Office of Inspector General
Office
202.692.2900
Website
OIG Reports
Hotline
202.692.2915 | 800.233.5874
Online Contact Form
OIG@peacecorps.gov

To: Jody Olsen, Director
Anne Hughes, Chief Compliance Officer

From: Kathy A. Buller, Inspector General

Date: December 13, 2018

Subject: Case Study of Effective Site Development Practices (IG-19-02-SR)

Transmitted for your information is our Case Study of Effective Site Development Practices. In this case study we describe effective site development practices we identified in Peace Corps/ Georgia. This report covers: site identification, site preparation, site selection and assignment, Peace Corps Response site development, and site development management.

There are no formal recommendations in this report to which the agency should provide a response. OIG provides this report with the intent that the agency refer to it as a helpful resource for improving site development practices. OIG hopes to conduct additional studies in the future of effective practices related to other challenging areas of operation. Please share this with your staff as you like. We thank the staff of Peace Corps/Georgia for their cooperation and contributions to this study.

cc: Michelle Brooks, Chief of Staff
Angela Kissel, Compliance Officer
Patrick Young, Associate Director, Office of Global Operations
Diana Schmidt, Senior Advisor, Office of Global Operations
Johnathan Miller, Regional Director, Africa
Julie Burns, Chief of Operations, Africa
Tim Hartman, Chief of Operations, Africa
Dee Hertzberg, Expert: Senior Advisor in Programming, Training, and Evaluation, Africa Douglas Warnecke, Acting Regional Director/Chief Administrative Officer, Europe, Mediterranean, and Asia
Mark Vander Vort, Chief of Operations, Europe, Mediterranean, and Asia
Anna Hoffman, Chief of Programming and Training, Europe, Mediterranean, and Asia
Gregory Huger, Regional Director, Inter-America and the Pacific
Emily Untermeyer, Chief of Operations, Inter-America and the Pacific
George Like, Chief of Operations, Inter-America and the Pacific
Lindsey Suggs, Chief of Programming and Training, Inter-America and the Pacific
Karen Becker, Associate Director, Office of Health Services
Shawn Bardwell, Associate Director, Office of Safety and Security
Melanie Emerson, Country Director, Georgia
Wendy Wicker, Director of Programming and Training, Georgia
Brian Cummins, Director of Management and Operations, Georgia
Georgia Country Desk

PEACE CORPS
Office of
INSPECTOR GENERAL

Case Study of Effective Site Development Practices

IG-19-02-SR

December 2018

EXECUTIVE SUMMARY

BACKGROUND

Site development has been a recurring issue in Office of Inspector General (OIG) evaluation reports. This case study describes examples of high quality site development practices that result in placing Volunteers in environments conducive to successful service. OIG intends that the site development best practices identified in this report may serve as a resource for other Peace Corps posts. However, OIG recognizes that not all of the practices described in this case study are practical for every Peace Corps post. OIG selected Peace Corps/Georgia to be the subject for this study. This report contains five main sections: site identification; site preparation; site assignment; Peace Corps Response; and site development oversight.

WHAT WE FOUND

Peace Corps/Georgia employed a number of effective practices to place Volunteers in an environment conducive to a successful service, and the rate of site satisfaction among Volunteers was high.

Peace Corps/Georgia has a well-articulated site strategy included in its site management manual. Post staff begin each site identification process by annually reviewing and updating the site application package that they will later distribute to schools and organizations across the country interested in requesting a Volunteer. After updating the application package, staff then make a considerable effort during the site identification process to gather a large pool of applications to encourage competitive applicants. This effort includes distributing the application package through institutional connections and channels, utilizing currently serving Volunteers and counterparts, and conducting targeted community informational meetings in underrepresented regions of the country.

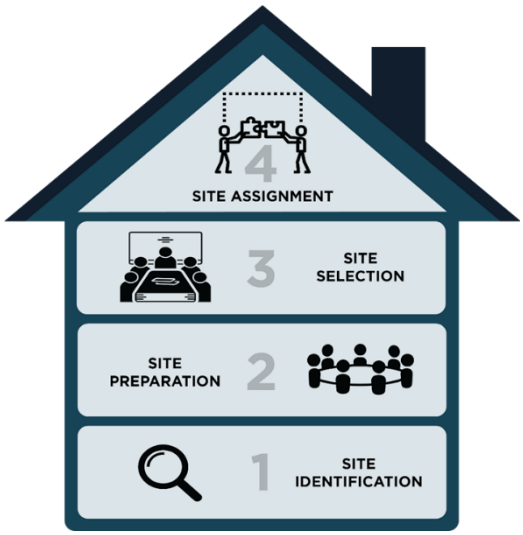

Figure 1: Site Development Process. Source of Images: *"Puzzle Pieces" by Turkkub; "Meeting" by Priyanka; "Meeting" by Claire Jones; "Magnifying Glass" by David Morcinek from the Noun Project.*

Once the post has received the applications for Volunteers, Peace Corps/Georgia requires potential counterparts and supervisors to attend a regional information meeting to learn more about the Peace Corps and orients them on how to identify three potential host families. In addition, program managers visit potential sites to assess how well they meet their programmatic criteria. Potential counterparts then submit a work plan for the future Volunteer's first 3 months in site, which will later help the Volunteer better adapt to life and work in their community. Regional coordinators visit each potential family, accompanied by currently serving Volunteers, to assess the location and family environment and take photos of all the different housing elements.

Once the sites have been identified and prepared, Peace Corps/Georgia's entire programming and training team devotes a significant amount of time each Pre-Service Training (PST) to getting to know the trainees. Staff members document their observations—along with the trainees' skills, interests, and experience—in a central location to be used for site assignment.

TABLE OF CONTENTS

Executive Summary i

Introduction 1

Case Study Results 4

I. Site Identification 4

II. Site Preparation 10

III. Site Selection and Assignment 18

IV. Peace Corps Response 22

V. Site Development Management 24

Appendix A: Excerpt from Peace Corps/Georgia's Site Development Manual—Site Selection Criteria 26

Appendix B: 3-Month Work Plan For a Peace Corps Volunteer 32

Appendix C: Sample Trainee Skills Matrix 33

Appendix D: 2-Year Volunteer Site Development Process 34

Appendix E: Peace Corps Response Site Development Process 36

Appendix F: Interviews Conducted 38

Appendix G: List of Acronyms 39

Appendix H: Case Study Completion and OIG Contact 40

INTRODUCTION

Site development[1] has been a recurring issue in Office of Inspector General (OIG) evaluation reports. According to the 2016 Final Report on Recurring Issues: Common Challenges Facing Peace Corps Posts, between Fiscal Years (FYs) 2012 and 2015, 74 percent of post evaluations included recommendations to improve site development. Similarly, the FY 2012 report Recurring Issues: OIG Post Audit and Evaluations found that between FY 2009 and 2011, 69 percent of post evaluations contained site development recommendations. Between FY 2016 and 2018, OIG repeatedly identified Volunteer site development as a contributing factor to the Volunteer health and safety management challenge.

The Peace Corps considers effective site development a critical component for a safe and successful Volunteer experience. According to one region's site development standards, "Volunteers who have a well-defined site, with adequate support and counterpart coordination, are much more likely to integrate into their communities and develop the relationships that are necessary for a successful Peace Corps service." Peace Corps Manual Section (MS) 270 requires each post to ensure that Volunteers' sites, work assignments, and housing are all appropriate and meet all Peace Corps and post-established criteria. To do so, each post must implement a process for developing, selecting, and approving Volunteer sites.

The purpose of this case study was to describe an example of high quality site development that results in placing Volunteers in an environment conducive to a successful service. The intent is that the site development best practices[2] identified in this report may serve as a resource for Peace Corps posts—a source of ideas of what may be possible, given the right circumstances, resources, and staff commitment.

OIG chose to focus this study on the steps of site development that Peace Corps staff carry out prior to the Volunteers' arrival: site identification, site preparation, and site selection and assignment. We used the following researchable questions to guide our study:

- **Site Identification and Preparation:** How does a high performing post identify and prepare safe and welcoming sites where Volunteers can effectively support the community to address their development priorities?
- **Counterpart Selection and Preparation**: What are best practices in identifying and selecting counterparts who have a strong interest in collaborating with a Peace Corps Volunteer?

[1] At the time this report was written, Peace Corps' three regions were each discussing changing the term 'site development.' The reasoning was that Volunteers—not staff—were responsible for the *development* of a site, and that a different nomenclature would better reinforce this message. However, the regions had not yet agreed on a Peace Corps-wide replacement term and site development has remained the de facto term used by the majority of the agency.

[2] We will use the terms 'best' and 'effective' practices interchangeably throughout the report. We are not suggesting or implying that Peace Corps/Georgia is employing better practices than every other Peace Corps overseas program, only that their specific site development practices are effective and merit study by other programs interested in making improvements in this vital function.

- **Host Family Selection and Placement:** What are best practices related to host family identification, selection, and placement models?
- **Site Assignment:** How do posts match Volunteers to the site most appropriate for them?
- **Site Development Oversight:** How does post leadership coordinate an effective site identification and preparation process that results in placing Volunteers in welcoming, safe sites with programmatic viability and a motivated counterpart?

OIG's Criteria for Selecting a Post for this Study

To identify a post that was conducting site development effectively, OIG asked the regional Chiefs of Programming and Training to nominate a post that excelled in site development. OIG also reviewed the All Volunteer Survey (AVS) results and the Country Portfolio Review[3] for indicators of successful site development. Based on the information gathered, we selected Peace Corps/Georgia to be the subject for this study.

OIG recognizes that not all Peace Corps overseas programs will be able to implement all of the site development practices we describe in this case study. Still, the practices described here should be of interest to most Peace Corps staff and may be replicable for posts that share some of the characteristics and advantages of Peace Corps/Georgia. Peace Corps/Georgia enjoys several advantages that enable staff to conduct site development well. To begin, Georgia is a relatively small country with a fairly good network of roads. This makes it easier for staff to visit Volunteer sites. The country is also very pro-Western, with a government that supports the Peace Corps and shares its priorities but trusts Peace Corps/Georgia to identify appropriate sites for placing its Volunteers.[4] Many Georgians also see it as prestigious to host an American in their home and are happy to do so, facilitating staff members' task of identifying willing host families. In addition, Peace Corps/Georgia has a very high capacity staff, including several program managers who have worked for the post for over ten years and have a wealth of institutional knowledge.

Methodology

In-country fieldwork occurred from December 5 through December 12, 2017 and included interviews with post staff in charge of programming, training, and support; 2 focus group interviews with a total of 13 Volunteers; and a focus group discussion with 3 English Education counterparts. In addition, the Evaluator observed the post's regional coordinators conducting a regional information meeting for potential counterparts and accompanied two program managers (PMs) on programmatic site survey visits. OIG also conducted an online survey of all Peace Corps/Georgia Volunteers. We received 90 responses out of a possible 113, resulting in an 80 percent response rate.

In our Volunteer survey and focus group discussions, some Volunteers did not agree that every aspect of Peace Corps/Georgia's site development was effective. However, the overall level of

[3] The Country Portfolio Review is an annual review conducted by an independent team of consultants that ranks posts by tiers based on, in part, their performance on the safety, security, and medical care of Volunteers; post management and costs; and programmatic impact.

