

National Association of Peer Programs

Peer Helping Program Rubric

David R. Black

Damon Spight

Judith Tindall

Carolyn Wegner

Sue Routson

Author Addresses:

David R. Black, PhD, MPH, HSPP, CHES, CPPE, FASHA, FSBM, FAAHB
Professor of Health Promotion; Health Sciences; Foods and Nutrition; Nursing
Purdue University
Lambert Building
800 W. Stadium Avenue
West Lafayette, IN 47906-2046
(765) 494-4373
(765) 496-1239 (FAX)
(765) 743-4001 (Off Campus Office)
(765) 746-2306 (Off Campus FAX)
blackran@gte.net

Damon L. Spight, AA, BS
National FFA Organization
Education Division
6060 FFA Drive
Indianapolis, IN 46278
317-802-4402 (Office)
317-802-5402 (Fax)
dspight@ffa.org

Judith A. Tindall, PhD
Psychological Network, Inc.
58 Portwest Ct.
St. Charles, MO 63303
636-916-5800
www.psynetinc.com
psynetinc@sbcglobal.net

Carolyn Wegner, RN, BS, MSN, Licensed Teacher
1061 Mikes Way
Greenwood, IN 46143
(317) 888-6651

Sue Routson, MS, CPPE, CTC, Licensed Teacher – Indiana Secondary
Executive Director, Peer Information Center for Teens, Inc.
380 Hub Etchison Parkway
Richmond, IN 47374
(765) 973-3389
(765) 973-3716 (FAX)

Project Background:

The Indiana Department of Education, at the direction of Phyllis Lewis, commissioned the National Association of Peer Programs (NAPP; formerly known as the National Peer Helpers Association) and the authors listed above to develop a rubric for peer helping programs. Funding from the Centers for Disease Control and Prevention awarded to the Indiana Department of Education sponsored the project. Additional financial support was received through a multi-project collaboration with the Partners in Active Learning Support (PALS) program of the National FFA Organization.

Rubric Development:

Development of the rubric began with a review of the NAPP Programmatic Standards and Ethics. The Standards were either stated directly in the rubric or the essence summarized. In a few instances, the Standards were modified to reflect recent developments or more informed or preferred practices.

Benchmarks for assessment were developed. Numeric values were assigned to these benchmarks or adjectives to estimate the degree to which a program complies with a particular component within a standard. A profile can be developed by rating each component in order to identify program strengths and areas for improvement.

Project Intention:

The overarching intention of the rubric is to improve the quality of peer-helping programs.

Intended Uses of the Rubric:

- Guide for designing peer-helping programs.
- Means for ascertaining what constitutes a peer-helping program.
- Tool for evaluating peer-helping programs offered in grades K-12.
- Instrument for developing individual peer program profiles to assess program strengths and areas for improvement.
- Means to organize and focus professional training based on the NAPP Standards and Ethics.
- Means of self-evaluation for programs seeking national certification from the NAPP.
- Means for deciding on program certification by the NAPP Program Development Committee.

Scoring:

Overview: The Standards are numbered from 1 – 11 in the rubric. Under each Standard are several components. Each component is rated by placing an “X” in the box under the adjective that best describes the particular peer-helping program. In other words, each component is rated as either “advanced,” “proficient,” “basic,” or “below basic or does not meet standard.” In some cases, a component will not apply and it will be rated as “NA.” No numeric value is assigned in this instance. Notice that numeric values are assigned to the four adjectives mentioned previously and the values assigned are from 3 – 0.

Criterion Reference Scoring: The acceptable score is 2 (“proficient”) and above. A score of 1 or 0 (“basic and below”) equates to needs improvement. In actuality, any component rated less than 3 or “advanced” needs improvement. The attached graphic can be used to develop a profile to more easily identify strengths and areas of improvement.

Personal Program Scoring: Another way to assess a program is to sum all the values for all items with a numeric score to derive a total score. Again, “NA” items will not be included in the sum. Divide by the total number of components receiving a numeric value to derive a mean. Then compute the standard deviation (*SD*). Any value equal to or greater than 1 *SD* above the mean is a strength and any value equal to or below 1 *SD* below the mean is a component that needs improvement.

Standard 1: Program Start-Up Planning
Program *planning* includes a needs assessment, purpose, goals/objectives, procedures, and compliance.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
RATIONALE	Clear and compelling based on a community, organizational, and program needs assessment	Clear and compelling based on a program needs assessment	Stated but not based on a needs assessment	None
PURPOSE	Derived from rationale and reflects community, organizational, and program vision, mission, aims, goals, and objectives	Derived from rationale and reflects organizational and program vision, mission, aims, goals, and objectives	Only reflects program vision, mission, aims, goals, and objectives	None
GOALS and OBJECTIVES	Corresponds with program's purpose at the community, organizational, and program levels and are clear, realistic, and achievable	Corresponds with program's purpose at the organizational and program levels and are clear, realistic, and achievable	Only corresponds with program's purpose at the program level, nonetheless are clear, realistic, and achievable	Most to all of the goals do not correspond with program's purpose and/or lack clarity, practicality, and attainability
PROCEDURES	All procedures align with community, organizational, and program vision, mission, aims, goals, and objectives and are clear,	Most procedures are consistent with the program's purpose and are clear, systematic, progressive, and organized	Few procedures are consistent with the program's purpose nonetheless are clear, systematic, progressive,	The procedures are inconsistent with the program's purpose and several are vague, lack progression, and appear unorganized

