality, not the quantity, of the staff and volunteers that is most critical.

A description of Paul & Lisa's administrative staff follows. Position descriptions for all key staff positions appear in appendix B. Use these descriptions as a starting point for deciding what functions and staff qualifications are essential to your own program.

Administrative Staff

Staff management. The President serves as the principal liaison with the board of directors; works with the Executive Director to publicize the program, raise funds, and build interagency networks; acts as Outreach Team Leader; makes education presentations; and oversees Client Rehabilitation.

The Executive Director is responsible for all aspects of program administration, staff recruitment and supervision, and service delivery; plays a central role in publicizing the program, educating the public about the problems of sexual exploitation, raising funds, and promoting improvements in coordination of services across agencies; and participates in direct service delivery as an outreach worker and a lecturer/presenter.

The Assistant Project Director helps the Executive Director in day-to-day project administration; supervises office staff; recruits and supervises volunteers; oversees data management and reporting; and, like other senior staff, assists with direct service delivery when needed.

The Data Coordinator compiles data and develops reports based on the statistics collected by the direct services' staff.

The Bookkeeper maintains the organization's financial accounts and records and keeps abreast of grant financial requirements.

The two Secretary/Clerical Assistants handle the telephones, typing, filing, and other general office work.

Qualifications. Careful screening and selection of staff is a major factor in Paul & Lisa's success. The Executive Director shoulders the primary responsibility for staff hiring, training, and supervision.

Paul & Lisa gives considerable attention to recruitment to ensure that qualifications are met and to avoid hiring employees who are biased or have ulterior motives for seeking this type of employment. To ensure an effective selection process, staff follow these steps:

- Develop job descriptions with specific information about the roles and responsibilities of each position, the skills and experience required, the salary range, and other pertinent features. The position descriptions in appendix B can provide a starting point.

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- Conduct initial screening to eliminate clearly unqualified applicants and those who appear to have ulterior motives. A telephone interview, followed by a careful review of the written application and resume, will help weed out inappropriate candidates.
 - Use a team approach to review and interview applicants. The team should include the Executive Director, board members, and other staff with whom the applicant will work.
 - Check applicants' records to ensure that individuals hired by the organization are honest, trustworthy, and appropriate. Paul & Lisa conducts background checks on all potential employees by calling former employers, schools, personal and professional references, etc.

Promising job candidates undergo a complete background check and interviews with many staff members. While thorough screening is essential, avoiding discrimination is equally important.

Recruitment. The program advertises vacant positions in local newspapers and other daily and weekly publications. Word of mouth also is a very effective recruitment tool because the referring agent often knows the applicant. Registration with placement services, university job locator services, or a human service coalition has also been helpful.

Orientation and training. Staff orientation and training vary by position. Paul & Lisa staff use the following approach:

- Start with introductions to staff and an overview of the program. Provide copies of program materials, regulations and procedures, and a suggested reading list so newcomers can learn more about the problems and issues associated with child prostitution, street life, and at-risk youth.
- Allow new recruits several weeks to become familiar with the programs through observation and communication with staff and volunteers. Paul & Lisa's new staff tour Streetwork Outreach locations and observe the outreach team in action, attend Prevention Education sessions, meet and talk with former prostitutes, and speak with board members.
- As new staff become more familiar and comfortable with the program, they can become more active in service delivery. New hires are paired with seasoned staff members for on-the-job training.

Supervision, management, and evaluation. Paul & Lisa staff must complete written reports and document each activity and client contact. Recordkeeping by the Prevention Education, Streetwork Outreach, and Client Rehabilitation programs is described in the Programs section (see appendix A for forms).

Because staff size is relatively small, it is easy for members to communicate regularly. The program holds bimonthly staff meetings and special meetings when needed. All staff contribute to the agendas.

Paul & Lisa's staff are evaluated continually by the President and the Executive Director, in consultation with other key staff. Staff usually work in pairs or teams, so there are many opportunities for observation and assessment, and staff receive immediate feedback on the quality of their work. Inappropriate behavior or actions—such as reckless or dangerous behavior on the street—are grounds for immediate dismissal. Although initial uneasiness with outreach work is expected, persistent anxiety may be cause for concern and, therefore, further training and group work may be required.

Volunteers

Volunteers are important to an organization such as Paul & Lisa because limited funds do not allow for adequate staffing. In addition, volunteers bring a wealth of expertise, experience, and commitment to the project.

Purpose. Paul & Lisa depends heavily on an active, dedicated group of volunteers. The board of directors is composed of volunteers who play a key role in several aspects of program delivery.

Qualifications. It is imperative that the needs of your organization and the prospective volunteer are compatible. During the interview process, Paul & Lisa staff explain the role of volunteers, assess the applicant's interest and availability, and dispel any misconceptions about the program. Other screening activities are similar to those used for paid employees of the organization and include a background check for most positions, particularly those that are controversial or involve confidentiality.

Recruitment. Paul & Lisa recruits volunteers from several sources:

- Local civic organizations, churches, volunteer placement agencies, and community service programs.
- Local universities and colleges. Students often must complete practicums for majors such as counseling.

-
- Senior citizen organizations. Retirees often seek rewarding opportunities to volunteer.

Whenever staff make a presentation about the program, they make it a practice of letting people know that the organization welcomes volunteers of all ages.

Orientation. Paul & Lisa uses the same procedures to orient and train volunteers as it does for new staff, as described in the preceding section.

Volunteer activities. Paul & Lisa finds that one of the most productive ways to use volunteers is in administrative and promotional activities. These activities do not present the risks of streetwork nor do they require training in counseling or social work. Consider using volunteers in the following areas:

- **Newsletter.** Paul & Lisa volunteers write articles, maintain mailing lists, and prepare program newsletters for mailing. They locate companies that will provide production, printing, or mailing as an in-kind service. Volunteers also contact community groups for help in underwriting the costs of the newsletter.
- **Fundraising.** Volunteers help staff identify and contact corporations for philanthropic support. They monitor legislative changes and issues and perform preliminary research on potential grants or other funding opportunities at the Federal, State, and local levels. Volunteers schedule, participate in, or conduct meetings to inform potential backers of the program. They also assist in letter-writing campaigns. Volunteers can also help organize and manage fundraising events and secure donated goods or services.
- **Office.** Volunteers develop and update mailing lists and identify names and addresses of local clubs and organizations to contact for goods, services, or support. Volunteers perform secretarial functions, including typing, answering telephones, and photocopying. Volunteers do not handle confidential client information, however.
- **Prevention Education Support.** Volunteers may attend Prevention Education sessions and help with logistics such as distributing the Program Evaluation forms. (They do not serve as presenters.)
- **Client Rehabilitation Support.** Before the opening of the structured group home, the program relied on volunteer families to act as mentors for clients placed in apartments.