[4] The country director for Georgia indicated that the host country government was 'somewhat engaged' in providing Peace Corps with feedback on their site identification and monitoring plans.

site satisfaction was high amongst Volunteers and this study is focused on the best practices we identified.

PEACE CORPS PROGRAM BACKGROUND

Following 6 years of repeated requests by the Georgian government to host Peace Corps Volunteers, the Peace Corps opened the program in 2000 with the first Volunteers arriving in 2001. Following the Russian invasion in 2008, Volunteers were evacuated, and the post briefly closed until 2009. Since 2000, more than 500 Volunteers have served in Peace Corps/Georgia. As of January 2018, 106 two-year Volunteers were serving in either the English education (EE) or individual and organizational development (IOD) projects. In addition, Georgia had seven Peace Corps Response Volunteers for 6- to 12-month assignments.[5]

At the time of field work, Peace Corps/Georgia's staff consisted of three U.S. direct hires and 40 full-time personal services contractors. Three program managers[6] and one programming and training specialist supported the EE project. One program manager and one programming and training assistant (who also served as the post's small grants coordinator) supported the IOD project. One program manager supported the Peace Corps Response program.

[5] Peace Corps Response provides qualified professionals the opportunity to undertake short-term assignments in various programs around the world.

[6] The English Education project is approximately two and a half times the size of the Individual and Organizational Development project and the most recent training input request is three times higher. The three program managers share the workload by dividing the country up geographically.

CASE STUDY RESULTS

This report contains five main sections:

I. Site Identification;
II. Site Preparation;
III. Site Assignment;
IV. Peace Corps Response; and
V. Site Development Management

Each of these main sections has subsections that address the steps and processes staff follow throughout the site development process.

I. SITE IDENTIFICATION

Site identification is the process through which Peace Corps staff identify potential sites that meet the minimum criteria to be considered for selection and placement of a Volunteer. Peace Corps' Programming, Training, and Evaluation Guidance states that site identification and preparation are critical to Volunteer effectiveness, and also are two of the most challenging staff functions.

Peace Corps/Georgia employed several practices to identify potential sites and organizations that are programmatically viable, target the poorest areas of the country, and meet safety and security and medical standards. They included:

A. Establishment of site selection strategy;
B. Annual reviews of site development criteria and handouts;
C. Requests for Volunteers; and
D. Assessments by safety and security and medical staff

These four site identification practices established a strong foundation for successful site development.

A. Establishment of Site Selection Strategy

Agency Criteria

As described in the Peace Corps' Programming, Training, and Evaluation Guidance, "A site strategy defines a project's geographic focus, clustering strategy[7], use of rural versus urban sites, site selection criteria, and length of project assistance at each site." This guidance articulates senior leadership's vision and priorities for Volunteer site placement. While a site strategy is useful for all Peace Corps posts, it is particularly important for those in high human development countries like Georgia to establish a clear focus so that staff continuously place Volunteers in the greatest areas of need, as required by the Peace Corps Act.[8]

[7] 'Clustering' is a strategy of placing Volunteers near one another in groups or 'clusters.'
[8] Peace Corps has a presence in 22 countries that are considered to be 'high human development' by the United Nations Development Programme.

Post Practice

Peace Corps/Georgia has a well-articulated site strategy included in its site management manual that indicates post staff should prioritize placing Volunteers with vulnerable populations, particularly internally displaced persons, ethnic minorities, and geographically remote, socially- or economically-vulnerable populations.

In general, Volunteers felt that staff did a good job placing them in areas of need. According to OIG's Volunteer survey, 65 percent of Volunteer respondents felt that they were 'always' or 'most of the time' addressing the needs of a poor part of the country or a poor segment of the population within their community. Further, 93 percent of Volunteers reported that the needs of their community (as they understood them) matched with their Volunteer sector assignment. One Volunteer stated, "The organizational and wider community needs clearly match up with Peace Corps goals and objectives in terms of what can be done to increase organizational capacity." In Peace Corps' 2017 All Volunteer Survey, only 4 percent of Volunteers reported that their community's or organization's lack of need for a Volunteer prevented them from being more effective in achieving the Peace Corps' goals. In comparison, 12 percent of Volunteers in the region and 11 percent of Volunteers globally reported that their community's or organization's lack of need prevented them from being more effective.

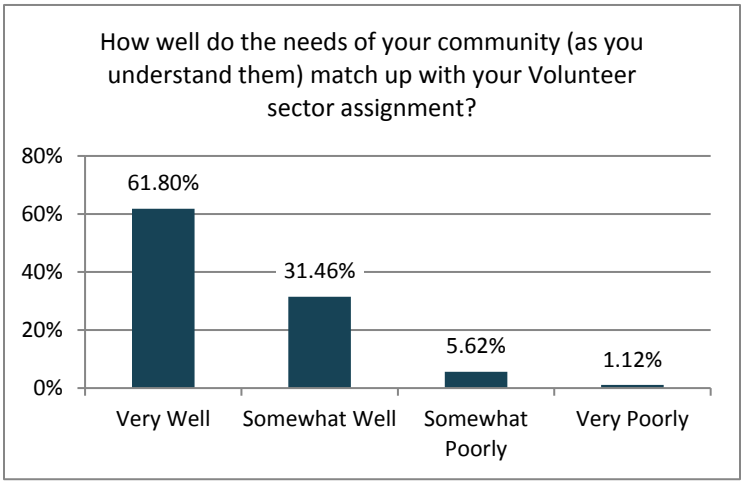

Figure 2: Community Needs Match Volunteer Sector Assignments. Source: *OIG Volunteer Survey.*

B. Annual Reviews of Site Development Criteria and Handouts

Agency Criteria

MS 270 'Volunteer Safety' requires each post to "develop and apply criteria for the selection and approval of sites. Criteria should address work role, potential for integration, living arrangements, vulnerability to natural disasters, communication, transportation, access to essential health care and other support services, security climate, and consent of host authorities." The 2018 Europe, Mediterranean, and Asia (EMA) Region Site Development and Monitoring Standards requires that, at a minimum, "post establishes and conducts an annual review of the Site Management system, including post strategy, processes, and documents, and makes continuous quality improvements."

Post Practice

Peace Corps/Georgia's site identification process begins approximately ten months prior to Volunteers' arrival at post, starting with the staff's annual review and update of the site application package that they will later distribute to schools and organizations across the country interested in applying for a Volunteer. The site application package review takes about a month and a half, to allow for everyone on the programming and training team, as well as the Peace Corps medical officers (PCMOs) and safety and security manager (SSM), to provide input. The site application package consists of:

> The post's staff dedicate a meaningful amount of time every year to review their site development documents so that the documents are realistic, clear, and accurate.

- Letter to Partners, announcing the program and program parameters;
- Request for Volunteer Form, to be completed by the applicant;
- Site Identification Handbook, which includes detailed information on the application process, as well as selection criteria for sites and host families;
- Host Family Brochure; and
- Host Family Application Form

By regularly reviewing and updating the post's selection criteria for both sites and host families, the programming staff can ensure that the criteria is both realistic, verifiable, and reflective of the current safety and security environment (see Appendix A for the post's selection criteria). In addition, regularly updated forms and brochures ensure that staff are presenting the most accurate and complete picture of the Volunteer experience to potential counterparts and host families. It also allows staff to reflect on any feedback they received from potential counterparts regarding issues or confusion that may have arisen during the last site development process and make an effort to resolve issues or provide clarification. Furthermore, senior staff can verify that the people responsible for implementing the criteria understand the criteria and its importance and are comfortable conducting the necessary review. Peace Corps/Georgia's annual review of the site development material demonstrates the post's commitment to conducting high quality site development and learning from past experiences.

C. Requests for Volunteers

Agency Criteria

The Europe, Mediterranean, and Asia Region's Site Management Guidance requires that "each prospective partner agency/community (new or repeat) submits a formal **Request for a Peace Corps Volunteer** [emphasis in the original] or the national partner or ministry has provided a list of approved sites for Volunteer placement."

Post Practice

Each year, Peace Corps/Georgia makes a considerable effort during the site identification process to receive approximately two to two and a half times as many applications for Volunteers than expected trainees. By recruiting a large pool of applicants, program managers create a competitive environment for applicant host institutions, in which they can better apply their discretion when selecting which applicants will receive a Volunteer. They can disqualify sites that do not meet all of their required, and most of their desired, programmatic criteria, unless the site is strategically important (such as ethnic minority sites or sites in remote mountainous areas of country). This means that Volunteers are assured programmatically viable sites, even if placed for safety or medical reasons in sites that are not the best match for the Volunteers' skill sets.

Each year, the post strives to receive two to two and a half times as many applications for Volunteers than expected trainees. By creating competitive environment through a large pool of applications, staff have leverage to only select sites that are the best fit programmatically and have interested and motivate counterparts.

In addition to being selective, a large pool of applicants means that the post can request a greater investment from schools and organizations interested in receiving a Volunteer. For example, Peace Corps/Georgia requires potential counterparts[9] and supervisors[10] to participate in multiple meetings and trainings throughout the application process (further described later in this report). These meetings and trainings lead to counterparts that have a thorough understanding of Peace Corps and are invested in Volunteers' success.

Peace Corps/Georgia generates interest in Peace Corps Volunteers amongst schools and organizations throughout the country by:

- Distributing the site application package;
- Utilizing Volunteers, counterparts, and partner organizations to get the word out; and
- Analyzing application trends and conducting targeted community information meetings.

Distributing the Site Application Package

While posts routinely reuse sites for multiple generations of Volunteers, the Peace Corps' Programming, Training, and Evaluation Guidance advises against reusing a site too many times because it can foster dependency. Consequentially, posts are constantly looking for new sites to place Volunteers.

Once post staff have reviewed and updated their site development material, Peace Corps/Georgia widely distributes the site application packages (approximately seven months prior to the Volunteers' arrival). Because, relative to some posts, Georgia has both a high literacy[11] and

[9] The Peace Corps' Programming, Training, and Evaluation Guidance defines counterparts as "the individuals who work with Volunteers and jointly learn through experience how to do something new within the local cultural context and with enough competence and confidence to transfer their learning to others"

[10] The Peace Corps' Programming, Training, and Evaluation Guidance defines a supervisor as typically "a person within the local agency partner organization in charge of a particular department or unit who is responsible for the Volunteer assigned there."

[11] Georgia's adult literacy rate was approximately 99.8 percent in 2015 according to the CIA World Factbook.

internet penetration rate[12], Peace Corps/Georgia is able to utilize a variety of channels to distribute the site application package as widely as possible throughout the country. These channels include both traditional and social media outlets, website ads, international organizations, current Volunteers and counterparts, and host country partners—to name a few.

The Peace Corps, which has been in Georgia since 2000, now has well-established relationships with host country partners. Post staff provide the partners with the site application package, and those partners distribute the information through their own channels. However, staff acknowledge that developing and nurturing those relationships took time, and they still spend a considerable amount of time each year updating their stakeholders' contact information.