	systematic, progressive, and organized		and organized	
COMPLIANCE	Complies with 100 – 95% of the <i>NAPP Programmatic and Ethical Standards</i>	Complies with 94 – 80% of the <i>NAPP Programmatic and Ethical Standards</i>	Complies with 79 – 50% of the <i>NAPP Programmatic and Ethical Standards</i>	Complies with less than 50% of the <i>NAPP Programmatic and Ethical Standards</i>

Standard 2: Program Commitment

Commitment is evidenced by consistent active involvement by program administrators, community supporters, program staff, and advisory committee members. It also entails identifying financial and logistical resources.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEETING STANDARD (0)
ADMINISTRATIVE/ COMMUNITY SUPPORT	Full	Strong	Minimal	None
ADVISORY COMMITTEE MEMBERS/ COMMUNITY PROGRAM VOLUNTEERS	100 – 95% of the advisory committee members consistently promote and support program ownership by staff Mirrors 100 – 95% of school population/service area in such ways as race, gender, age, religion, and occupations (e.g., business/ industry, academia, social	94 – 75% of the advisory committee members consistently promote and support program ownership by staff Mirrors 94 – 75% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social	74 – 50% of the advisory committee members consistently promote and support program ownership by staff Mirrors 74 – 50% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social	Less than 50% of the advisory committee members consistently promote and support program ownership by staff Mirrors less than 50% of school population/service area in such ways as race, gender, age, religion, and occupation (e.g., business/ industry, academia, social

	services, religion, government)	services, religion, government)	services, religion, government)	services, religion, government)
FINANCIAL/ LOGISTICAL SUPPORT	100 – 95% of program funded for logistical support and implementation to include curricular and training resources	94 – 80% of program funded for logistical support and implementation to include curricular and training resources	79 – 50% of program funded for logistical support and implementation to include curricular and training resources	Less than 50% of program funded for logistical support and implementation to include curricular and training resources

Standard 3: Program Staffing

Staff is qualified to implement a peer-helping program based on training, experience, commitment to the peer program philosophy, personal and professional characteristics, and teaching as well as communication skills.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
RELEVANT EDUCATIONAL AND PRATICAL EXPERIENCE AND MASTERY OF PEER TRAINING AND SUPERVISION CONCEPTS	Certified Peer Program Educator (CPPE) 100 – 95% of advisees comply with <i>NAPP Ethical Standards</i>	Non-certified educator with 3-5 years experience 94 – 90% of advisees comply with <i>NAPP Ethical Standards</i>	Non-certified educator with 1-2 years experience 89 – 80% of advisees comply with <i>NAPP Ethical Standards</i>	None Less than 79% of advisees comply with <i>NAPP Ethical Standards</i>
STAFF HAVE POSITIVE RAPPORT WITH POPULATION FROM WHICH PEERS ARE SELECTED	Student advocate who is well known, liked, and respected	Student advocate who is well liked	Student advocate	Little to no rapport
STAFF IS KNOWLEDGEABLE	100 – 90% in compliance	89 – 80% in compliance with	79 – 50% in compliance	Less than 50% compliance

ABOUT AND COMMITTED TO THE PRINCIPLES OF PEER HELPING	with NAPP <i>Programmatic Standards and Ethics</i> and 100 – 90% committed to the principles presented in that document	<i>NAPP Programmatic Standards and Ethics</i> and 89 – 80% committed to the principles presented in that document	with <i>NAPP Programmatic Standards and Ethics</i> and 79 – 50% committed to the principles presented in that document	with <i>NAPP Programmatic Standards and Ethics</i> and less than 50% committed to the principles presented in that document
PEERS FEEL OWNERSHIP OF AND INVOLVEMENT IN PROGRAM	Expressed by 100 – 90% of peer helpers	Expressed by 89 – 80% of peer helpers	Expressed by 79 – 50% of peer helpers	Expressed by less than 50% of peer helpers

STAFF IS KNOWLEDGEABLE ABOUT THE PROGRAM SETTING	100 – 90% correct on verbal examination about matters relevant to the program setting	89 – 80% correct on verbal examination about matters relevant to the program setting	79 – 50% correct on verbal examination about matters relevant to the program setting	Less than 50% correct on verbal examination about matters relevant to the program setting
STAFF ABLE TO ARTICULATE PROGRAM NEEDS AND GOALS	100 – 90% of peer helpers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	89 – 80% of peer helpers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	79 – 50% of peer helpers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose	Less than 50% of peer helpers, other staff, the sponsoring agency, and community respondents report professional staff clearly grasp the program’s needs and goals and effectively articulate the program’s nature and purpose
LEADER RECOGNIZES IMPORTANCE OF SERVING AS POSITIVE ROLE MODEL PERSONALLY AND PROFESSIONALLY	100 – 90% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	89 – 80% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	79 – 50% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model	Less than 50% agreement by peers, staff, sponsoring agency, and broader community about the importance of being a positive role model
FAMILIARITY OF DIFFERENT LEARNING STYLES TO INCLUDE EXPERIENTIAL AND DIDACTIC	100 – 90 % familiar with definitions of various learning styles	89 – 80% familiar with definitions of various learning styles	79 – 50% familiar with definitions of various learning styles	Less than 50% familiar with definitions of various learning styles