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- **Bookkeeping.** Paul & Lisa receives substantial volunteer assistance with its bookkeeping.

Paul & Lisa staff keep a record of all volunteer hours to monitor and assess performance and report in-kind services to sponsors.

Board of Directors

Purpose. The board of directors is particularly important for Paul & Lisa. An agency's board can play a variety of roles—policymaking, working, or advisory—and Paul & Lisa has found a policymaking board to be most effective. This board decides policy issues, ruling on program expansion or changes in program structure, and allows staff to manage and operate the program.

Qualifications. It is critical that board members understand and agree with the mission of the board and the organization. For maximum effectiveness, members should be powerful and dynamic, offer credibility to the board and the program, and have both the time and a commitment to serve. While State laws may govern the composition of the board of directors, the selection process should consider members who:

- Represent various segments of the community (e.g., business leaders, educators, religious leaders, public figures, social services agency staff, active citizens).
- Are recognized, influential members of organizations, the community, or public agencies (e.g., business executives, civic leaders, or politicians).
- Can provide some type of service or donation to the organization, including money, goods, or other in-kind services.
- Are skilled and knowledgeable about sexual victimization and child prostitution.
- Are chosen regardless of age, race, or sex.
- Show a commitment to the issues addressed by Paul & Lisa.
- Display tact and professionalism when dealing with the public and accurately represent the organization to others.

Recruitment. To successfully recruit board members, Paul & Lisa ensure that the following activities are done:

- Develop a list of potential members who might both preserve and carry forward the mission of the organization. Paul & Lisa uses the Board of Directors Member Questionnaire (appendix A-6) to ascertain the qualifications, interests, and possible areas of support of each potential board member.
- Prepare brief statements about the organization and the functions and responsibilities of the board.
- Solicit board members through word of mouth, referral, and contacts with other agencies and organizations in the community.

Orientation. Once board members are recruited and selected, the Executive Director and the President of the board should orient them to the program, including a review of:

- The history of the organization.
- The program's goals and objectives.
- The bylaws, financial reports, and basic operating procedures.
- Personnel policies and job descriptions.
- General information on requirements for client confidentiality.

Financial Management

Paul & Lisa is a tax-exempt, not-for-profit organization, incorporated in Connecticut. Because each State has specific regulations and requirements regarding incorporation and tax-exempt status, consult an attorney and a qualified accountant to ensure that your organization conforms to Federal and State laws and regulations. These professionals can help to develop bylaws, policies, and accounting procedures that are workable and acceptable to funding and regulatory agencies.

Keep in mind the need to comply with Federal, State, and local requirements on affirmative action, drug-free workplaces, and handicapped accessibility.

Coordination and Networking

Paul & Lisa relies heavily on other public and private agencies for help in meeting the needs of the youth involved in its program. The Executive Director and the Assistant Project Director devote a major part of their time and energy to building and maintaining this network.

Many agencies have proven helpful to Paul & Lisa, including:

- **Law enforcement agencies.** The section on Streetwork Outreach describes Paul & Lisa's arrangement with the New York Police Department. Staff also work with the New York Port Authority Police Department, helping young runaways with referrals, possible family reunification, and emergency needs. Staff coordinate with other law enforcement agencies on matters such as locating a client who has run away, easing the return of a client to the family, or helping a client on the street.
- **Public social service agencies.** Paul & Lisa works closely with State and local child protective services and social services agencies, both to obtain support for needy clients and to report cases of suspected abuse.
- **Junior and senior high schools.** Staff work regularly with school districts, school boards, and individual schools through the Prevention Education program. Staff also provide resource information and referrals to students and teachers.
- **Public officials.** Support from the mayor, city council, and other elected officials is critical to program success. The Executive Director and the board of directors work closely with community leaders and organizations to solicit support for the program and alert them to the needs of the clients and the magnitude of the problem.

The following are other resource agencies currently working with Paul & Lisa:

- The Salvation Army provides streetwork counseling, outreach, and support to persons who are homeless, runaways, or prostitutes.
- The Public Health Department provides mobile medical care for the homeless and street people in New York.
- Travelers Aid and other transportation services (including airlines) can help transport children to their families.
- Local runaway programs provide emergency shelter, care, and counseling for street youth.
- Hospitals, medical clinics, drug and alcohol treatment programs, AIDS clinics, and other services provide emergency and ongoing medical care for clients.

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- National organizations such as the National Center for Missing and Exploited Children, help runaway children and their families.
 - Churches, colleges, and civic groups provide volunteers, emergency housing, clothing, and food services.

Research and Training

Paul & Lisa has contributed to ongoing research about the problems of sexually exploited children through a collaborative effort with Dr. Ann Burgess, a researcher from the University of Pennsylvania School of Nursing. On the basis of information gleaned from extensive interviews with former juvenile prostitutes, Dr. Burgess and her associates are developing a monograph that profiles the traits of potential child victims and pimps. The monograph will expand the base of general knowledge about the dynamics of sexual exploitation and will serve as a resource in training law enforcement officers and human service professionals to respond effectively on behalf of child victims.

4. ESTABLISHING YOUR PROGRAM

Overview

Establishing a program like Paul & Lisa takes time and effort. The Paul & Lisa program developed gradually over more than 10 years. The size and scope of your program will depend on community needs and available resources.

This chapter reviews several important steps necessary to develop a program for sexually exploited youth in the community. You will probably want to work on several steps simultaneously, letting the results of one step feed into and modify the work on the others.

It also is important to recognize that none of the steps is ever accomplished once and for all. Strong, dynamic programs continually reevaluate their services and the needs of their target population and adjust to changing circumstances.