Utilizing Volunteers and Counterparts to Get the Word Out

'Characteristics and Strategies of a High Performing Post' suggests that Volunteer support is strengthened when post staff encourage Volunteers' active participation in a variety of country program responsibilities, such as Volunteer site identification. While posts should maintain control of the site identification process and not rely too heavily on Volunteers, posts that allow Volunteers to have a meaningful and appropriate role in site identification can benefit from their grassroots connections.

> The post provides all its Volunteers with the Volunteer application package so that they may give it to any school or organization that expresses interest in applying for a Volunteer.

Peace Corps/Georgia staff encourage current Volunteers and counterparts to keep a lookout for future potential sites and organizations by proactively providing all Volunteers with the Volunteer application package for their sector. By doing so, the staff leverage Volunteers' and counterparts' ability to expand the program's outreach and connect to smaller, more remote sites and organizations that post staff might not otherwise reach. While staff cannot say how many organizations Volunteers and counterparts have recruited themselves, staff reported that the majority of applicants reference Volunteers that they know or have heard about through colleagues. During fieldwork, the OIG evaluator spoke with three current English education counterparts, counterparts from one new school applying for an EE Volunteer, and counterparts from one organization applying for an IOD Volunteer. When asked how they originally heard about the Peace Corps, everyone responded that a Georgian friend or colleague had informed them about the agency.

Analyzing Application Trends and Conducting Targeted Community Information Meetings

When developing their site strategy, post staff need to consider whether they want to cluster Volunteers together—a placement strategy that has both advantages and disadvantages. Clustering Volunteers allows them to collaborate with each other, supports their sense of safety and security, and facilitates the site identification process. However, clustering can also foster too much interdependence amongst Volunteers and impede them from forming strong relationships with their work partners and counterparts. Given Georgia's relatively small size, the post determined in its site strategy that program managers should avoid clustering a large number of Volunteers in one area, preferring instead to spread Volunteers across the country. The post

[12] Georgia averages 49 internet users per 100 people according to the World Bank statistics. Compared to other countries with a Peace Corps presence, Georgia's average internet users ranked 10th.

does not, however, impose a strict limit to the number of Volunteers per site to allow for continued flexibility.

Another stategy that Peace Corps/Georgia uses to ensure that Volunteers are placed throughout the country is targeted community information meetings.[13] Staff analyze their application trends and identify from which regions they received the least number of applicants or had fewer placements. Staff then reach out to their contacts (e.g. Education Resource Center or Center for Civic Engagement) in those regions to identify schools or organizations which might be interested in hosting a Volunteer and invite them to a community information meeting. During those meetings, the programming team provides general information about the program; explains how to fill out the application; discusses Peace Corps' site and host family criteria; and answers any questions. In addition, staff invite counterparts from partnering organizations and schools to those meetings so that they can share their experiences working with Volunteers.

When possible, the post holds targeted community information meetings to spread the word about the Peace Corps and encourage communities to apply for a Volunteer in parts of the country where the post typically receives fewer applications for Volunteers.

D. Safety and Security and Medical Approval

Criteria

The Safety and Security Manager Standard Operating Procedure 'Site Development and Selection' states that the SSM, in coordination with the director of programming and training, should ensure that programming staff assess each site based on safety and security criteria and that the assessment is documented and maintained. Similarly, Peace Corps' technical guideline 110 'Volunteer Health Program' instructs PCMOs to participate in the site selection process and make professional recommendations for site improvements or changes if indicated.

Post Practice

Once the application period ends, program managers do an initial screening of applicants for completeness and remove any schools and organizations that clearly do not meet their programmatic or site criteria. The program managers then give their lists of programmatically acceptable sites to the SSM and PCMOs for their safety and security and medical approval. PCMOs reach out to their contacts to verify whether a particular site may pose a health risk (such as too much pollution) and determine how much time it would take for them to reach the Volunteer in a medical emergency. Meanwhile, the SSM reviews the site's crime statistics and site history files and verifies that the site is an acceptable distance from the Administrative Boundary Lines.[14]

[13] Due to budget constraints, PC/Georgia was unable to conduct community information meetings in FY 2018.
[14] The Administrative Boundary Lines refer to the boundaries of the Russian-occupied territories South Ossetia or Abkhazia.

II. SITE PREPARATION

Criteria

According to MS 270 'Volunteer/Trainee Safety and Security', "Each post must provide host communities, host families, counterparts, and local officials with an appropriate orientation in order to promote more welcoming communities, more supportive counterparts and authorities, and better-defined roles." During site preparation staff members typically visit a potential site multiple times to orient community members to the Peace Corps, verify that communities are open and welcoming, ensure that work partners are supportive, and clarify roles of both work partners and host families. This process typically takes several months and involves a variety of staff members. The EMA Site Development and Monitoring Guide requires post staff to visit each viable perspective site a minimum of two times during the site identification and preparation process.

Georgia is a relatively small country with fairly good roads[15]—two factors that make many of the practices outlined in this section of the report feasible.

A. Post Practice: Supervisor and Counterpart Preparation

Supervisors' and counterparts' support and motivation can significantly influence Volunteers' chances for a satisfying and successful work experience. A 2017 study by the Office of Strategic Information, Research, and Planning found that Volunteers with counterparts who are supportive of their work and community integration, are significantly more likely to have a greater perceived effectiveness in achieving the Peace Corps' first and second mission goals.[16] Despite the importance of counterparts, many posts struggle to identify and train local counterparts who are willing and have the time to work effectively with Volunteers. OIG's 2016 Recurring Issues report found that the most frequently issued programming recommendation involved communication, coordination, and relationship building with local project stakeholders, including counterparts.

Peace Corps/Georgia Volunteers reported that, in general, counterparts were well prepared to support them. According to the 2017 AVS results, 74 percent of Volunteers in Georgia reported that host country individuals with whom they would be working were prepared for their arrival in the community. Out of all Peace Corps posts, Georgia ranked the third highest post overall for this response and was the highest ranked post with more than 20 responding Volunteers (the first and second post had only 15 and eight Volunteer responses respectively). OIG's Volunteer survey further found that 98 percent of Volunteers felt that their counterpart(s) were supportive in helping them accomplish their primary and/or secondary project work.[17] During a focus group

[15] According to the World Economic Forum, Georgia ranks 14th in terms of quality of roads amongst Peace Corps posts.

[16] According to the Peace Corps' mission, goal one is "To help the people of interested countries in meeting their need for trained men and women." Goal two is, "To help promote a better understanding of Americans on the part of the peoples served."

[17] English education Volunteers commented that they often struggle to engage their teacher counterparts in secondary activities outside of the classroom—commonly due to lack of compensation and competing family obligations.

with three English education counterparts, all three reported that they were adequately prepared and trained for working with Volunteers.

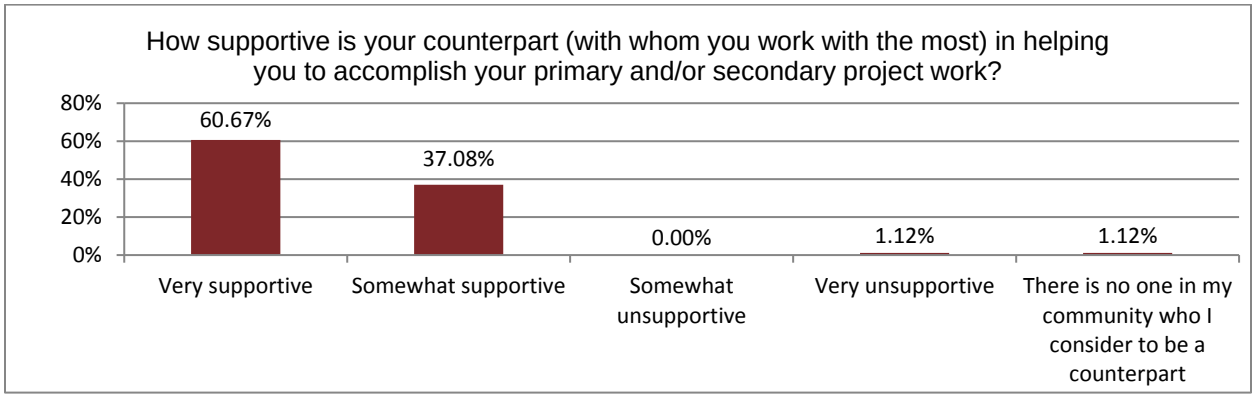

Figure 3: Counterpart Support for Work Projects. Source: *OIG Volunteer Survey.*

Per MS 270's requirements (as described in section I, subsection B above), Peace Corps/Georgia takes advantage of several opportunities to appropriately orient potential supervisors and counterparts. During Peace Corps/Georgia's site development process, staff identify and prepare counterparts and supervisors who have a strong interest in collaborating with a Peace Corps Volunteer. Due to the post's high volume of applicants, programming staff can be strategic and selective as to who receives a Volunteer. Following the initial application shortlist, counterparts and supervisors who have continued interest in a Volunteer must:

- Attend a regional information meeting;
- Participate in a programmatic site survey visit;
- (IOD project) Develop a three-month work plan;
- (EE project) Identify 10 tasks/activities from the Task List[18] to be carried out with a Volunteer; and
- Attend site identification workshops

Each requirement is described in greater detail below.

Regional Information Meetings

The post requests those schools and organizations who pass the initial application screening to attend one of the regional information meetings, which are held throughout the country. During the meetings, the post's two regional coordinators share information about the Peace Corps, help applicants review criteria for adequate host families for Volunteers and provide an additional deadline for applicants who may want to replace the initial host family applications. The regional coordinators provide detailed information on how to identify additional host families and describe the post's host family criteria.

Staff make it clear that failure to attend the meeting means that the applicant will not move forward to the next stage in the process. At these meetings, the regional coordinators also make note of which attendees are motivated, engaged, and willing to collaborate. They then send this

[18] Task List is a document that lists potential activities the Volunteers along with partner teachers could carry out under each of the five objectives of the English Education Project.

information to the program managers for consideration. After the regional information meetings, applicants have a short period of time to resubmit or confirm host family applications for the three families they selected.

Programmatic Site Survey Visit

As part of the site preparation process, the Peace Corps requires programming staff to visit every potential site and speak with the agency or community leader who requested a Volunteer. Following the regional information meetings, the program managers in Georgia visit each organization and school to assess how well they meet the minimum programmatic criteria; educate supervisors and counterparts about the specific Peace Corps project and objectives; and discuss the role of the Volunteer, work expectations, their needs, timeline for placement, common challenges, and the training program for Volunteers and counterparts.

Figure 4. IOD program manager conducts a programmatic site visit.

During the programmatic site survey visits, the program managers make it clear to prospective organizations and schools that the process is very competitive. While some Peace Corps posts like to commit to a site for multiple generations of Volunteers, Peace Corps/Georgia does not guarantee a Volunteer to an organization or school, regardless of the site's experience with previous Volunteers. One program manager explained, "Returned [organizations or schools] have to go through the process just like every other [organization or school]. They may even have to work more. That is communicated to them clearly."

> The post never guarantees a site will get a Volunteer, regardless of the site's experience with past Volunteers.