STAFF IS EFFECTIVE WITH GROUPS	3+ years experience in leading groups	2 – 3 years experience in leading groups	1 – 2 years experience in leading groups	Less than 1 year experience in leading groups
TRAINING AND SUPERVISION	100 – 90% mastery of training and supervision concepts and skills	89 – 80% mastery of training and supervision concepts and skills	79 – 50% mastery of training and supervision concepts and skills	Less than 50% mastery of training and supervision concepts and skills

Standard 4: Program Organizational Structure
Organizational structure has clear lines of authority, responsibility, and communication that reflect the nature and purpose of the program.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
LINES OF AUTHORITY	Has flow chart designating positions of authority, responsibility, and communication	No flow chart; lines of authority, responsibility, and communication are implied based upon program culture	No flow chart; lines of authority, responsibility, and communication are ambiguous	None
NATURE AND PURPOSE OF THE PROGRAM	Structure congruent with purpose of program	Program structure generally evident, clear, and consistent with program purpose	Program structure is ambiguous relative to the structure of the program	None

Standard 5: Program Screening and Selection
Screening and selection of peers are prudent and systematic.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
SCREENING	<p>Includes ascertaining the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Ability to converse and be sensitive to the population served</p> <p>Active listening skills</p> <p>Manageability of groups</p> <p>Possession of exemplary citizen qualities</p>	<p>Includes ascertaining the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Helping attitude</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Understanding of the types of services to be provided</p> <p>Commitment to the program services offered</p> <p>Possession of exemplary citizen qualities</p> <p>Ability to converse and be sensitive to the population served</p>	<p>Includes ascertaining the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Emotional stability</p> <p>Effectiveness as a role model</p> <p>Possession of exemplary citizen qualities</p> <p>Ability to converse and be sensitive to the population served</p>	<p>Does not go beyond and fails to include ascertaining one of the following about the applicant:</p> <p>Concern for others</p> <p>Trustworthiness</p> <p>Emotionally stability</p> <p>Effectiveness as a role model</p> <p>Possession of exemplary citizen qualities</p> <p>Ability to converse and be sensitive to the population served</p>

<p>SELECTION^a</p>	<p>Established selection criteria is distributed</p> <p>A formal application is required that clearly explains the purpose of the program, requests information based on specific selection criteria, and requires written teacher and administrator recommendations</p> <p>Structured interviews are conducted to ascertain whether the applicant possesses helping characteristics and skills; is emotionally stable; understands, is committed to and available for provision of the services to be provided; is able to be reflective of and sensitive to the population to be served; can effectively manage groups</p> <p>Peers required to demonstrate helping characteristics and skills</p>	<p>Established selection criteria is selectively distributed</p> <p>A formal application is required that partially explains the purpose of the program, requests information based on specific selection criteria, and written teacher and administrator recommendations</p> <p>Structured interviews are conducted to ascertain whether the applicant possesses helping characteristics and skills; is emotionally stable; understands, is committed to and available for provision of the services to be provided; is able to be reflective of and sensitive to the population to be served; is familiar with managing groups</p> <p>Peers demonstrate a few helping characteristics and skills</p>	<p>Established selection criteria is not distributed</p> <p>A formal application is required that requests information based on specific selection criteria, and written teacher and administrator recommendations</p> <p>Structured interviews are conducted to ascertain whether the applicant possesses helping characteristics and skills</p> <p>The helping characteristics and skills demonstrated are unrelated to the focus of the program</p>	<p>Accept all who want to be peer helpers</p> <p>No formal application required</p> <p>No interviews conducted</p> <p>No requirement to demonstrate helping characteristics and skills</p>
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^aA thorough and prudent screening and selection process should occur whether the screening process is “formal” or “informal.”