Eleven Crucial Steps

Step 1. Conduct a needs assessment.

To begin, determine the scope of the sexual exploitation problem in your community, decide what services the community needs most, and identify potential supporters. To accomplish this, you might consider these activities:

- Observe activity on the streets and in businesses such as pornographic bookstores and peepshows to identify the magnitude, location, and scope of the problem.
- Consult agencies that serve the client population (including law enforcement, other street outreach programs, and providers of emergency medical services and shelter) to learn other perspectives on the problem.
- Talk with adult and juvenile prostitutes about their needs.
- Examine any current services delivery systems and assess their abilities and willingness to address the problems.
- Review reports, materials, and documentation on the problem, both locally and nationally.

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- Find out what public and private resources may be available to support the program.
 - Interview representatives of public and private agencies and elected officials to learn their willingness to participate in and support the program.

Step 2. Lay out a program plan.

This plan should present your understanding of the problem, as supported by the needs assessment. It also should state your initial program priorities and address the following:

- Goals and specific objectives.
- Target population(s) and area(s) to be served.
- Direct services to be provided.
- Agencies you will work with routinely.
- Your organizational structure and staffing pattern.
- People (agency) responsible for implementation.
- A timetable for implementation.
- Resources needed to run the program.
- A way to measure progress toward goals.

You may want more than one version of the plan. A long version can serve as the nucleus of a funding proposal, and a short version can be shared with others that may be involved—community residents, resource agency staff, prospective board members, staff, and volunteers.

Step 3. Select a board of directors.

Identify and develop your board of directors, using Paul & Lisa as a guide. The board will be critical in ensuring financial support, program stability, and growth. This initial group will need to develop a mission statement for the board and the program, establish essential policies and procedures, and help elaborate and refine the program plan.

Step 4. Examine legal requirements and statutes.

Legal requirements for incorporating a program, setting up a board of directors, and operating services such as a residential facility vary by State. Before proceeding too far with implementation, the board of directors must ensure that these requirements can be met. Examine Federal, State, and local laws and regulations dealing with:

- The not-for-profit or tax-exempt status of an organization.

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- Multiple-dwelling residences or group living, including fire, health, medical, and building codes.
 - Custody of minors.
 - Reporting suspected cases of child abuse, runaways, or missing children.
 - Confidentiality of client information.
 - Obligations to notify and involve parents or guardians.
 - Use of photographs of minors.
 - Insurance requirements when using personal automobiles for transporting clients.
 - Personal liability insurance requirements for staff and board members.

Step 5. Develop a budget.

Establish realistic expectations and goals for financial support through grants, donations, and contract fees. Develop a working budget that matches those expectations. Make sure your budget covers all the personnel, tools, and facilities to carry out the program, including the following:

- Staff salaries and benefits.
- Equipment and supplies, including office furniture and any special items such as a mobile van.
- Office expenses such as telephone, photocopying, and postage.
- Housing and utilities.
- Newsletter production.
- Fees for client services such as medical exams and counseling.
- Travel and training.
- Insurance.

Consider which budget items might be supported through in-kind services. For example, Paul & Lisa keeps costs down by using volunteers, particularly to perform administrative tasks, and finding health care professionals and vision care centers that agree to a sliding fee scale.

Step 6. Raise funds to support the program.

Fundraising is a never-ending struggle for most nonprofit organizations. Paul & Lisa uses a variety of approaches and seeks out a wide range of sponsors. Although most of Paul & Lisa's current budget is supported by Federal grants, the program has always generated support from private organizations and individuals as well. Paul & Lisa has found these steps useful in fundraising:

- Designate someone to take the lead in fundraising. At Paul & Lisa, this person is the Executive Director.
- Select board members who are willing and able to assist in fundraising.
- Monitor the priorities of Federal, State, and local government agencies and respond to funding opportunities that arise.
- Keep public officials informed about the problems the program addresses.
- Identify and contact local foundations, civic organizations, and businesses that might underwrite a portion of the program. Even groups without large budgets can contribute by donating goods and services or paying for the transportation and materials needed to make a single education presentation at a school.
- Let people know that the program needs financial and in-kind support whenever you make a presentation.
- Keep past contributors aware of the program's progress through a newsletter or other means.

If you cannot find financial support for all the items in the budget, consider phasing in various program components over a longer period.

Step 7. Hire an Executive Director.

Once you complete the needs assessment and select a board of directors, choose a team to find an Executive Director and other key program staff.

Step 8. Locate volunteers and support services.

Paul & Lisa could not be successful without its volunteers. Begin recruiting volunteers as soon as you have someone who can supervise them. Make your need for volunteers known whenever you do presentations about the program.

Step 9. Educate the public.

Implement an effective public education campaign. Paul & Lisa attributes much of its success to having developed a high level of public and community awareness. Contact local government officials as well as private citizens and interest groups—they all can have a tremendous positive effect.

Be aware that publicity also can have negative effects. Paul & Lisa focuses on young people who have been victimized, giving them an opportunity to change their lives. Unfortunately, many people do not view young prostitutes as victims. Often, the public believes these youth are victimizing others and making the streets and neighborhoods dangerous. Thus, public education must be carefully planned and skillfully carried out. Otherwise, the program risks creating doubt about the program itself and the need for services.

Developing a public education campaign begins with a needs assessment and continues throughout the life of the program. A carefully planned and executed public awareness campaign must gauge community attitudes to anticipate areas of support and resistance. Public attitudes toward similar problems or programs, toward prostitution, and toward youth issues are clues to the prevailing climate. Use a variety of public education approaches such as speeches, newspaper articles, or a newsletter. Whatever the medium, ensure the material is accurate and complete and that it honestly spells out the goals and objectives of the program. At the same time, be sure to identify *what the community can do for the program*.

Using the community to provide volunteers and other program support keeps the program budget down and establishes a sense of community pride. Community members can be effective spokespersons for Paul & Lisa.

Step 10. Coordinate with other programs and build a referral network.

To avoid service duplication and maximize available resources, follow Paul & Lisa's example in developing strong relationships with other agencies in your community. Start to build relationships as you conduct your needs assessment. Identify agencies through telephone calls, meetings, attendance at public seminars and hearings, streetwork,

prevention education sessions, and other contacts in the community. The discussion of program coordination and networking will provide ideas about the types of organizations that are most responsive. Continue to build your network throughout the life of the program.