As with site identification, whenever possible, the post seeks to capitalize on current Volunteers' experience and knowledge by involving them in the process of orienting community members about the Peace Corps and working with Volunteers as much as possible. Program managers invite current Volunteers to participate in the site survey visits to provide their perspective and share experiences, as well as give feedback on the strengths and challenges of the prospective school or organization. Prior to the meeting the program managers share the information about the school or organization with the Volunteer, as well as the site survey agenda, to prepare the Volunteer to provide input and answer questions about the projects, etc. In general, program managers found that involving current Volunteers was really helpful and appreciated an additional perspective. However, program managers did warn that it is important to make it clear to the Volunteers that their role is to provide input, not decide who should receive a Volunteer.

> Program managers believe that including current Volunteers in the programmatic site survey visits is helpful and provides a valuable additional perspective.

Three-Month Work Plan

Following the site visit, IOD organizations are asked to develop a preliminary 3-month work plan for a potential Volunteer based on their needs and the IOD project framework. For the EE project, schools are requested to identify ten tasks/activities from the Task List that they would like to complete together with a Volunteer. While the plan is generally not very complicated, and the post provides a lot of guidance, the task helps schools and organizations think about their commitment and role with a Volunteer and provides a framework for Volunteers when they first arrive at site. Supervisors and trainees review the 3-month plan for IOD and the selected tasks for EE together during the supervisors' conference in PST, and again shortly after the Volunteer arrives at site. Program managers felt that it was a useful resource for supporting any Volunteers who felt that they lacked work during their first few months at site.

Potential counterparts are asked to develop a work plan for the Volunteer's first 3 months in site. This helps counterparts think about their role and commitment to a Volunteer, and helps the future Volunteer better adapt to life and work in their community.

Volunteers were really appreciative of the 3-month plan their counterparts developed and highly recommended it as a best practice. One Volunteer commented, "When you go to your site and suddenly have all this freedom after coming out of PST where you have your entire life controlled, you need something to do. [The 3-month plan] directs you." Another agreed, "[The 3-month plan] gives you a focus if there is not an apparent focus already there in the school or the organization."

See Appendix B for a sample of the 3-month plan that the IOD project provides to all semifinalist organizations to complete.

Site Identification Workshop

After the programmatic site survey visit, program managers further narrow their list of potential schools and organizations. At this point in the application process, program managers evaluate the levels of need, motivation, and interest in collaborating with a Volunteer that each school and organization has demonstrated. Program managers also consider the potential counterparts' availability, interest in further professional development, and openness to try new things when selecting applicants for the next step. The "semi-finalists" are invited to attend a site identification workshop. This workshop focuses on the Volunteer-counterpart relationship and includes practical tips for working together, as well as provides a review of the programmatic goals and objectives.[19] At least two people from each potential school and organization are required to attend—preferably the counterpart and director. Like the regional information meeting, the workshops are also held regionally so

Figure 5: EE program managers conduct a site identification workshop.

[19] Staff also address these topics with the trainees at the counterpart workshop during PST.

that the travel is manageable (counterparts and supervisors are required to cover their own transportation expenses). The workshops last approximately 3 hours.

As with the programmatic site survey visit, staff invite current Volunteers to attend the site identification workshop to provide tips and best practices for working with Volunteers. During the workshop, staff observe how potential counterparts and supervisors interact with one another, Volunteers, and staff, and evaluate the questions they ask. This provides program managers with a good understanding of potential counterparts' and supervisors' motivation and working dynamic. One Volunteer commented that she appreciated being able to share her expectations for a site and thought it was an excellent opportunity to gauge potential counterparts' interest.

During the site identification workshop, the post invites potential counterparts and supervisors, as well as current Volunteers. Program managers ask the counterparts and supervisors to interact with the participating Volunteers so that the program managers can observe the counterparts' and supervisors' motivation and working dynamic.

B. Post Practice: Host Family Preparation

According to the post's Site Development Manual, the goal of the homestay program in Georgia is to build and deepen cultural relationships between Georgians and Americans and promote cross-cultural understanding; provide safe living environments for Volunteers; further Volunteers' Georgian language skills; and help Volunteers integrate into their communities.

Like most Peace Corps countries, Peace Corps/Georgia requires Volunteers to live with host families. In Georgia the minimum requirement for Volunteers is a three-month host family stay, but the post strongly encourages Volunteers to remain with their host families for the duration of their service. Between 2016 and 2018, between 70 and 85 percent of Volunteers lived with host families for their entire service. According to OIG's Volunteer survey, 80 percent of Volunteers were currently living with host families. Of those Volunteers, 71 percent planned to continue living with their host families for their entire service.

Figure 6: A Volunteer enjoys a meal with her host family.

Prior to the Volunteers' arrival, as required by MS 270, staff orient and train host families to treat Volunteers as part of the family and include them in family activities as much as possible. Staff provide Volunteers with similar training on how to be flexible and integrate into their host families.

During focus groups, Volunteers identified finding good host families as Peace Corps/Georgia's greatest challenge and several Volunteers in both focus groups described issues with their host

families failing to help them integrate, making unrealistic demands, or creating uncomfortable living situations. However, Volunteers in both focus groups understood and appreciated the post's host family requirement. They agreed that living with a host family was extremely helpful with language acquisition and cultural integration. One Volunteer observed, "Because I have a good host family, I have a lot more opportunities to integrate into the community and meet my neighbors. It is an 'in' for everything. I would not have met half the people if I wasn't at my host family. It is also great language practice."

During Peace Corps/Georgia's site preparation phase, staff work hard to identify, select, and prepare host families who welcome Volunteers into their homes. Prior to host family assignment, staff:

- Identify and screen three potential host families;
- Conduct a host family visit;
- Conduct a background check;
- Review site history files; and
- Deliver a host family orientation.

Each step is described in greater detail below.

Three Potential Host Families

As part of the application process, prospective schools and organizations are required to identify three potential host families. Program managers make this requirement clear from the beginning and will not consider a school or organization if it fails to identify three viable families. Peace Corps/Georgia implemented this requirement for several reasons. First, they found that by requiring three families initially, staff were more likely to be left with at least one viable family at the site to place a Volunteer with once everyone had been screened and trained. Second, some host families would only take Volunteers of a certain gender, and staff did not want to be constrained by the host families when it came to site placement. Finally, staff wanted to consider the Volunteers' personalities and preferences when placing them with families.

Once the program managers have identified which schools and organizations they will go to for their programmatic site visit, the regional coordinators conduct an initial phone screening of the host families. During the screening, the regional coordinators introduce themselves, ask a few questions to determine if the host families meet the minimum requirements, and assess the families' motivation and expectations for their host family experience. If the regional coordinators determine that only one or two families are eligible upon initial screening, then, time permitting, they give the counterparts additional time to find suitable families. If counterparts are only able to identify two eligible families, the regional coordinators will make a judgement call regarding whether to move forward with the site or not. However, if only one acceptable family is found, Georgian staff will not further consider the site due to lack of viable host families. If everything goes well, then the regional coordinators inform the counterparts that the families cleared the initial screening and schedule a date to visit the families.

Host Family Visit

Prior to visiting the families' homes, the regional coordinators invite the prospective counterparts and members from all three families to an hour-long meeting in a central location (typically the prospective school or organization). This allows the regional coordinators to go over the necessary information all at once. During the meeting, the regional coordinators provide an overview of the Peace Corps and talk to the families about who Volunteers are. The regional coordinators make it clear to families that the Peace Corps checks Volunteers' medical history and background and that Volunteers receive cultural awareness training. One regional coordinator observed that having one meeting with all three families also increased transparency and built trust. He commented:

> Everyone feels equally involved and that they have an equal opportunity to receive a Volunteer. Right after the meeting they don't feel strange. There is already a trust. That is why they allow us to step into their houses and answer questions of someone whom they just met for the first time. This meeting before the house visit helps us to gain trust.

Following the group meeting, the regional coordinator visits each potential family's home for approximately 30 minutes to conduct a host family survey. During the check, the regional coordinators ask a variety of questions about the about the house, location, and family environment. Staff work hard to make sure every question on their host family questionnaire will elicit a useful and honest answer. If staff members find that a question is awkward to ask directly, or they do not believe families' answers are useful, they will revise the question or remove it if the information can be gathered elsewhere. Regional coordinators provide all potential families with a brochure on Peace Corps Volunteers.[20]

In addition, the regional coordinators take photos of all the housing elements they are required to verify during housing checks in a discreet and culturally appropriate manner. The practice of taking photos of required housing elements creates a verifiable record that the regional coordinators properly conducted the housing checks.

Regional coordinators discreetly take photos of all the housing elements they are required to verify during housing checks. This practice provides a verifiable record that ensures that housing checks are conducted properly.

As with the programmatic site survey visit and site identification workshop, the regional coordinators invite nearby Volunteers to participate in the host family visits whenever possible so that they may share their experience with the potential host families as well as offer the regional coordinators their own observations of the home environment. The post recently developed a structured rubric for Volunteers to provide feedback on their observations of issues such as family dynamics and motivation. Several of the Volunteers in our focus groups participated in these host family visits and reported that they appreciated the opportunity to be included in the process. One Volunteer commented that including Volunteers in the host family visit was really useful because it helped current Volunteers better

Regional coordinators invite Volunteers to participate in host family visits so that they provide observations and insights. In order to solicit constructive feedback, the post developed a structured rubric for Volunteers to complete.

[20] In addition to the brochure, host families later receive a handbook when Volunteers visit them during their Pre-Service Training site visit.

understand the host family process, potential host families better understand who Volunteers are, and future Volunteers be placed with the best families possible. Another stated, "Having us along on the [host family] visits… confirmed my sense that [the staff] are competent people that care about getting it right. They are concerned about our welfare and well-being."

Background Check

Each post varies in its ability to conduct background checks on host families. In some countries, the SSM contacts the local police at each site to see if anyone in the family has a criminal record; in others, staff rely on different community members to provide honest feedback on the families' reputations. Peace Corps/Georgia is fortunate enough to be able to collaborate with the Ministry of Internal Affairs on host family background checks.

During the host family site visits, the potential families give consent for the Peace Corps to run criminal background checks. The SSM sends the list of approved host families to Georgia's Ministry of Internal Affairs. The Peace Corps has an excellent relationship with the Ministry, which shares the agency's interest in preventing American Volunteers from becoming victims of crime. The Ministry in Georgia is very thorough in its background check and considers the family itself, as well as the neighbors and surrounding area. In addition to checking for a criminal history, the Ministry distributes the information to the local police who may visit the family or neighbors. Peace Corps/Georgia typically removes about 15 families (6 percent) each year due to background checks.

Site History Files

MS 270 requires each post to maintain a system for recording incidents in a site, such as Volunteer concerns about a location, safety or security incidents that occur in a community, and other conditions that could otherwise affect a future decision to place a Volunteer in that location. Staff are then to review those files for any potential site before placing a Volunteer.

Included in their site history files, Peace Corps/Georgia maintains a list of families that staff have determined do not meet their suitability criteria for hosting a Volunteer. This criteria includes families who failed the criminal background check; families with whom the SSM or PCMOs identified health or safety risks; families with whom a previous Volunteer recommended against continued use (depending on the circumstances); and families who the regional coordinators identified as too unstable to host a Volunteer. Regional coordinators consult the list prior to visiting families and update the list as needed.