Standard 6: Program Training

Program training will provide peer helpers with the knowledge and skills needed to be effective in a variety of peer helping roles.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
ROLE OF PEER HELPER	100 – 90% of peer helpers are committed to the orientation of the program	89 - 75% of peer helpers are committed to the orientation of the program	74 - 50% peer helpers are committed to the orientation of the program	Less than 50% of the peer helpers are committed to the orientation of the program
	100 – 90% of the peer helpers are consistently caring, accepting, genuine, understanding, and trustworthy	89 – 75% of the peer helpers are consistently caring, accepting, genuine, understanding, and trustworthy	74 – 50% of the peer helpers are consistently caring, accepting, genuine, understanding and trustworthy	Less than 50% of peer helpers are consistently caring, accepting, genuine, understanding and trustworthy
	100 – 90% of the peer helpers are consistently self-aware	89 – 75% of the peer helpers are consistently self-aware	74 – 50% of the peer helpers are consistently self-aware	Less than 50% of the peer helpers are consistently self-aware
	100 – 90% of the peer helpers always model healthy behaviors/lifestyle	89 – 75% of the peer helpers always model healthy behaviors/lifestyle	74 – 50% of the peer helpers always model healthy behaviors/lifestyle	Less than 50% of the peer helpers always model healthy behaviors/lifestyle
	100 – 90% of peer helpers do not offer advice, propose solutions, or impose values	89 – 75% of peer helpers do not offer advice, propose solutions, or impose values	74 – 50% of peer helpers do not offer advice, propose solutions, or	Less than 50% of peer helpers do not offer advice, propose solutions, or

	100 – 90% of peer helpers use positive listening skills	89 – 75% of peer helpers use positive listening skills	impose values 74 – 50% of peer helpers use positive listening skills	impose values Less than 50% of peer helpers use positive listening skills
	100 – 90% of peer helpers consistently recognize their limitations in peer helping skills	89 – 75% of peer helpers consistently recognize their limitations in peer helping skills	74 – 50% of peer helpers consistently recognize their limitations in peer helping skills	Less than 50% of peer helpers consistently recognize their limitations in peer helping skills
	100 – 90% of peer helpers consistently develop individual and group trust	89 – 75% of peer helpers consistently develop individual and group trust	74 – 50% of peer helpers consistently develop individual and group trust	Less than 50% of peer helpers consistently develop individual and group trust
	100 – 90% of peer helpers are consistently and appropriately using other peer helpers for support	89 – 75% of peer helpers are consistently and appropriately using other peer helpers for support	74 – 50% of peer helpers are consistently and appropriately using other peer helpers for support	Less than 50% of peer helpers are consistently and appropriately using other peer helpers for support
	100 – 95% of peer helpers comply with the personal code of ethics and standards of behavior published by NAPP	94 – 85% of peer helpers comply with the personal code of ethics and standards of behavior published by NAPP	84 – 75% of peer helpers comply with the personal code of ethics and standards of behavior published by NAPP	Less than 74% of peer helpers comply with the personal code of ethics and standards of behavior published by NAPP
	100 – 90% of peer helpers coach helpees	89 – 75% of peer helpers coach helpees	74 – 50% of peer helpers coach helpees	Less than 50% of peer helpers coach helpees
	100 – 90% of peer helpers facilitate sharing of personal feelings/concerns	89 – 75% of peer helpers facilitate sharing of personal feelings/concerns	74 – 50% of peer helpers facilitate sharing of personal feelings/	Less than 50% of peer helpers facilitate sharing of personal feelings/

	<p>100 – 90% of peer helpers teach helpees organizational skills</p> <p>100 – 90% of peer helpers teach leadership skills</p>	<p>89 – 75% of peer helpers teach helpees organizational skills</p> <p>89 – 75% of peer helpers teach leadership skills</p>	<p>concerns</p> <p>74 – 50% of peer helpers teach helpees organizational skills</p> <p>74 – 50% of peer helpers teach leadership skills</p>	<p>concerns</p> <p>Less than 50% of peer helpers teach helpees organizational skills</p> <p>Less than 50% of peer helpers teach leadership skills</p>
CONFIDENTIALITY/LIABILITY ISSUES	<p>100% of the peer helpers adhere to all <i>NAPP Code of Ethics</i>, know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals</p>	<p>99 – 80% of the peer helpers adhere to all <i>NAPP Code of Ethics</i>, know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals</p>	<p>79% - 50% of the peer helpers adhere to all <i>NAPP Code of Ethics</i>, know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals</p>	<p>Less than 50% of the peer helpers adhere to all <i>NAPP Code of Ethics</i>, know how to recognize potential threats to safety and well-being, are aware of limitations and responsibilities, and have access to professional staff who can make appropriate referrals</p>
	<p>100% of the peer helpers promptly and appropriately report potential threats to personal safety or the well-being of peer helpers, helpees, or others</p>	<p>99 – 80% of peer helpers promptly and appropriately report potential threats to personal safety or the well-being of peer helpers, helpees, or others</p>	<p>79 – 50% of the peer helpers promptly and appropriately report potential threats to personal safety or the well-being of peer helpers, helpees, or others</p>	<p>Less than 50% of the peer helpers promptly and appropriately report potential threats to personal safety or the well-being of peer helpers, helpees, or others</p>
LISTENING AND COMMUNICATION SKILLS	<p>100 – 90% of peer helpers consistently demonstrate active listening skills to include</p>	<p>89 – 75% of peer helpers consistently demonstrate active listening skills to include verbal/nonverbal</p>	<p>74 – 50% of peer helpers consistently demonstrate active listening skills to include</p>	<p>Less than 50% of peer helpers consistently demonstrate active listening skills to include</p>