Step 11. Implement the program.

The final step is to hire staff and initiate the various program components. The Program Implementation Checklist (appendix D) will help you determine whether you have addressed the most critical issues.

Again, keep in mind that the program you implement today may look very different 1, 2, or 5 years from now. Remain alert to the changing needs and scope of your client population and to what is going on in the broader community.

Be ready to adapt. Paul & Lisa's staff continually adjust their services based on client assessments; networking among program staff and other community agencies; and comprehensive program planning that involves staff, the board of directors, and funding agents. Paul & Lisa continues today to modify and enhance various program elements.

Program Replication

The following are suggestions for successfully replicating the three major Paul & Lisa program components.

Prevention Education

1. Carefully select and train your Prevention Education staff. They must thoroughly understand the street environment and the dangers it poses to teenage prostitutes; the available resources in the community; and Federal, State, and local legislation that will affect their roles and responsibilities. The staff also need to communicate effectively, anticipate the wide array of issues that may arise during the sessions, and feel comfortable fielding direct and sensitive questions.
2. In designing your presentation, be sure to protect the confidentiality of the young people and other individuals portrayed in your case histories and slides. Do not include slides in which minors are identifiable.
3. Before your initial presentation, conduct a "dry run" for other staff of the organization and the board of directors to get their reactions to the presentation's visual and verbal content.

4. Community needs may change over time; therefore, the presentations must recognize, adapt to, and reflect those changes. Review your education program regularly and modify it as necessary. Make sure the slides effectively convey their intended message. Do not use slides solely for shock value, instead use them to depict an accurate profile of the particular community and jurisdiction.

5. Keep your educational program flexible and adaptable to the needs of each audience. Be prepared for new challenges, including complaints and questions from parents or school districts. If legitimate concerns exist, reexamine your program and change it appropriately.

6. Develop and implement your education program in stages. For example, you can prepare new educational materials, data surveys, and visual aids as you identify and reach out to new target audiences.

Streetwork Outreach

1. Highly qualified, dedicated, and concerned staff are the most critical component of streetwork. Be prepared to invest sufficient time and effort in recruiting, screening, and training staff. Remember that they must be comfortable working with the target population and be able to cope with the dangerous and difficult situations that arise on the streets.

2. Outreach staff must always be conscious of their own safety and the safety of others. Staff can mitigate some dangers of streetwork by careful observation and assessment of variations in street life that may indicate potential problems. Teams should become intimately familiar with their areas by locating telephones, safe areas, other service providers, law enforcement, and medical services to deal with emergencies.

3. Constant communication among staff is imperative before, during, and after streetwork. Team members must always keep other staff informed of their whereabouts, plans, and activities.

4. Outreach workers sometimes need to bring other persons onto the streets. They may take new employees out for training or bring representatives of referral agencies, local government agencies, or funding sources out to see the program in action or show the magnitude of the problem. Caution these observers not to interfere or impose themselves on either workers or the youth. In all instances, you must protect and maintain the often fragile trust you are developing with clients on the street.

5. Because street youth have multiple needs and problems, coordination and collaboration with other community agencies are essential. Before beginning streetwork, make sure that other agencies know about your program's purpose and goals. This is particularly important for organizations that are potential allies, referral sources, support mechanisms, or advocates of the program. These include local law enforcement, social service agencies, shelter facilities, and medical service providers.

6. Before you make referrals, carefully screen organizations, agencies, and individuals to assess their availability and ability and willingness to cooperate in serving your clients. Periodic screening of these agencies and referral resources is also useful.

Client Rehabilitation

1. In designing your Client Rehabilitation program, carefully consider the age of the youth to be served. To serve youth under the age of majority in a residential setting, you must have proper authorization from parents, legal guardians, or the court. Furthermore, you cannot legally transport minors across State lines without permission. For these reasons, Paul & Lisa serves only youth over age 16 (the age of majority in New York) in its supervised living program.

2. There are two options for youth under the age of majority in any jurisdiction—referring them to the local social service agency or facilitating their return home. Make every effort to ensure that you do not send minors back to families where abuse and exploitation occur. Consult the client, the family, local authorities, and social service agencies to determine the feasibility of sending a youth home. For minors unable or unwilling to return home, other services such as shelters and social service agencies are available—but remember, parents or guardians of these minors must be informed.

3. Each State, county, and community has its own set of rules and regulations on multiple-person occupancy. Research these codes before opening a facility.

4. Careful screening of families mentoring clients is imperative for the integrity of your program. Look for families that show sincere concern for the well-being of the young people, are willing to open their homes and lives to them, and possess patience and perseverance. Although you do not pay families for their efforts, give them support from staff, volunteers, board members, and the staff psychologist when needed.

5. RESOURCES

Paul & Lisa, Inc.

To learn more about the program described in this handbook, contact:

Mr. Frank Barnaba
President
Paul & Lisa, Inc.
P.O. Box 348
Westbrook, Connecticut 06498
(203) 399-5338

National Center for Missing and Exploited Children (NCMEC)

NCMEC is a national resource center and clearinghouse that helps agencies and individuals find information about the problems of missing and exploited children and the types of programs that address them.

NCMEC also operates a national toll-free number for individuals who wish to report information on the location of missing children or to find out about the procedures necessary to reunite children with their custodians.

For further information, contact:

National Center for Missing and Exploited Children
2101 Wilson Boulevard
Arlington, Virginia 22201
(703) 235-3900

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APPENDIXES

Appendix A: Prevention Education Program Materials

PAUL & LISA, INC. PROGRAM EVALUATION FORM

Date: _____
Age: _____
Sex: _____
(no names, please)

Please comment briefly:

1. Do you feel that the Paul & Lisa educator(s) present were able to communicate clearly and effectively?

2. Did the educator(s) adequately cover the topic? Did the educator(s) try to cover too much material in the time allotted?