As part of the post's site history files, the staff maintain a list of families who they will not place a Volunteer with. The list is regularly consulted to ensure that Volunteers are never placed with those families.

Host Family Orientation

In accordance with the safety and security standard operating procedure 'Counterpart and Host Family Briefings,' all families who pass the criminal background check are invited to the Permanent Host Family Orientation, where they receive training on medical, safety and security, and the homestay program goals and logistics. The meetings are typically facilitated by the regional coordinators, PCMOs, and SSM. As with other meetings, Volunteers are invited, when possible, to attend the host family orientation and offer their insights and advice. Staff use the orientation as another opportunity to observe the families and assess their motivation for a Volunteer. The regional coordinators work hard to determine which families are motivated more by the cultural exchange than by the financial gain.

Figure 7: Regional coordinator conducts a host family orientation.

III. SITE SELECTION AND ASSIGNMENT

By the time Peace Corps/Georgia's staff is ready to place the trainees, the staff has fully developed roughly 25 percent more sites than they need. Preparing that many extra sites requires additional resources, time, and effort. Staff choose to do this, however, because they feel that the additional sites allow them the flexibility to place trainees in sites where they have the greatest opportunity for success. One program manager commented, "My personal philosophy is that if you put a lot of effort into site development, you will have less issues in the long term. Not always, but usually."

Volunteers, in general, were very pleased with their site assignments. According to our OIG Volunteer survey, 92 percent of Volunteers were satisfied with their site. One Volunteer commented, "My site selection is a great match on many levels - host family, size of community, type of work at organization, personality of colleagues." In addition, in the Peace Corps' 2017 All Volunteer Survey, only 5 percent of Volunteers in Georgia identified their skills not matching the needs of their community or organization as a challenge that prevented them from more effectively achieving Peace Corps' goals. By comparison, 10 percent of Volunteers regionally

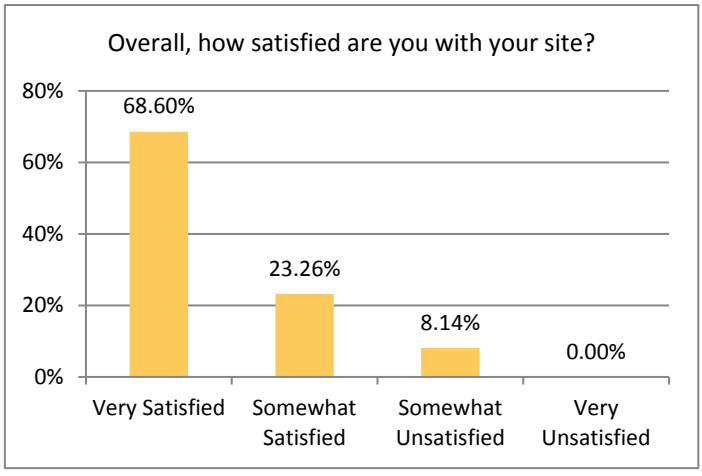

Figure 8: Volunteer satisfaction with site. Source: *OIG Volunteer Survey.*

and globally indicated that their skills not matching the needs of their community or organization prevented them from being more effective.

Volunteers recognized the amount of time, effort, and thought the programming and training team put into making the best possible site match. One Volunteer commented, "[Staff] do a really good job trying to get to know you as an actual person… By the time my [program manager] tried to place me, it was the perfect fit. She has magic—putting people in the right work… It could not be better." Another described being surprised, upon hearing why her program manager placed her in her site, at how well her program manager knew her.

During the site assignment process, staff engage in multiple activities in order to make the best possible match. These activities include:

A. Get to know the Trainees
B. Site Matching
C. Host Family Matching
D. Site Approval Meeting
E. Site Announcement to Volunteers

Each activity is described in greater detail below.

A. Getting to Know the Trainees

Peace Corps/Georgia's entire programming and training team devote a significant amount of time each PST to getting to know the trainees. This process begins prior to trainees' arrival in country, when program managers and the training team review the trainees' resumes and aspiration statements. Program managers populate a skills matrix for the training group with each person's skills, educational background, aspirations and interests. As program managers get to know the trainees further throughout Pre-Service Training, they continue to expand upon the skills matrix with trainees' strengths and weaknesses. For an example of a skills matrix, see Appendix C.

Post staff spend a lot of time getting to know trainees, and they document their observations—along with the trainees' skills, interests, and experience—in a central location to be used for site placement.

Program managers individually interview each trainee twice—once during orientation and again prior to site placement (referred to as the site placement interview). Prior to the site placement interview, program managers ask trainees to complete a questionnaire regarding their aspirations for service and their professional strengths. Trainees' responses are then discussed in the site placement interview. Program managers also observe trainees and try to spend time with them whenever they are at the Pre-Service Training site. Program managers make a point to observe every trainee's practicum. In addition, language facilitators and technical trainers submit regular reports on trainees' language acquisition, cultural integration, personality, and performance. Important issues are documented in the Trainee Issues Spreadsheet, compiled and shared by the training coordinator on a weekly basis. During PST, every programming and training unit meeting has 15 minutes allocated to discussion of trainee issues, performance highlights, and placement considerations. Program managers pay close attention to trainees' language

acquisition and technical capacity, including the technical test results, as it can influence site placement. In addition, program managers have regular calls with the training team to discuss their impressions of trainees and trainees' progress, adjustment, participation, and demonstrated strengths. Finally, the programming, training, safety and security, and medical team gather twice each PST for round table reviews to discuss trainees' progress. These meetings provide participants with a holistic understanding of the trainees and help inform site placement.

B. Site Matching: The Art and the Science

Peace Corps/Georgia takes a lot of pride in their ability to match Volunteers to sites where they will be successful. Staff are able to successfully match Volunteers because they have developed enough extra sites to allow them flexibility, have a good understanding of the potential sites, and have documented their impressions of Volunteers after spending time getting to know them.

Prior to matching trainees to sites, program managers have consultations with the SSM and PCMOs for medical and safety considerations. Program managers' initial process of matching trainees takes approximately one week. They begin by reviewing the trainees with medical accommodations.[21] Referring to each trainee's safety and medical recommendations, skills matrix, training progress and interview results, program managers discuss options for placement with the regional coordinators to determine most appropriate placement for each trainee. Occasionally, a trainee may, for medical reasons, need to be placed with a school or organization that is not a good fit for the trainee's skill set.[22] When that happens, the PCMOs inform the trainee of the circumstances to allow the trainee to reframe his or her expectations. If possible, program managers may try to adjust the Volunteer assignment to better fit the trainee's technical skills. For example, if a trainee for the EE project does not have a teaching background, this may mean asking the school to place its Volunteer in beginner English or smaller classes where the Volunteer is more likely to succeed.

If, for medical reasons, a trainee is placed in a site that may not be the best fit for that individual's skill set or interest, whenever possible the program managers will try to adjust the assignment to better fit the trainee's skills.

Once the medically accommodated trainees have been placed, program managers focus on the remaining trainees. When matching trainees to sites, program managers consider a variety of factors including: trainees' work preferences and interests (as stated in their questionnaire or site placement interview), personality, and language and technical skills; safety and security (particularly for ethnic minority or sexual orientation and gender identity minority Volunteers); nearby Volunteers' potential influence; as well as the schools and organizations' expressed needs, interests, motivation and personalities. They are able to do this because first, staff spend

[21] After reviewing medical charts and speaking with each trainee upon their arrival in country, the PCMOs create a list of trainees who require medical accommodations. For accommodations that PCMOs feel that the programming staff should be aware of in order to select the right placement (such as an allergy to cats), PCMOs request permission from trainees to extend medical confidentiality. Otherwise, program managers are simply informed that a certain trainee should be placed close to a medical facility.

[22] Staff generally try to place technically stronger trainees in larger towns or cities where there is more of a demand for the Volunteers' technical expertise.

so much time and effort getting to know trainees and counterparts, and second, their collected observations and impressions are documented for easier recall.

C. Host Family Matching

Once the program managers have decided where they would like to place each trainee, the regional coordinators identify the most suitable host family in the proposed site for each matched trainee. When matching trainees to host families, regional coordinators consider a variety of factors, including medical accommodations; trainees' expressed preferences and concerns; age and gender makeup of the families; and infrastructure and amenities. In addition, the post requires a host family to have a least one female member living in the home to receive a female Volunteer and tries not to place any Volunteer in a home with a family member of the opposite gender who is similar in age to the Volunteer. These requirements are intended to ensure the safety of the Volunteers and prevent any misperceptions or expectations of romantic relationships. Regional coordinators coordinate with PMs actively for host family placement.

D. Final Approval: The Site Placement Meeting

In week seven of Pre-Service Training, the entire programming and training team, PCMOs, SSM, and country director gather for a site placement meeting. The program managers propose their site placement for each trainee and explain their rationale, followed by the regional coordinators who propose their selected host family. Everyone has a chance to ask questions and propose changes. The team also reviews the geographic distribution of the group, for relative proximity and strategic clustering. Once staff finalize site placement, it is documented and signed off on by the program managers, regional coordinators, PCMOs, SSM, director of programming and training (DPT), and country director.

Once matching is complete, program managers reach out to the schools and organizations that did not receive a Volunteer and explain why. The post encourages the schools and organizations to apply again the following year. According to the post, approximately 60 percent of schools and organizations that do not receive a Volunteer will reapply another year.

E. Site Announcement: The Big Reveal

During week two of Pre-Service Training, program managers present general information to trainees on potential sites. Program managers find that this practice provides trainees with a realistic understanding and general expectation about what kind of school or organization they might get and helps trainees form their own interest area for site placement interviews (which occur in week six).

When staff announce the trainees' sites (in week eight), they give each trainee a brochure that provides basic information about the site and region, name and contact information for the school or organization, and the names and ages of the members of their host family. In addition, trainees are given a site profile form with additional information about the interests, needs, and goals of their schools and organizations.

Next, trainees meet one-on-one with their program managers to discuss their sites further. Program managers take this opportunity to share additional information or takeaways such as the

capacity of the school or organization and the number of English speakers. They also discuss why they selected the trainee for his or her site. For a returned site, program managers inform trainees that they may request additional information about past Volunteers' experiences. One program manager estimated that about 10 percent of trainees request information about previous Volunteers' work and experience, although many request the contact information of the prior Volunteers so that they can reach out independently.

Shortly after trainees learn their sites, staff divide them up by region and provide an hour-long presentation about their region. The following day after the site announcement, trainees leave for the supervisor conference to meet their future supervisors or counterparts.

IV. PEACE CORPS RESPONSE

According to the Peace Corps Response (PCR) Handbook, "Although PCR allows for flexibility in supporting existing programs at post and meeting other critical needs in country, all assignments must be in line with Peace Corps programming and training guidance as well as PCR's programmatic priorities."

As of October 2018, Peace Corps/Georgia was one of 25 posts with a Peace Corps Response program. Post staff view Peace Corps Response as a program that complements the 2-year Volunteer program. Response Volunteers contribute to and enhance the post's EE or IOD projects, as well as other agency and post priorities. Whereas the post places two-year EE Volunteers in primary or secondary schools, Response Volunteers typically work in education resource centers, vocational education institutes, or public universities. IOD Response Volunteers are placed in institutes similar to those of 2-year Volunteers (typically NGOs or government organizations), however Response Volunteers are often placed in higher level assignments that require a more specialized skill set in large cities, or large government and non-governmental organizations, such as ministries.