	<p>verbal/nonverbal and facilitative responding skills</p> <p>100 – 95% of the peer helpers effectively manage issues related to cultural diversity</p>	<p>and facilitative responding skills</p> <p>94 – 80% of the peer helpers effectively manage issues related to cultural diversity</p>	<p>verbal/nonverbal and facilitative responding skills</p> <p>79 – 50% of the peer helpers effectively manage issues related to cultural diversity</p>	<p>verbal/nonverbal and facilitative responding skills</p> <p>Less than 50% of the peer helpers effectively manage issues related to cultural diversity</p>
<p>PROBLEM-SOLVING/DECISION-MAKING SKILLS</p>	<p>100 – 95% of the peer helpers are effective at problem solving and decision making</p> <p>100 – 95% of the peer helpers effectively use various mediation techniques</p>	<p>94 – 80% of the peer helpers are effective at problem solving and decision making</p> <p>94 – 80% of the peer helpers effectively use various mediation techniques</p>	<p>79 – 50% of the peer helpers are effective at problem solving and decision making</p> <p>79 – 50% of the peer helpers effectively use various mediation techniques</p>	<p>Less than 50% of the peer helpers are effective at problem solving and decision making</p> <p>Less than 50% of the peer helpers effectively use various mediation techniques</p>
<p>ADDITIONAL ISSUES AND TOPICS</p>	<p>100 – 95% of the peer helpers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>100 – 95% of the peers are knowledgeable about social cultural influences and differences</p>	<p>94 – 80% of the peer helpers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>94 – 80% of the peers are knowledgeable about social cultural influences and differences</p>	<p>79 – 50% of the peer helpers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>79 – 50% of the peers are knowledgeable about social cultural influences and differences</p>	<p>Less than 50% of the peer helpers are knowledgeable about motivational and reinforcement principles of behavior change and individual and group dynamics and facilitation techniques</p> <p>Less than 50% of the peers are knowledgeable about social cultural influences and differences</p>

	100 – 95% of the peer helpers are effective at peer tutoring strategies	94 – 80% of the peer helpers are effective at peer tutoring strategies	79 – 50% of the peer helpers are effective at peer tutoring strategies	Less than 50% of the peer helpers are effective at peer tutoring strategies
	100 – 95% of the peer helpers are effective at crisis management	94 - 80% of the peer helpers are effective at crisis management	79 - 50% of the peer helpers are effective at crisis management	Less than 50% of the peer helpers are effective at crisis management
	100 – 95% of the peer helpers are effective at conflict resolution	94 - 80% of the peer helpers are effective at conflict resolution	79 - 50% of the peer helpers are effective at conflict resolution	Less than 50% of the peer helpers are effective conflict resolution
	100 – 95% of the peer helpers are effective at working with special needs populations	94 – 80% of the peer helpers are effective at working with special needs populations	79 – 50% of the peer helpers are effective at working with special needs populations	Less than 50% of the peer helpers are effective at working with special needs populations
	100 – 95% of the peer helpers are effective as telephone “hotline” managers	94 – 80% of the peer helpers are effective as telephone “hotline” managers	79 – 50% of the peer helpers are effective as telephone “hotline” managers	Less than 50% of the peer helpers are effective as telephone “hotline” managers
	100 – 95% of the peer helpers are highly knowledgeable about at least 1 detrimental social, emotional, biological, and/or developmental issue impacting youth (e.g., substance abuse, venereal diseases,	94 – 80% of the peer helpers are highly knowledgeable about at least 1 detrimental social, emotional, biological, and/or developmental issue impacting youth (e.g., substance abuse, venereal diseases,	79 – 50% of the peer helpers are highly knowledgeable about at least 1 detrimental social, emotional, biological, and/or developmental issue impacting youth (e.g.,	Less than 50% of the peer helpers are highly knowledgeable about at least 1 detrimental social, emotional, biological, and/or developmental issue impacting

	gangs, and family relations) 100 – 95% of the peer helpers are knowledgeable about referral resources, services, and programs	gangs, and family relations) 94 – 80% of the peer helpers are knowledgeable about referral resources, services, and programs	substance abuse, venereal diseases, gangs, and family relations) 79 – 50% of the peer helpers are knowledgeable about referral resources, services, and programs	youth (e.g., substance abuse, venereal diseases, gangs, and family relations) Less than 50% of the peer helpers are knowledgeable about referral resources, services, and programs
TRAINING	Training specifically tailored/designed to address the nature and goals of the program	Training is comprehensive, but consistently only addresses either the nature or goals of the program	Training is comprehensive and occasionally addresses either the nature or goals of the program	Training is diffuse and not clearly connected to program outcomes