3. What interested you most about the program and the material covered?

4. Did you learn something from this presentation? If so, what?

5. Will you be able to apply what you have learned to your personal life?

6. Other comments.

7. Have you been the victim of exploitation?
Yes No At what age? _____
8. Do you know anyone who has been the victim of exploitation?
Yes No At what age? _____
9. Have you ever run away?
Yes No At what age? _____
10. Has anything ever made you feel like running away?
Yes No At what age? _____
11. Have you ever known anyone who has run away?
Yes No At what age? _____
12. Other comments.

STATISTICS FROM EDUCATION EVALUATIONS

SCHOOL: _____ DATE: _____

ATTENDANCE: _____ MALE: _____ FEMALE: _____

LENGTH OF PRESENTATION: _____

NUMBER OF EVALUATIONS: _____ MALE: _____ FEMALE: _____

BREAKDOWN OF AGES: _____

RESPONSES TO QUESTIONS:

	Yes	No	No Response
1. Communicated clearly and effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a. Adequately covered the topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Enough time allowed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What interested them most in presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What did they learn?			
5. Will they be able to apply this to personal life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Comments.			
7. a. Have they ever been a victim of exploitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At what age?			
8. a. Do they know anyone who has been the victim of exploitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At what age?			

		Yes	No	No Response
9.	a. Have they ever run away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. At what age?			
10.	a. Has anything ever made them feel like running away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. At what age?			
11.	a. Have they ever known anyone who has run away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. At what age?			
12.	Comments.			

SUMMARY OF DETAILS AND CONCLUSIONS:

CLIENT INFORMATION DATA SHEET

CASE / CODE NUMBER _____

DATE: _____ TIME: _____ REPORT BY: _____

LOCATION: _____

NATURE OF CONTACT: _____

First Contact: _____ No. of Contacts: _____

DATE OF ARRIVAL IN N.Y. AREA: _____ STATE OF ORIGIN: _____

METHOD OF TRANSPORTATION: _____

REASONS FOR LEAVING: _____

MIGRATORY PATTERNS: _____

SUBJECT: _____ SEX: _____ AGE: _____ RACE: _____

REMARKABLE FEATURES: _____

GENERAL HEALTH: _____

Known Diseases: _____

LICENSE PLATES OF PIMPS AND DRUG DEALERS: _____

OBSERVATIONS: _____

INVOLVEMENT IN:

Pornography: _____ How Long? _____

Prostitution: _____ How Long? _____

Drugs: _____ How Long? _____

HOW DID INVOLVEMENT BEGIN? _____

PAST HISTORY OF ABUSE: _____

HAVE YOU RECEIVED ANY SUPPORT FROM SOCIAL/HUMAN SERVICE ORGANIZATIONS? Yes No Type _____

WOULD YOU BE INTERESTED IN RECEIVING SUPPORT FROM THEM? _____

COULD YOU/WOULD YOU RETURN HOME IF THE OPPORTUNITY AROSE? _____

REFERRALS MADE: Yes No Date: _____

To Whom: _____

Followup Action: _____

COMMENTS:

OUTREACH CLIENT INTAKE FORM

GENERAL INFORMATION

1. CLIENT ID # _____
2. SEX: FEMALE _____ MALE _____
3. STREET NAME _____ BIRTHDAY _____
4. SOCIAL SECURITY NUMBER _____
5. WHAT ETHNIC RACE DO YOU IDENTIFY YOURSELF AS?
 White _____ African-American _____
 Hispanic _____ Asian _____
 Other _____
6. WHERE WERE YOU BORN? City _____ State _____
7. WHEN DID YOU COME TO NEW YORK? Month ____ Day ____ Year ____
8. WHAT IS THE LAST STATE YOU WERE FROM BEFORE COMING TO NEW YORK? _____
9. HOW DID YOU COME TO NEW YORK? On your own? _____
 Brought by someone else? _____ Other? _____
10. WERE YOU REFERRED TO PAUL & LISA BY ANY OTHER SOURCE?
 Yes No
11. IF YES TO NUMBER 10, BY WHOM? _____

FAMILY/SOCIAL RELATIONSHIPS

1. DO YOU LIVE WITH ANYONE AT THE PRESENT TIME?
Yes No

2. HOW LONG HAVE YOU BEEN IN THIS SITUATION?
Years _____ Months _____ Days _____

3. MARITAL STATUS
Legally married _____ Common law _____
Never married _____ Remarried _____
Widowed _____ Separated _____
Divorced _____

4. WITH WHOM DO YOU LIVE? _____

5. ARE YOU SATISFIED WITH YOUR LIVING SITUATION?
Yes No

6. IF LEGALLY MARRIED, HOW MANY TIMES? _____
- 6a. Have you ever been pregnant? Yes No
- 6b. How many times? _____
- 6c. Do you have any children? Yes No

7. WHEN YOU HAVE PROBLEMS, WHO DO YOU TURN TO FOR HELP?
Spouse/sexual partner _____ Mother _____
Father _____ Sister/Brother _____
Friend _____ Other _____

8. WHY DID YOU LEAVE HOME? _____

EDUCATION

1. WHAT IS THE LAST GRADE THAT YOU WERE IN WHEN YOU LEFT SCHOOL?
1 2 3 4 5 6 7 8 9 10 11 12 College

2. HIGHEST GRADE ACHIEVED?
1 2 3 4 5 6 7 8 9 10 11 12 College

HEALTH

1. DO YOU HAVE ANY MEDICAL PROBLEMS WHICH REQUIRE SPECIAL ATTENTION OR WHICH CONTINUE TO INTERFERE WITH YOUR LIFE?

Yes No

2. IF YES, WHAT PROBLEMS? _____

3. ARE YOU TAKING ANY PRESCRIBED MEDICATION ON A REGULAR BASIS FOR:

	Yes	No
a. Diabetes	<input type="checkbox"/>	<input type="checkbox"/>
b. Birth Control	<input type="checkbox"/>	<input type="checkbox"/>
c. Asthma	<input type="checkbox"/>	<input type="checkbox"/>
d. High Blood Pressure	<input type="checkbox"/>	<input type="checkbox"/>
e. Heart	<input type="checkbox"/>	<input type="checkbox"/>
f. Ulcer (stomach problems)	<input type="checkbox"/>	<input type="checkbox"/>
g. HIV	<input type="checkbox"/>	<input type="checkbox"/>
h. Headaches	<input type="checkbox"/>	<input type="checkbox"/>
i. Arthritis	<input type="checkbox"/>	<input type="checkbox"/>
j. Other	<input type="checkbox"/>	<input type="checkbox"/>