Staff have actively sought to integrate the Response program into the post's standard operations. As a result, the Response program's site development process closely aligns with the process for 2-year Volunteers, and they share many of the same documents and guidance (See Table 1). Furthermore, staff have incorporated the site development process for the Response program into their Site Development Manual.[23] The biggest differences between the 2-year program and the Response program are found in the Response position description process and the Response site placement process. It is also important to note that, unlike the 2-year program, the Response program goes through two cycles of the site identification and monitoring process every year since there are two inputs. For an overview of the Peace Corps Response site development process, see Appendix D.

The post's site development for the Response program closely aligns with site development for two-year Volunteers, and the process is incorporated into the post' Site Development manual.

[23] Headquarters does not provide any guidance on site development and monitoring for Response Volunteers.

Table 1: Site Development Activities

	Two-Year Volunteers	Peace Corps Response
Review and distribution of site application package	X	X
Community Information Meetings	X	
Safety and Medical Approval	X	X
Regional Information Meetings	X	
Programmatic Site Survey Visits	X	X
Three-Month Work Plan	X	
Position Description		X
Site Identification Workshops	X	
Host Family Visits	X	X
Host Family Background Check	X	X
Host Family Orientation	X	X
Supervisor' Conference	X	X

Peace Corps Response Position Description

The Peace Corps Response Handbook states that the position description, which is the "foundation for a successful… assignment," describes the position, lists the Volunteer's duties and responsibilities, and articulates the necessary applicant qualifications to complete this work. The handbook also suggests that in order to develop a good position description that will allow the Response Volunteer to 'hit the ground running,' staff should plan to have at least three position description meetings with partners to refine the description detail and ensure accuracy.

The Peace Corps Response program manager spends approximately 2 months working individually with the organizations requesting Response Volunteers to develop the position descriptions.[24] Typically, once the schools or organization submit their initial application, the program manager will provide the applicants with detailed instructions on how to write a position description, a template, and examples for reference. Once an organization has developed an initial draft, the Response program manager will engage in an iterative process to refine the position description's stated needs and objectives. The position description phase usually overlaps with the program manager's programmatic site visit to the organization. In addition to reviewing the topics discussed in the 2-year Volunteer programmatic site visit, the Response program manager will also discuss the position description with the potential organizations, where an intensive needs assessment and refinement of objectives takes place. The position descriptions are also discussed during the counterpart and supervisor workshop, when counterparts practice the development of specific work plans based on position descriptions.

Once the position descriptions are complete, the program manager gives them to the DPT for review, comments, and final approval. Once the DPT signs off on the position descriptions, the post sends them to the Peace Corps Response office at headquarters. Occasionally, the headquarters team will request additional changes. Once everyone is satisfied, the headquarters team will post the position description online for recruitment. The headquarters team requests that posts submit position descriptions approximately 6 to 7 months prior to the Response Volunteer's expected arrival.

[24] English Education Response Volunteers operate under one project description.

Peace Corps Response Site Placement
Unlike 2-year Volunteers, most Response Volunteers apply for specific roles identified in the position descriptions described above. Consequently, site placement for Response Volunteers is often limited. However, the post does site placement for EE Response Volunteers who all apply to a single position description. But, given the limited onboarding time for Response Volunteers,[25] the program manager typically places EE Response Volunteers after conducting only one individual interview and consulting information gathered from the Response Volunteers' resumes.

Peace Corps Response Resources
Post staff have developed a number of resources to prepare organizations to understand the programs' requirements and work effectively with Response Volunteers, as well as prepare future Response Volunteers to work successfully with their counterparts and meet the outlined expectations. One example of such a resource is a site identification handbook for schools and organizations interested in applying for a Response Volunteer. The handbook outlines the Response program application stages and process in detail, as well as explains expectations related to all the requirements and procedures involved. Other examples are the position description template, instructions, and examples that are provided to applicants. A third resource worth noting is a handbook entitled 'How to Collaborate Effectively' that the post developed for supervisors, counterparts, and Response Volunteers, which outlines everyone's roles and expectations and provides specific examples on how people can work together. The Response team constantly reviews and updates the post's Response resources to meet the needs of the potential counterpart organizations and ensure effective and efficient management of the Response program.

V. SITE DEVELOPMENT MANAGEMENT

'Characteristics and Strategies of a High Performing Post' suggests that indications of effective post management are that the staff actively communicate with each other and have avenues for incorporating each other's input into program management and decision making. Peace Corps/Georgia's staff consistently identified the post's collaborative and communicative working environment as a factor for their successful site development practices.

The programming and training team understood each other's roles and actively shared information with each other. One tool staff developed to improve communication is a site development database that serves as a repository for much of the information staff collect throughout the site development process. Staff's emphasis on sharing information in writing through a central resource encourages a transparent working environment, increases efficiency, and creates a historic record of their work.

Senior leadership at the post had established a strategic vision for the post's site development process and provided oversight, but they also trusted the staff to do their work well. The DPT saw her role in the site development process primarily as "the bridge between different units and staff." She focused on ensuring that her team was communicating well with other units, and, if necessary, would intervene to make sure her team got the information they needed. It was clear

[25] Peace Corps/Georgia has a 2-week training for Response Volunteers.

that the programming and training staff understood and believed in the post's site development process—and that they would continue with their current practice regardless of United States direct hire (USDH) turnover. One program manager explained, "When we were learning [how to do site development], it was crucial to have a good leader and DPT with a strong vision. At this moment, we have a lot of processes in place—even if we have a USDH gap, it would not ruin the process. It would not have a crucial impact on how we do site development."

In addition to collaborating and communicating well with each other, staff also communicate well with Volunteers. In the FY 2017 AVS results, Peace Corps/Georgia had one of the lowest percentages of Volunteers indicate that 'interactions with staff' was a source of stress.

During focus groups, Volunteers identified the Peace Corps staff as the post's greatest strength. While Volunteers did agree that site development was not always perfect, they recognized that the staff were trying to do a good job and that they cared about the Volunteers. One Volunteer commented on the fact that staff include current Volunteers whenever possible in the site development process, "Having us along on the visits—I already trusted [staff], but it confirmed my sense that these are competent people that care about getting it right. They are concerned about our welfare and well-being."

While Peace Corps/Georgia enjoys a favorable environment, it is only able to achieve high quality site development outcomes because of its staff's strategic approach to site management combined with a shared commitment to excellence, attention to detail, and continuous improvement. Staff choose to invest a significant amount of time, energy, and resources into site development because they believe that the upfront investment will ultimately lead to fewer Volunteer support issues over time.

APPENDIX A: EXCERPT FROM PEACE CORPS/GEORGIA'S SITE DEVELOPMENT MANUAL—SITE SELECTION CRITERIA

Minimum Criteria for Site Selection

Peace Corps Georgia has established and documented post-specific criteria for site selection. The site selection criteria presented in this section were developed collaboratively among programming and training staff (DPT, program managers, Regional Coordinators, programming and training assistants, programming and training specialists), SSM, and PCMOs. The criteria adhere to Agency and Region standards, are post-specific and tailored to the realities of Georgia, and include criteria that address the following areas:

- General
- Primary Work Assignment
- Medical and Environmental
- Safety and Security (both General and Housing)
- Transportation
- Communications
- Housing

General

The following criteria have been established to govern the process of site identification and selection, and define the minimum standards and tools that Peace Corps Georgia will use when seeking and selecting sites for Volunteers.

- ❑ Each prospective partner agency/community (new or repeat) must submit a formal Request for a Peace Corps Volunteer. No site will be considered for Volunteer placement without having first submitted the required documents to request a Volunteer.
- ❑ Post staff visits each viable prospective site a minimum of two times during the site identification and preparation process (with the exception of PC Response which requires at least one visit).
- ❑ Post assesses and documents that all potential sites meet the criteria using a Site Selection Criteria Checklist. Sites that do not or cannot meet the criteria will not be selected for Volunteer placement. The checklist covers an assessment of the primary work assignment, safety and security, housing, medical and environmental, transportation, and communications.
- ❑ Post documents all relevant information for potential sites on a Site Selection Survey Form and maintains an electronic and/or hard copy of all site information.
- ❑ There is a standard process for reviewing and approving selected sites. The DPT and CD should confer with the Regional Security Officer at the embassy to ensure all sites meet the embassy's restrictions. The CD has final approval and sign off on all sites that are selected.

English Education Criteria for Primary Work Assignment

Minimum Criteria

- ❑ Local community leaders and representatives (such as directors, English teachers, and other community members) are supportive of hosting a Volunteer and are willing to provide assistance as needed.
- ❑ Local community leaders and representatives (such as directors, English teachers, and other community members) actively seek out and identify viable host family options.
- ❑ The host school has a demonstrated organizational need and strong interest in and commitment to hosting a Volunteer.
- ❑ Organizational and community priorities are consistent with the English Education project goals and objectives.
- ❑ There is a clearly identified role for the Volunteer as an English co-Teacher in the school.
- ❑ The School provides a workspace for the Volunteer that is consistent with what would be available for other teachers in the school.
- ❑ There is/are available, interested, and committed counterpart(s) in the school willing to work with and provide support to the Volunteer.
- ❑ There is a potential for partnership or collaboration with other groups or organizations the community for secondary/community activities. This may be formal or informal groups, or any community members interested in working on activities with the Volunteer.
- ❑ The school offers sufficient workload for the Volunteer, has an English language program of at least 26 hours a week, and has at least one English teacher.
- ❑ At least one of the English teachers will act as the Volunteer's Counterpart and will co-teach in the same classroom.

Desired Criteria

- ❑ The Counterpart English teachers are willing to devote a minimum of one hour per week for lesson planning meetings with the Volunteer to design lessons, develop materials, and prepare for team teaching in class.
- ❑ The Director and Counterpart are willing to develop an action plan with the Volunteer for his/her work in the school and be willing to cooperate with the Volunteer on community-initiated projects.
- ❑ The Director and Counterpart are willing to support Volunteer to identify, engage with and support intentional relationship building with youth in their community, help Volunteer for his/her work with in-school and/or out of school youth and be willing to cooperate with the Volunteer on youth based clubs.
- ❑ The Director and/or Counterpart are willing to participate in Peace Corps sponsored orientations, trainings, and events.
- ❑ The school's staff are open and willing to assist the Volunteer with learning the Georgian language, learning about important cultural information, and to adjust to life in Georgia.