****Note:** “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.

Standard 7: Program Service Delivery

Service delivery will include a variety of structured opportunities to engage in meaningful, productive, helping roles to assist the population served.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD** (0)
SERVICE DELIVERY	100 – 95% of the peer helpers are engaged in a variety of meaningful, productive helping roles reflective of program goals	94 – 80% of the peer helpers are engaged in a variety of meaningful, productive helping roles reflective of program goals	79 – 50% of the peer helpers are engaged in a variety of meaningful, productive helping roles reflective of program goals	Less than 50% of the peer helpers are engaged in a variety of meaningful, productive helping roles reflective of program goals
	100 – 95% of the peer helpers are able to apply the knowledge and skills acquired during training	94 – 80% of the peer helpers are able to apply the knowledge and skills acquired during training	79 – 50% of the peer helpers are able to apply the knowledge and skills acquired during training	Less than 50% of the peer helpers are able to apply the knowledge and skills acquired during training
	100 – 95% of peer helpers and helpees alike acknowledge enhancement of personal growth and positive development	94 – 80% of peer helpers and helpees alike acknowledge enhancement of personal growth and positive development	79 – 50% of peer helpers and helpees alike acknowledge enhancement of personal growth and positive development	Less than 50% of peer helpers and helpees alike acknowledge enhancement of personal growth and positive development
	100 – 95% of the peer helpers utilize ongoing opportunities for continued learning and training	94 – 80% of the peer helpers utilize opportunities for continued learning and training	79 – 50% of the peer helpers utilize opportunities for continued learning and training	Less than 50% of the peer helpers utilize opportunities for continued learning and training
GENERAL PROGRAM CONSIDERATIONS	100 – 95% of peer helpers apply appropriate interventions	94 – 80% of peer helpers apply appropriate interventions	79 – 50% of peer helpers apply appropriate intervention	Less than 50% of peer helpers apply appropriate interventions

	100 – 95% of the peer helpers consistently identify crisis intervention possibilities for various situations	94 – 80% of the peer helpers consistently identify crisis intervention possibilities for various situations	79 – 50% of the peer helpers consistently identify crisis intervention possibilities for various situations	Less than 50% of the peer helpers consistently identify crisis intervention possibilities for various situations
	100 – 95% of the peer helpers consistently recognize/report all threatening situations	94 – 80% of the peer helpers consistently recognize/report all threatening situations	79 – 50% of the peer helpers consistently recognize/report all threatening situations	Less than 50% of the peer helpers consistently recognize/report all threatening situations
	100 – 95% of the peer helpers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	94 – 80% of the peer helpers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	79 – 50% of the peer helpers consistently practice critiquing conflict resolution in de-briefing sessions following specific events	Less than 50% of the peer helpers consistently practice critiquing conflict resolution in de-briefing sessions following specific events
	100 – 95% of the peer helpers consistently perform to standard in their anticipated roles	94 – 80% of the peer helpers consistently perform to standard in their anticipated roles	79 – 50% of the peer helpers consistently perform to standard in their anticipated roles	Less than 50% of the peer helpers consistently perform to standard in their anticipated roles
	100 – 95% of the peer helpers receive training appropriate and relevant to population served	94 – 80% of the peer helpers receive training appropriate and relevant to population served	79 – 50% of the peer helpers receive training appropriate and relevant to population served	Less than 50% of the peer helpers receive training appropriate and relevant to population served
	100 – 95% of the peer helpers participate in regularly scheduled teaching/learning sessions	94 – 80% of the peer helpers participate in regularly scheduled teaching/learning sessions	79 – 50% of the peer helpers participate in regularly scheduled teaching/learning sessions	Less than 50% of the peer helpers participate in regularly scheduled teaching/learning sessions
	100 – 95% of the peer helpers receive training that is consistent	94 – 80% of the peer helpers receive training that is consistent	79 – 50% of the peer helpers receive training that is consistent	Less than 50% of the peer helpers receive training that is consistent

	and progressively sequenced from basic to advanced	and progressively sequenced from basic to advanced	and progressively sequenced from basic to advanced	and progressively sequenced from basic to advanced
	100 – 95% of the peer helpers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	94 – 80% of the peer helpers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	79 – 50% of the peer helpers receive training that utilizes a variety of effective, interactive, experiential teaching techniques	Less than 50% of the peer helpers receive training that utilizes a variety of effective, interactive, experiential teaching techniques
	100 – 95% of the peer helpers receive training that provides essential information about referral resources and services	94 – 80% of the peer helpers receive training that provides essential information about referral resources and services	79 – 50% of the peer helpers receive training that provides essential information about referral resources and services	Less than 50% of the peer helpers receive training that provides essential information about referral resources and services
	100 – 95% of the peer helpers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	94 – 80% of the peer helpers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	79 – 50% of the peer helpers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise	Less than 50% of the peer helpers are knowledgeable about what constitutes an appropriate role model and their responsibilities are clear and concise
	100 – 95% of the peer helpers have ready access to professional staff	94 – 80% of the peer helpers have ready access to professional staff	79 – 50% of the peer helpers have ready access to professional staff	Less than 50% of the peer helpers have ready access to professional staff
	100 – 95% of the peer helpers have a support system in place for themselves and each other	94 – 80% of the peer helpers have a support system in place for themselves and each other	79 – 50% of the peer helpers have a support system in place for themselves and each other	Less than 50% of the peer helpers have a support system in place for themselves and each other
	100 – 95% of the peer helpers are knowledgeable	94 – 80% of the peer helpers are knowledgeable	79 – 50% of the peer helpers are knowledgeable	Less than 50% of the peer helpers are