4. HAVE YOU EVER BEEN TESTED FOR AIDS?

Yes No

5. HOW WOULD YOU DESCRIBE YOUR PRESENT HEALTH?

Excellent _____ Good _____
Fair _____ Poor _____

6. WHEN WAS THE LAST TIME YOU WENT TO SEE A DOCTOR OR A NURSE FOR ANY REASON? Years _____ Months _____ Days _____

SUBSTANCE ABUSE INFORMATION

1. TYPE OF DRUG: AGE FIRST USED: FREQUENCY USED (for example, twice a day, three times a week):
- a. Alcohol _____
 - b. Cocaine _____
 - c. Marijuana _____
 - d. Ice _____
 - e. Heroin _____
 - f. PCP _____
 - g. Other _____
2. DO YOU FEEL THAT THESE DRUGS HAVE BECOME A PROBLEM FOR YOU?
Yes No
3. HAVE YOU EVER HAD FLASHBACKS OR BLACKOUTS?
Yes No
4. HAVE YOU EVER BEEN TESTED FOR DRUG / ALCOHOL PROBLEMS?
Yes No
If yes, how long ago? _____
5. HAVE YOU EVER OVERDOSED ON DRUGS? Yes No
- 5a. When? Months ago: _____ Years ago: _____

EMPLOYMENT

1. ARE YOU CURRENTLY EMPLOYED? Yes No
2. HOW DO YOU SUPPORT YOURSELF? _____
- 2a. How much money do you make? _____
- 2b. How do you earn it? _____
3. DO YOU HAVE A PIMP? Yes No
4. WHAT PERCENT OF THE MONEY YOU MAKE DO YOU RECEIVE? _____

LEGAL

1. HAVE YOU EVER BEEN A VICTIM OF A CRIME BEFORE COMING TO NEW YORK CITY? Yes No

If yes, was it:	Yes	No
a. Sexual Abuse	<input type="checkbox"/>	<input type="checkbox"/>
b. Rape	<input type="checkbox"/>	<input type="checkbox"/>
c. Mugging	<input type="checkbox"/>	<input type="checkbox"/>
d. Robbery	<input type="checkbox"/>	<input type="checkbox"/>
e. Car Theft	<input type="checkbox"/>	<input type="checkbox"/>
f. Physical Abuse	<input type="checkbox"/>	<input type="checkbox"/>
g. Other	<input type="checkbox"/>	<input type="checkbox"/>

2. IS THIS THE REASON YOU CAME TO NEW YORK?
Yes No

3. SINCE YOU'VE BEEN IN NEW YORK, HAVE YOU BEEN THE VICTIM OF ANY CRIMES? Yes No

3a. If yes, describe: _____

4. HOW MANY TIMES HAVE YOU BEEN ARRESTED? _____
4a. For what crimes? _____

5. ARE YOU ON PROBATION OR PAROLE? Yes No

6. ARE YOU CURRENTLY AWAITING TRIAL OR SENTENCE? Yes No
6a. If yes, for what reason and when is your court date? _____

7. HAVE YOU EVER BEEN INVOLVED IN PORNOGRAPHY?
Yes No

COMMENTS:

BOARD OF DIRECTORS MEMBER QUESTIONNAIRE

Name _____

Residence address _____ Apt. No. _____

City _____ State _____ ZIP _____

Telephone _____ () Unlisted Today's date _____

EMPLOYMENT

Business title _____ Date started _____

Office address _____

City _____ State _____ ZIP _____

Telephone _____ Secretary _____

Previous Employment (during last 10 years):

Position	Company	Location
_____	_____	_____
_____	_____	_____

EDUCATION

College/Univ.	Name, location	Class year/ years attended	Degree(s)
_____	_____	_____	_____
_____	_____	_____	_____

High school _____

College affiliations, activities, fraternities/sororities, etc.

College honors & achievements

CHILDREN

Name	Date of birth	College/school	Class year/ years attended
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BOARD MEMBERSHIPS

Please list offices held and date of affiliation (college, university of board affiliations)

_____	19	_____	-	_____
_____	19	_____	-	_____
_____	19	_____	-	_____

Corporate boards

_____	19	_____	-	_____
_____	19	_____	-	_____
_____	19	_____	-	_____

Foundation boards

_____ 19____ - _____

_____ 19____ - _____

Please note any family members, friends, or business associates who are members of other corporate/foundation boards

Name

Affiliation

Please include titles and committee posts held, dates of appointment, and so forth.

Professional organizations

_____ 19____ - _____

_____ 19____ - _____

_____ 19____ - _____

Civic organizations

_____ 19____ - _____

_____ 19____ - _____

_____ 19____ - _____

Educational or philanthropic organizations

_____ 19____ - _____
_____ 19____ - _____
_____ 19____ - _____

Social organizations or clubs

_____ 19____ - _____
_____ 19____ - _____
_____ 19____ - _____

PERSONAL

Date of birth _____ Place of birth _____

Marital status: Single Married Divorced Widowed

Date of marriage _____

Spouse name _____ Spouse maiden name
(if applicable) _____

Spouse college/university, location, class/years attended, degree(s)

Spouse employment: Title _____ Company _____

Appendix B: Position Descriptions

POSITION DESCRIPTION: EXECUTIVE DIRECTOR

REPORTS TO: Board of Directors

DUTIES AND RESPONSIBILITIES:

1. Supervise and oversee all aspects of program operation, including management, administration, service delivery, and fiscal accountability.
2. Serve as chief fundraiser and liaison with Federal, State, local, and private funding sources. Ensure compliance with funding regulations.
3. Develop and maintain a referral network and establish cooperative working relationships with law enforcement agencies, health and human service organizations, child welfare agencies, drug and alcohol abuse counseling programs, employment services, religious institutions, civic organizations and clubs, Chambers of Commerce, schools, professional associations, and local businesses.
4. Make all personnel decisions concerning hiring and firing, monitoring and supervision, training and support, performance evaluation, and administration of staff and volunteers.
5. Review and approve all documents and reports prepared by the agency, including financial reports, newsletters, publications, progress reports, and tax forms.
6. Participate in all aspects of service delivery, including prevention education, outreach counseling and intervention, and client rehabilitation.
7. Work closely with the board of directors and participate in all Board meetings and other activities.