Individual and Organizational Development Criteria for Primary Work Assignment

Minimum Criteria

- ❑ Local community leaders and representatives (such as directors, counterparts, and other community members) are supportive of hosting a Volunteer and are willing to provide assistance as needed.
- ❑ Local community leaders and representatives (such as directors, counterparts, and other community members) actively seek out and identify viable host family options.
- ❑ The host agency has a demonstrated organizational need and strong interest in and commitment to hosting a Volunteer.
- ❑ Organizational and community priorities are consistent with the IOD project goals and objectives.
- ❑ There is a clearly identified role, sufficient workload (at least 30 hours per week), and a workspace appropriate to local workplace standards for the Volunteer.
- ❑ There is/are available, interested, and committed counterpart(s) in the host agency willing to work with and provide support to the Volunteer.
- ❑ There is a potential for partnership or collaboration with other groups or organizations the community for secondary/community activities. This may be formal or informal groups, or any community members interested in working on activities with the Volunteer.
- ❑ The host agency is willing to cover all business travel related expenses of the Volunteer if required by the organization. (This may include transportation, per diem, and/or conference costs, etc. at the same level as a local staff person.)
- ❑ The Head of the organization and/or Volunteer's Counterpart are willing to develop an action plan with the Volunteer specifying his/her duties and responsibilities.

Desired Criteria

- ❑ There is an English speaker on staff that is willing to work with the Volunteer.
- ❑ The Director and Counterpart are willing to support Volunteer to identify, engage and support intentional relationship building with youth in their community and be willing to cooperate with the Volunteer on youth focused projects.
- ❑ The host agency staff are open and willing to assist the Volunteer with learning the Georgian language, learning about important cultural information, and to adjust to life in Georgia.

Peace Corps Response Criteria for Primary Work Assignment

Minimum Criteria

- ❑ Local community leaders and representatives (such as directors, counterparts, and other community members) are supportive of hosting a Volunteer and are willing to provide assistance as needed.
- ❑ The host agency has a demonstrated organizational need and strong interest in and commitment to hosting a Volunteer and is willing to provide a brief orientation to a Volunteer upon his/her arrival.
- ❑ Local community leaders and representatives (such as directors, counterparts, and other community members) actively seek out and identify viable host family options.
- ❑ Organizational and community priorities are consistent with the Peace Corps Response program goals, objectives, and priorities.

- ❑ There is a clearly identified role, sufficient workload (as determined by PC staff and appropriate to the assignment), and a workspace appropriate to local workplace standards for the Volunteer.
- ❑ There is/are available, interested, and committed counterpart(s) in the school/organization willing to work with and provide support to the Volunteer.
- ❑ There is a potential for partnership with other groups or organizations in the community for secondary/community activities.
- ❑ The host agency is willing to cover all business travel related expenses of the Volunteer if required by the organization. (This may include transportation, per diem, and/or conference costs, etc. at the same level as a local staff person.)
- ❑ There is at least one English speaker on staff or in the community who is willing to work with the Volunteer, or another language can be identified for whom Peace Corps can attempt to recruit an appropriate candidate (for example, Georgian, Russian, Armenian, or Azeri).
- ❑ The staff and members of the organization are open and willing to assist the Volunteer with learning about Georgian culture and adapting to life in Georgia.

Desired Criteria

- ❑ The head of the organization, counterpart, and/or other community members must be able to clearly communicate their needs, develop a position/project description with clear goals and objectives, and define how the partnership with a volunteer will help meet those needs.
- ❑ The head of the organization and counterpart along with the Volunteer is willing to develop a detailed work plan based on the position/project description.
- ❑ The head of organization and Counterpart are willing to support Volunteer to identify, engage and support intentional relationship building with youth in their community and be willing to cooperate with the Volunteer on youth focused projects, if applicable.

Medical Care Minimum Criteria at Site

- ❑ There is a local health care provider in the community or nearby town/district center (within 1 hour driving distance) who is willing to help the Volunteer and contact the Peace Corps Medical Unit in case of emergency.
- ❑ PCMOs have verified that there is emergency transportation available to transport a PCV to the nearest healthcare facility in case of emergency.
- ❑ No family members in the household with infectious diseases such as tuberculosis, etc.
- ❑ PCMOs have vetted each site with the National CDC to ensure that it meets public health and epidemiological standards.
- ❑ PCMOs have vetted each site with the Ministry of Environment to ensure that there are no major ecological or environmental threats that could endanger the health of the Volunteer within one hour driving distance from the site.

Safety and Security Minimum Criteria

General

- ❑ The community must be in Kakheti (except north of Akhmeta), Kvemo Kartli, Mtskheta-Mtianeti (except Kazbegi), Shida Kartli, Samtskhe-Javakheti, Imereti, Racha-Lechkhumi-Kvemo Svaneti, Samegrelo (except Chkhorotsku, Tsalenjikha and Zugdidi), Ajara or Guria regions. The villages and towns located within the ten kilometer administrative border line are not eligible.
- ❑ There is no history of violent crime reported at the site against a Volunteer that would be likely to affect the safety and security of another Volunteer. (ref: CIRS & site history files on VIDA)
- ❑ The site is politically stable and does not present any significant security problems (ref: site history files on VIDA)
- ❑ There are no ongoing social, political or cultural issues that would likely pose a threat to the S&S of a Volunteer.
- ❑ The community may have a history of minor natural disasters, but these were able to be minimized through planning, prevention and mitigating steps.
- ❑ The post should enquire about the proximity of the site to the military installations, airfield or any radar facilities or any ongoing large scale constructions projects where transient workers may pose a threat to PCV security.

Homestay

- ❑ The Ministry of Interior Affairs has provided a security clearance for the family.
- ❑ The family should not possess unregistered guns at home.
- ❑ All entrances and windows that access the PCV's portion of the house must have functioning locks.
- ❑ The host family's house is solidly constructed (for example, no large cracks on the walls or floor, the building is not leaning, etc.).
- ❑ Electrical wiring in the PCV's room should be in good condition with no visible breaks, burns, melts, or naked wiring. Electrical outlets and switches in the room should be in working condition.
- ❑ The windows of the PCV's room should have bars if the room is located on the ground floor and is in direct contact to the street or road (applicable to urban areas only).
- ❑ The host family's house must have reliable cell phone coverage through either Geocell or Magti. Magtifix or a landline would also be preferred but not required
- ❑ The host family's house should be located within 15 minutes walking distance to the nearest neighbor.
- ❑ The home is within 45 minutes walking distance from the Volunteer's school or work place, and/or there is a reliable form of transportation available to transport the Volunteer to their workplace within 45 minutes. In case of big cities (Tbilisi, Rustavi, Kutaisi, Batumi, Telavi) this can be extended up to one hour.
- ❑ The host family's house should be located within 45 minute walking distance to the bus or marshutka stop.

Transportation Minimum Standards at Site

- ❑ The site is accessible by vehicle and has a reliable and regular form of transportation (bus or marshutka) to allow Volunteers to travel to the district center (located not more than one hour driving distance from the site).and to Tbilisi.
- ❑ There is at least one nearby vehicle that can be made available for emergency transportation.

Communication Minimum Criteria at Site

- ❑ The site has reliable cell phone coverage provided by either Magti or Geocell.
- ❑ The community or nearby town/district center has either a Magtifix or landline telephone at a maximum of one hour driving distance from the Volunteer's home.

Housing Criteria at Site

Minimum Criteria

- ❑ The Volunteer must have a private room with acceptable doors, and a functioning lock on the door.
- ❑ Basic furniture in the room, including a bed, desk/table and chair, and a place to store clothing (wardrobe and/or dresser)
- ❑ Clean, private place to bathe or shower available at the home.
- ❑ Facilities for heating water for a bath or shower available at the home.
- ❑ Toilet Facilities must be located either inside or in maximum 25 meters from the home.
- ❑ Availability of water to have a bath at least once a week.
- ❑ Availability of electricity at least 15 hours a week.
- ❑ Facilities for washing clothes available at the home.
- ❑ A functional refrigerator is available at the home.
- ❑ A store is available within 45 minutes walking distance, where basic food items can be purchased.

Desired Criteria

- ❑ At least one member of the family can speak a basic level of English (note: this is required for Peace Corps Response host families if the Response Volunteer does not speak any of the local languages).

APPENDIX B: 3-MONTH WORK PLAN FOR A PEACE CORPS VOLUNTEER

Table 2: 3-Month Work Plan For a Peace Corps Volunteer

Activity	Assigned Person	IOD Goal and Objective Reference	Timeframe										
		IOD	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Tour the office	Director	All	X										
Setup Desk and Workspace	Counterpart	All	X										
Schedule a regular meeting time with counterpart or director	Director	All	X										
Go through this work plan; Make additions if necessary	Director	All		X									
Introduce all staff of the organization and their roles	Director	All		X	X	X							
Conduct prior needs assessment to identify the training needs of the staff, beneficiaries, or community members	Volunteer/	goal 2 objective 2				X	X	X					
Do a presentation for staff about the Volunteer	Volunteer	All			X	X							
Organizational capacity and needs assessment	Volunteer	goal 2 objective 1,2						X	X	X	X		

APPENDIX C: SAMPLE TRAINEE SKILLS MATRIX

Table 3: Sample Trainee Skills Matrix

	Name Age and Photo	Education	Resume notes	Aspiration Statement Notes
1	John Smith 23	Bachelor of Arts, Political Science	**Work Experience:** Peace Corps Campus Ambassador (5-10 hours/week) **Volunteer Experience:** Big Brothers, Big Sisters mentor, Reading tutor **Foreign Languages:** Russian	**Professional attributes:** Dedication, respect, and motivation; able to work as part of a team. **Strategies [for integration]:** Be patient and understanding; focus on open communication. **How to adapt:** I will adapt to the Georgian cultural with an open mindset; adhering to appropriate dress and behavior. **[Hopes for] PST:** Learn Georgian; gain cross-cultural understanding; learn needs of assigned community **[Hopes for] After Volunteer:** Opportunity to make a positive impact on the world.
2	Jane Doe 28	Bachelor of Arts, Education; TEFL certified	**Work Experience:** 2 years teaching English in South Korea; Soccer coach **Hobbies:** Reading, hiking	**Professional attributes:** Hard worker; passionate about Peace Corps service; accomplished multitasker; capable of working independently or on a team. **Strategies [for integration]:** Listening empathetically; willing to compromise; open communication **How to adapt:** Respect differences; be open-minded and cooperative; looking forward to immersing myself in Georgia's culture. **[Hope for] PST:** Understand Georgian language; develop skills as an educator **[Hopes for] After Volunteer:** Become more appreciative of what I have; Make new friendships and professional relationships
3	Zach Morris 33	Bachelor of Arts, Economics; MBA	**Work Experience:** 3 years as junior financial analyst; summer internship at ACLU **Volunteer Experience:** door-to-door get out the vote canvasser **Foreign Language:** Spanish	**Professional attributes:** Communication skills; detail-oriented; patient; respectful; **Strategies [for integration]:** Open communication; patience; respect **How to adapt:** View time in Georgia as a learning opportunity/opportunity for growth; be flexible; create positive learning experience. **[Hope for] PST:** Learn language; practice cross-cultural skills **[Hopes for] After Volunteer:** Create lifelong bonds with host community and fellow PCVs; make a difference in my community