	about appropriate referral resources	about appropriate referral resources	about appropriate referral resources	knowledgeable about appropriate referral resources
Rate 1 or more of the following roles (mentor, tutor, mediator, teacher, leader), but only if applicable to the focus of the program				
MENTOR	100 – 95% of the mentors establish support/helping relationships	94 – 80% of the mentors establish support/helping relationships	79 – 50% of the mentors establish support/helping relationships	Less than 50% of the mentors establish support/helping relationships
	100 – 95% of the mentors consistently help in areas of personal concern	94 – 80% of the mentors consistently help in areas of personal concern	79 – 50% of the mentors consistently help in areas of personal concern	Less than 50% of the mentors consistently help in areas of personal concern
	100 – 95% of the mentors consistently apply knowledge/skills learned	94 – 80% of the mentors consistently apply knowledge/skills learned	79 – 50% of the mentors consistently apply knowledge/skills learned	Less than 50% of the mentors consistently apply knowledge/skills learned
	100 – 95% of the mentors regularly model positive behavior/ life choices	94 – 80% of the mentors regularly model positive behavior/ life choices	79 – 50% of the mentors regularly model positive behavior/ life choices	Less than 50% of the mentors regularly model positive behavior/ life choices
TUTOR	100 – 95% of the tutors assist peers pursuing academic achievement	94 – 80% of the tutors assist peers pursuing academic achievement	79 – 50% of the tutors assist peers pursuing academic achievement	Less than 50% of the tutors assist peers pursuing academic achievement
	100 – 95% of the tutors “coach” in one-on-one situations/ small groups	94 – 80% of the tutors “coach” in one-on-one situations/ small groups	79 – 50% of the tutors “coach” in one-on-one situations/ small groups	Less than 50% of the tutors “coach” in one-on-one situations/ small groups
MEDIATOR	100 – 95% of the mediators thoroughly explain their roles	94 – 80% of the mediators thoroughly explain their roles	79 – 50% of the mediators thoroughly explain their roles	Less than 50% of the mediators thoroughly explain their roles
	100 – 95% of the mediators establish ground rules	94 – 80% of the mediators establish ground rules	79 – 50% of the mediators establish ground rules	Less than 50% of the mediators establish ground rules

	100 – 95% of the mediators explore all feasible options	94 – 80% of the mediators explore all feasible options	79 – 50% of the mediators explore all feasible options	Less than 50% of the mediators explore all feasible options
	100 – 95% of the mediators expedite collaboration	94 – 80% of the mediators expedite collaboration	79 – 50% of the mediators expedite collaboration	Less than 50% of the mediators expedite collaboration
	100 – 95% of the mediators seek full agreement	94 – 80% of the mediators seek full agreement	79 – 50% of the mediators seek full agreement	Less than 50% of the mediators seek full agreement
TEACHER	100 – 95% of the teachers instruct on topics of local concern	94 – 80% of the teachers instruct on topics of local concern	79 – 50% of the teachers instruct on topics of local concern	Less than 50% of the teachers instruct on topics of local concern
	100 – 95% of the teachers provide special training services to groups or for community projects	94 – 80% of the teachers provide special training services to groups or for community projects	79 – 50% of the teachers provide special training services to groups or for community projects	Less than 50% of the teachers provide special training services to groups or for community projects
LEADER	100 – 95% of the peer leaders are knowledgeable about needs and conditions of the people/community	94 – 80% of the peer leaders are knowledgeable about needs and conditions of the people/community	79 – 50% of the peer leaders are knowledgeable about needs and conditions of the people/community	Less than 50% of the peer leaders are knowledgeable about needs and conditions of the people/community
	100 – 95% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	94 – 80% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	79 – 50% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community	Less than 50% of the peer leaders initiate, promote, direct, and participate in services to peers, families, and the community

****Note:** “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.

Standard 8: Program Supervision

Programs will provide regularly scheduled, continuous support to and *supervision* of peer helpers.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
ACTIVITIES/ SERVICES	<p>100 – 95% of the staff routinely monitor, guide, and/or assist peer helpers and provide supplemental supervision and support as needed</p> <p>100 – 95% of the staff routinely enhance the effectiveness and personal growth of peer helpers</p> <p>100 – 95% of the staff routinely encourage peer helpers to collaborate in the performance of their helping roles</p> <p>Safeguards in place and protect 100 – 90% of the peer helpers from</p>	<p>94 – 80% of the staff routinely monitor, guide, and/or assist peer helpers and provide supplemental supervision and support as needed</p> <p>94 - 80% of the staff routinely enhance the effectiveness and personal growth of peer helpers</p> <p>94 - 80% of the staff routinely encourage peer helpers to collaborate in the performance of their helping roles</p> <p>Safeguards in place and protect 89 – 80% of the peer helpers from burnout, role confusion,</p>	<p>79 – 50% of the staff routinely monitor, guide, and/or assist peer helpers and provide supplemental supervision and support as needed</p> <p>79 – 50% of the staff routinely enhance the effectiveness and personal growth of peer helpers</p> <p>79 – 50% of the staff routinely encourage peer helpers to collaborate in the performance of their helping roles</p> <p>Safeguards in place and protect 79 – 50% of the peer helpers from burnout, role confusion,</p>	<p>Less than 50% of the staff routinely monitor, guide, and/or assist peer helpers and provide supplemental supervision and support as needed</p> <p>Less than 50% of the staff routinely enhance the effectiveness and personal growth of peer helpers</p> <p>Less than 50% of the staff routinely encourage peer helpers to collaborate in the performance of their helping roles</p> <p>Safeguards in place and protect less than 50% of the peer</p>