QUALIFICATIONS:

1. Strong administrative and leadership capabilities, excellent interpersonal skills.
2. Experience managing and supervising staff and volunteers.
3. Strong commitment to the program and to the needs of its clients.

POSITION DESCRIPTION: PRESIDENT

REPORTS TO: Board of Directors

DUTIES AND RESPONSIBILITIES:

1. Chair the board of directors. Assist in creating special board committees to address pressing problems. Serve as a spokesperson for the organization.
2. Assist the Executive Director in implementing the goals and objectives of the organization.
3. Assist in fundraising and in developing and maintaining a supportive network of organizations.
4. Oversee the Advisory Team for the Client Rehabilitation component.
5. Assist in Prevention Education as a Lecturer/Presenter and act as Senior Outreach Team Leader.

QUALIFICATIONS:

1. Strong administrative and leadership capabilities, excellent interpersonal skills.
2. Experience managing and supervising staff and volunteers.
3. Strong commitment to the program and to the needs of its clients.

POSITION DESCRIPTION: ASSISTANT PROJECT DIRECTOR

REPORTS TO: Executive Director

DUTIES AND RESPONSIBILITIES:

1. Design and implement procedures for day-to-day program administration.
2. Direct and monitor performance and activities of administrative staff.
3. Supervise volunteer recruitment and activities.
4. Maintain time and task accountability reports, assist with report preparation and production, and supervise data collection.
5. Represent the organization as needed at public forums or civic and community group meetings.
6. Participate in direct service components by serving as a Lecturer/Presenter in Prevention Education sessions, maintaining the master schedule for Prevention Education sessions, accompanying outreach workers as needed on the streets, and providing support and assistance to the Client Rehabilitation staff.

QUALIFICATIONS:

1. Organizational, managerial, and administrative experience.
2. Experience or skills relating to volunteer recruitment, training, and supervision.
3. Good interpersonal and communication skills.
4. Strong commitment to the program and the needs of its clients.

POSITION DESCRIPTION: DIRECTOR OF OUTREACH AND PREVENTION EDUCATION

REPORTS TO: Executive Director

DUTIES AND RESPONSIBILITIES:

1. Supervise the Prevention Education and Streetwork Outreach programs, including the work of the outreach teams and lecturer/presenters.
2. Provide outreach services on the street and in the mobile van.
3. Design and implement social work service programs for agency clients. Make arrangements and refer clients to medical, physical, and personal care, and coordinate with other agencies to ensure that services are accessible.
4. Develop and assemble program materials for distribution to outreach clients, including business cards containing telephone numbers and program contact information, health care flyers or handouts, and referral sheets.
5. Oversee preparation of materials for use in Education Presentations.
6. Serve as a lecturer/presenter.
7. Train outreach workers and Prevention Education staff.

QUALIFICATIONS:

1. Good organizational and management skills.
2. Good oral and written communication skills.
3. Training and extensive experience in counseling.
4. Thorough knowledge of the needs and characteristics of vulnerable street youth and the services appropriate to their needs.
5. Strong skills in networking with community agencies and accessing resources.
6. Strong commitment to the program and to the needs of its clients.

POSITION DESCRIPTION: REGIONAL DIRECTOR OF PREVENTION EDUCATION

REPORTS TO: Director of Outreach and Prevention Education

DUTIES AND RESPONSIBILITIES:

1. Develop and expand the Prevention Education program to new target areas or audiences through personal contacts and other techniques. Identify and contact schools to participate in the program.
2. Develop funding opportunities for the Prevention Education component.
3. Schedule, prepare, and conduct education and followup sessions.
4. Serve as the liaison between students and school officials for making referrals.

QUALIFICATIONS:

1. Experience and knowledge of the dangers of child victimization, prevention techniques and methods, and myths and misconceptions about child prostitution and pornography.
2. Knowledge of educational program design and delivery.
3. Ability to work as part of an education team.
4. Familiarity with and compassion for youth served by the program.
5. Good organizational and management skills.
6. Excellent writing and public speaking skills.
7. Counseling experience.

POSITION DESCRIPTION: LECTURER/PRESENTER

REPORTS TO: Director of Outreach and Prevention Education

DUTIES AND RESPONSIBILITIES: (as part of a team)

1. Make educational presentations to school children, professionals who work with young people, and community and civic audiences.
2. Help plan and prepare educational materials.
3. Modify existing materials to meet the needs of individual audiences.
4. Counsel individual audience members and make referrals as appropriate.

QUALIFICATIONS:

1. Experience and knowledge of the dangers of child victimization, prevention techniques and methods, and myths and misconceptions about child prostitution and pornography.
2. Knowledge of educational program design and delivery.
3. Ability to work as part of an education team.
4. Familiarity with and compassion for youth served by the program.

Note: There are no Paul & Lisa employees who serve exclusively as lecturer/presenters. All those who make presentations also have assigned responsibilities for program administration or other aspects of program delivery.

POSITION DESCRIPTION: STREETWORK OUTREACH TEAM LEADER

REPORTS TO: Director for Outreach and Prevention Education

DUTIES AND RESPONSIBILITIES:

1. Provide outreach, counseling, information, and referral to teenage prostitutes and other youth on the street and in the mobile van. Establish rapport, conduct interviews, assess needs, make referrals, and determine clients' potential for rehabilitation.
2. Maintain working relationships with other agencies and programs that can serve as resources for street youth.
3. Follow up on client referrals to other agencies.
4. Document contacts and referrals for purposes of tracking clients and services.
5. Provide continual support, supervision, and feedback to the junior member of the outreach team.
6. Follow up on contacts with referral agencies to ensure that clients receive needed services.

QUALIFICATIONS:

1. Concern and compassion for vulnerable young prostitutes and other street youth.
2. Creativity, sincerity, integrity, imagination, patience, and persistence; self-confidence and a strong sense of self-worth.
3. Counseling and communication skills.
4. Willingness to work evening shifts in potentially dangerous street locations. Good judgment and ability to react quickly to unexpected situations.
5. Extensive experience in performing street outreach to vulnerable and resistant populations.