APPENDIX D: 2-YEAR VOLUNTEER SITE DEVELOPMENT PROCESS

Table 4: 2-Year Volunteer Site Development Process

	1. Site Identification	2. Site Preparation	3. Site Selection	4. Site Placement	5. Site Monitoring	6. Site Evaluation
Time-frame	7-8 months before PST (September-November)	0-5 month before PST (December-April)	PST Week 6_Varies (Early June)	PST Week 1-11 (End of April- Mid July)	0-24 months of service each Volunteer	0- 3 months prior to date last Volunteer leaves
Team Members	CD, DPT, PMs, PTS, PTA, Ministry Officials, partner agency department or district level officials, SSM, other Peace Corps staff, Volunteers (since they encourage new or current schools)	PMs, RCs, PTS, PTA, SSM, neighboring Volunteers, driver	CD, DPT, PMs, TM, RCs, LCC, PTA, PTS, SSM, PCMOs	CD, DPT, TM, LCC, PMs, LCA, PTA, Technical Trainers, LCFs, PST Homestay Coordinator, SSM, Volunteers involved in training	CD, DPT, PMs, RCs, PTA, PTS volunteers, project partners	CD, DPT, PMs, TM, PTA, PTS, ministry officials
Meetings & Visits	* Meeting Government officials * Communication with local and international partner organizations to gain their support in site announcement distribution *At PTU/Senior Staff Meeting, review site placement strategy and discuss the potential new sites	* Regional Informational Meetings * Visit to site to talk with potential counterpart agency, potential host families and other stakeholders * Visit to site to follow-up on homestay & remaining issues * Site ID Workshops * Host family orientations; Supervisors' Conference	* Site Placement Meeting to confirm sites for all projects	* Site Placement Interviews; * Site Placement Activity * Trainee site visits; * Site visit debrief	* Site visit in first three months; Second Year Site Visit * CEAT * Host Family Regional Meetings	COS Conference; Exit Interview;
Staff Tasks	* Prepare Site Announcement package: Volunteer Request Form, Site ID Handbook, Host Family Brochure, Letter to Partners, Ministry of Education and Science, Ministry of Sports and Youth Affairs, Education Resource Centers; * Post announcements on Jobs.ge, CSOgeorgia.org, newspaper "Akhali Ganatleba", TPDC e-journal, Ministry of Education and Science website and Facebook page, and various listservs. * Consult Volunteers: Send the announcement letter to current Volunteers.	*Inform potential sites (Schools, organizations, Host families) about the Peace Corps Staff Visits * Check with SSM, PCMO * Check Site History Files; * Conduct Surveys in individual schools/organizations/Families; * Conduct Site ID Workshops; * Conduct Supervisors' Conference Conduct Host Family Orientations	* Site must meet all mandatory site criteria * Site must be approved by CD, DPT, PCMO, SSM. (RSO from the Embassy) Police clearance for the host families * Coordinate with Homestay on availability of host families; Complete any follow ups with potential schools/organizations	* Site Placement interviews with Trainees * Coordinate with PCMOs and SSM on medical and safety accommodations * Prepare Site Placement Brochures for Trainees * Conduct Supervisors' Conference * Inform counterparts about the Conference and site visits * Inform sites if selected or not selected after the placement; * Create site matching matrix	* Send out the Site Visit Forms to Volunteers/supervisors and receive the filled out ones before the site visits * Meet with supervisor and the volunteer in the community *After the site visits PMs receive the Site Visit Feedback form from the PCVs; * Provide project related technical resources and assistance * Check in calls with volunteers and supervisors; * Review of semester and/or End of Year goals * VRF	* Final CEAT with COS-ing Volunteers * Communicate with host organization * Impact Assessment or Counterpart Survey

Volunteers Tasks	* Spread information with their current schools/organizations, in and out of the communities about PC and the new announcement * Give feedback about the potential sites	* Accompany PM on site visit to schools/organization, Visit Sites, meet potential families; Provide recommendations for organization and host family *Share experience as Volunteer with community	N/A	* Trainees may be asked for input on their strengths and experiences to help in matching * Participation at Supervisor's Conference as resource Volunteers	* Volunteers fill out the Site Visit Form and give feedback after the visit * Fill out VRF * Respond to semester and/or end of year e-mail	* Volunteer documents (final site evaluation form, DOS, VRF) * Final CEAT
Documents	*Volunteer Request Form * Site ID Handbook * Host Family Brochure * Official Letter to the Ministries * Announcement; E-mail for Ministry, partners and Volunteers.	* Site Survey Form (Detailed info); Host Family Survey Form Site ID Workshop Session and handouts; Host Family Orientation session plan; Supervisors' Conference Materials; Potential Site List; * Application to Host a Peace Corps Volunteer * Site Criteria (Checklist)	* Site Placement Meeting minutes; * Site List;	* Site Announcement packet; * Site Placement Interview Form for Trainee and PM; * Site matching matrix	* Site visit forms * VRFs * Update site history files as appropriate * Site locator form * CEAT * Semester and/or end of year e-mail	* Site Evaluation Forms * Safety & Security Survey Form; Impact Assessment/Counterpart Survey form * CEAT

APPENDIX E: PEACE CORPS RESPONSE SITE DEVELOPMENT PROCESS

Table 5: Peace Corps Response Site Development Process

	1. Site Identification and Initial Selection	2. Site Identification and Final Selection	3. Site Preparation	4. Site Placement	5. Site Monitoring	6. Site Evaluation
Timeframe	**September input:** Mid January - End of February **January input:** Mid May-End of February **May Input:** Mid September - End of October	**September input:** March-June **January input:** July-Mid October **May Input:** November-End of February	**September input:** August -September **January input:** December-January **May Input:** April-May	**September input:** September **January input:** January **May Input:** May	Mid of PCRV service, depending on a length of an assignment	Last month of PCRVs' service
Team Members	CD, DPT, PMs, RC, Ministry Officials, partner agency department or district level officials, SSM, other Peace Corps staff, Volunteers	CD, DPT, HQ, RPM, RC, Partners	RPM, RCs, driver	CD, DPT, RPM, RC, LCF, RCs, SSM, Admin Staff; Volunteers involved in orientation	RPM, Volunteers, project partners	CD, RPM, Admin staff, partners
Meetings & Visits	* Meeting Government officials * Meeting local and international partner organizations *Discuss potential sites with DPT	* Meeting with Partners to discuss Project Descriptions * Site ID visits	* Counterpart and Supervisor Workshop * Visit to site to follow-up on homestay & remaining issues	* Meeting with Staff involved in orientation * Site Information interviews	* Site visit in mid of PCRVs' service and CEAT * Meeting with supervisor and counterpart * Check in calls with volunteers' counterparts, and supervisors *Volunteer VRFs	* COS procedures * CEAT discussion with PCRVs * Exit interview with CD
Staff Tasks	* Prepare Site Announcement package: Volunteer Request Form, Guidelines for Organizations, Host Family Brochure * Post announcements on Jobs.ge, HR.ge * Send the announcement letter to current volunteers * Screen Applications and make a shortlist of potential sites * Approval of sites by DPT, SSM, PCMOs	* Site must meet all mandatory site criteria * Design draft Project Descriptions and finalize the list of sites * Revision of Project Descriptions by DPT * Submission to HQ for their revision and approval	* Conduct supervisor and counterpart workshop and preparation meetings about the role of a Volunteer and collaboration principles	* Prepare PCRV orientation * Prepare information package about site * Sign MOUs	* Send site visit e-mail and forms to supervisors, counterparts and Volunteers *Review and provide feedback on VRF	* Review Final VRFs, DOS *CEAT discussions with COS-ing volunteers * Communicate with host organization
Volunteers Tasks	* Spread information with their current schools/organizations, in and out of the communities about PCR and the new announcement	* Volunteers assist organizations with drafting Project Descriptions	N/A	* Participation at Orientation	* Volunteers give feedback during the visit	* Volunteer documents (site evaluation form, DOS) *Final CEAT
Documents	* Volunteer Request Form * Host Family Brochure * Guidelines for Organizations	* Site Selection Criteria Checklist * Site Survey form * Project Description Template with instructions * Project Description Sample * IOD/EE Project frameworks	* Supervisor Handbook * Resource: How to Collaborate effectively	* MOU template	* Site visit forms * VRFs * Update site history files as appropriate * Site locator form	* Site Evaluation Form * Safety & Security Survey Form * DOS * CEAT * Partner Evaluation Form * VRF

APPENDIX F: INTERVIEWS CONDUCTED

As part of this site development case study, an OIG evaluator conducted two focus groups with a total of 13 Volunteers, and interviews with 17 staff in-country. At the time of our field visit, the post had 42 staff positions

Table 6: Interviews Conducted with Post Staff

Position	Status	Interviewed
Administrative Assistant	PSC	
Cashier	PSC	
Cleaner/Laborer (2)	PSC	
Country Director	USDH	X
Director of Management and Operations	USDH	X
Director of Programming and Training	USDH	X
Driver (4)	PSC	
Executive Assistant	PSC	
Financial Assistant	PSC	
Gender and Youth Coordinator	PSC	
General Services Assistant	PSC	
General Services Manager	PSC	
Guard (8)	PSC	
IT Specialist	PSC	
Language Coordinator	PSC	X
Medical Assistant		
Peace Corps Medical Officer	PSC	X
Peace Corps Medical Officer	PSC	
Program Manager (4)	PSC	X
Programing and Training Specialist	PSC	X
Programming and Training Assistant	PSC	X
Regional Coordinator (2)	PSC	X
Response Program Manger	PSC	X
Safety and Security Manager	PSC	X
Training Coordinator	PSC	X
Training Manager	PSC	X

Data as of 2017. *PSC is personal services contractor

APPENDIX G: LIST OF ACRONYMS

Table 7: List of Acronyms

AVS	All Volunteer Survey
DPT	Director of Programming and Training
EE	English Education
EMA	Europe, Mediterranean, and Asia
FY	Fiscal Year
IOD	Individual and Organizational Development
MS	Manual Section
OIG	Office of Inspector General
PCMO	Peace Corps Medical Officer
PCR	Peace Corps Response
PST	Pre-Service Training
SSM	Safety and Security Manager
USDH	United States Direct Hire

APPENDIX H: CASE STUDY COMPLETION AND OIG CONTACT

CASE STUDY COMPLETION

This case study was conducted under the direction of Assistant Inspector General for Evaluations Jerry Black, by Senior Evaluator Kaitlyn Large. Additional contributions were made by Senior Evaluator Kris Hoffer, Senior Evaluator Reuben Marshall, and Program Analyst Alexandra Miller.

OIG CONTACT

Following issuance of the final report, a stakeholder satisfaction survey will be distributed to agency stakeholders. If you wish to comment on the quality or usefulness of this report to help us improve our products, please contact Assistant Inspector General for Evaluations Jerry Black at jblack@peacecorpsoig.gov or 202.692.2912.

Help Promote the Integrity, Efficiency, and Effectiveness of the Peace Corps

Anyone knowing of wasteful practices, abuse, mismanagement, fraud, or unlawful activity involving Peace Corps programs or personnel should contact the Office of Inspector General. Reports or complaints can also be made anonymously.

Contact OIG

Reporting Hotline:

U.S./International:	202.692.2915
Toll-Free (U.S. only):	800.233.5874
Email:	OIG@peacecorpsoig.gov
Online Reporting Tool:	PeaceCorps.gov/OIG/ContactOIG
Mail:	Peace Corps Office of Inspector General P.O. Box 57129 Washington, D.C. 20037-7129

For General Information:

Main Office:	202.692.2900
Website:	peacecorps.gov/OIG
Twitter:	twitter.com/PCOIG