	burnout, role confusion, inappropriate assignments, or helpee manipulation	inappropriate assignments, or helpee manipulation	inappropriate assignments, or helpee manipulation	helpers from burnout, role confusion, inappropriate assignments, or helpee manipulation
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****Note:** “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, give a score of 3 so the total score is not negatively influenced.

Standard 9: Program Evaluation

Program *evaluation* includes documenting program-related activities and services, assessing program impact, evaluating long-term program outcomes, and determining cost versus benefits of the program.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
PROCESS EVALUATION	Needs assessment of 100 - 87.5% of the following factors: social (marketing), epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy 100 – 95% of goals and objectives are aligned with mission and aims are assessed	Needs assessment of less than 87.5% but at least equal to 50% of the following factors: social (marketing), epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy 94 – 80% of goals and objectives are aligned with mission and aims are assessed	Needs assessment of less than 50% but at least equal to 12.5% of the following factors: social (marketing), epidemiologic, behavioral, environmental, educational, organizational, administrative, and policy 79 – 50% of goals and objectives are aligned with mission and aims are assessed	No needs assessment conducted Less than 50% of goals and objectives are aligned with mission and aims are assessed

	100 – 95% of the peer helpers and staff are listed	94 – 80% of the peer helpers and staff are listed	79 – 50% of the peer helpers and staff are listed	Less than 50% of the peer helpers and staff are listed
	100 – 95% of the peer selection procedures and criteria are documented	94 – 80% of the peer selection procedures and criteria are documented	79 – 50% of the peer selection procedures and criteria are documented	Less than 50% of the peer selection procedures and criteria are documented
	100 – 95% of the nature and extent of training are documented	94 – 80% of the nature and extent of training are documented	79 - 50% of the nature and extent of training are documented	Less than 50% of the nature and extent of training are documented
	100 – 95% of the types and numbers of services and contacts are documented	94 – 80% of the types and numbers of services and contacts are documented	79 – 50% of the types and numbers of services and contacts are documented	Less than 50% of the types and numbers of services and contacts are documented
	100 – 95% of the other program activities are documented	94 – 80% of the other program activities are documented	79 – 50% of the other program activities are documented	Less than 50% of the other program activities are documented
IMPACT EVALUATION	100 – 95% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed	94 – 80% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed	79 – 50% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed	Less than 50% of the knowledge, attitudes, beliefs, skills, and/or behaviors are quantitatively/qualitatively assessed
OUTCOMES	100 – 95% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed	94 – 80% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed	79 – 50% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed	Less than 50% of the academic, social, emotional, occupational, and/or health progress indicators are quantitatively/qualitatively assessed
COST BENEFIT RATIO	Benefits exceed costs by 100 – 95%	Benefits exceed costs by 94 – 80%	Benefits exceed costs by 79 - 50%	Benefits exceed costs by 50% or less

Standard 10: Program Public Relations

Public relations include keeping external and internal program supporters and potential recipients informed.

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
COMMUNICATE WITH PROGRAM SUPPORTERS	100 – 95% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	94 – 80% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	79 – 50% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community	Less than 50% monthly reporting of events and successes related to goals to those in the program setting as well as those interested individuals and organizations in the broader community
USE OF MEDIA TO COMMUNICATE	100 – 95% of media used to promote program successes and community involvement and outreach is by means of newsletters, postcards, flyers, posters, newspapers articles, interviews, public service announcements, publications, reports, and media contacts	94 – 80% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, and media contacts	79 – 50% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, and media contacts	Less than 50% of media used to promote program, successes, and community involvement and outreach by means of newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, and media contacts

Standard 11: Long-Range Planning

Long-range planning includes ways to maintain and sustain the program

COMPONENTS	ADVANCED (3)	PROFICIENT (2)	BASIC (1)	BELOW BASIC OR DOES NOT MEET STANDARD (0)
LEADERSHIP/ PROGRAM DIRECTOR	100 – 95% of a systematic succession plan exists	94 – 80% of a systematic succession plan exists	79 – 50% of a systematic succession plan exists	Less than 50% of a systematic succession plan exists
FUNDING	100 – 95% annual extramural program funding	94 - 80% annual extramural program funding	79 - 50% annual extramural program funding	Less than 50% annual extramural program funding
PEER OWNERSHIP	100 – 95% of the peer helpers feel directly responsible for the program	94 – 80% of the peer helpers feel directly responsible for the program	79 – 50% of the peer helpers feel directly responsible for the program	Less than 50% of the peer helpers feel directly responsible for the program