POSITION DESCRIPTION: OUTREACH WORKER

REPORTS TO: Director of Outreach and Prevention Education

DUTIES AND RESPONSIBILITIES: (as part of a team)

1. Provide outreach, counseling, information, and referral to teenage prostitutes and other youth on the street and in the mobile van. Establish rapport, conduct interviews, assess needs, make referrals, and determine clients' potential for rehabilitation.
2. Maintain working relationships with other agencies and programs that can serve as resources for street youth.
3. Follow up on client referrals to other agencies.
4. Document contacts and referrals for purposes of tracking clients and services.

QUALIFICATIONS:

1. Concern and compassion for vulnerable young prostitutes and other street youth.
2. Creativity, sincerity, integrity, imagination, patience, and persistence; and self-confidence and a strong sense of self-worth.
3. Counseling and communication skills.
4. Willingness to work evening shifts in potentially dangerous street locations. Good judgment and ability to react quickly to unexpected situations.

POSITION DESCRIPTION: CLIENT SUPERVISOR

REPORTS TO: Executive Director

DUTIES AND RESPONSIBILITIES:

1. Provide daily supervision and management for a group home of three female residents and handle all household operations.
2. Counsel and support residents in developing and attaining individual and group objectives. Assess client needs and accomplishments.
3. Maintain liaison with community resources for drug and alcohol treatment, job placement, education, recreation, vocational training, life skills development, social services, and self-help. Refer residents as appropriate.
4. Transport residents to important appointments.
5. Serve as liaison between clients and staff.

QUALIFICATIONS:

1. Extensive counseling experience with young prostitutes or a similar client population.
2. Excellent listening and communication skills.
3. Ability to serve as a role model, demonstrating personal qualities such as a positive and healthy self-image, strength of character, stability, a positive lifestyle, and good problem-solving skills.

POSITION DESCRIPTION: ASSISTANT CLIENT SUPERVISOR

REPORTS TO: Client Supervisor

DUTIES AND RESPONSIBILITIES:

1. Supervise the activities of group home clients in the absence of the Client Supervisor.
2. Counsel and support residents in developing and attaining individual and group objectives.

QUALIFICATIONS:

1. Experience working with young prostitutes or a similar client population.
2. Excellent listening and communication skills.
3. Ability to serve as a role model, demonstrating personal qualities such as a positive and healthy self-image, strength of character, stability, a positive lifestyle, and good problem-solving skills.

POSITION DESCRIPTION: DATA COORDINATOR

REPORTS TO: Assistant Director

DUTIES AND RESPONSIBILITIES:

1. Collect, maintain, and compile statistical information about the client population served by the Prevention Education, Streetwork Outreach, and Client Rehabilitation components of Paul & Lisa.
2. Coordinate, prepare, and edit reports based on the statistical data for use in program planning, proposal development, and grant reports.

QUALIFICATIONS:

1. Experience with data collection and data processing methods.
2. Attention to detail and good organizational skills.
3. Good writing and problem-solving skills.

POSITION DESCRIPTION: BOOKKEEPER

REPORTS TO: Assistant Director

DUTIES AND RESPONSIBILITIES:

1. Maintain clear, accurate daily and annual accounts and financial records for the organization, including payroll, accounts receivable, cash intake accounts, and checking accounts.
2. Maintain and submit financial records and reports in accordance with the specific reporting regulations of the organization's funding agencies.
3. Review grant budgets and other financial reports.

QUALIFICATIONS:

1. Solid experience in financial management, payroll, and accounting.
2. Good organizational skills.
3. Excellent writing skills.

Appendix C: Program Organization Chart

PROGRAM ORGANIZATION CHART

BOARD OF DIRECTORS

• PRESIDENT

*• EXECUTIVE DIRECTOR

PROGRAM ADMINISTRATION

*• ASSISTANT PROJECT DIRECTOR

• DATA COORDINATOR

• BOOKKEEPER

• SECRETARY/CLERICAL ASSISTANTS (2)

* FULL-TIME POSITIONS

• STAFF POSITIONS

CLIENT REHABILITATION

*• CLIENT SUPERVISOR

• ASSISTANT CLIENT SUPERVISOR

STREETWORK
OUTREACH TEAM LEADER

OUTREACH WORKER

*• DIRECTOR OF OUTREACH
AND PREVENTION EDUCATION

• REGIONAL DIRECTOR OF
PREVENTION EDUCATION

Appendix D: Program Implementation Checklist

PROGRAM IMPLEMENTATION CHECKLIST

_____ Have all legal concerns been identified and addressed? Are the appropriate authorization forms developed (i.e., for medical services, use of photographs, release and dissemination of information)?

_____ Are program goals and objectives identified? Are they specific and tied to program activities?

_____ Are job descriptions developed? Are they specific (i.e., do they list employment and education requirements, necessary skills and abilities, duties and responsibilities, hours required)?

_____ Are personnel policies and procedures established?

_____ Are procedures established for screening, interviewing, and hiring staff and volunteers?

_____ Are procedures established for staff and volunteer training, supervision, monitoring, and evaluation?

_____ Is the client population identified? Are clients minors? If so, are all applicable reporting requirements and mechanisms identified (e.g., State reporting requirements)?

_____ Are procedures established for client recordkeeping?

_____ Are procedures established for client aftercare and followup?

_____ Are internal procedures established for communication among staff and volunteers?

_____ Are procedures established for ongoing program monitoring, internal financial and management control, auditing, and quality control?

_____ Are procedures established for program evaluation? Is the evaluation tied to program goals and objectives (i.e., provision of services, development of skills and abilities, reintegration, adjustment in the community and transition to independent living)?

- _____ Are procedures established for financial recordkeeping, management, internal auditing and reporting?
- _____ Are procedures established to ensure the program meets all applicable State, local, and county codes and licensing requirements?
- _____ Are procedures established for safeguarding the program and staff (i.e., insurance for staff, board of directors, personal property and equipment)?
- _____ Are adequate resources available to support program operations for one year? Are plans developed for obtaining additional funding for the program?
- _____ Are processes and procedures established for ongoing collaboration and communication with other community resources and services?