

National Association of Peer Program Professionals: Peer Program Standards Rubric

Background:

The original NPHA (National Trained peers Association), then NAPP (National Association of Peer Programs), and now NAPPP (National Association of Peer Program Professionals), Programmatic Standards and Ethics was published in the Peer Facilitator Quarterly in June of 1990 after a 2-year process. Updates for NAPP Programmatic Standards and Ethics were added in 2002, 2007, 2012, 2014, and 2018.

Rubric Development:

The Programmatic Standards Rubric was developed through funding from the Centers for Disease Control and Prevention to the Indiana Department of Education. NAPP was commissioned to develop a rubric for peer program evaluation. The Rubric was designed to make program evaluation easier for local peer program advisors, practitioners, and organizations. Additional funding was received through multi-project collaborations with the Partners in Active Learning Support (PALS) program operated by National Future Farmers of America.

Development of the rubric began with a review of the NAPPP Programmatic Standards and Ethics in 2012. 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 and adjectives to estimate the degree to which a program complies with a component within a standard. A profile can be developed by rating each component.

In 2014, 2018, and July 2022 the NAPPP Rubric was modified to reflect current terminology and indicators of effectiveness determined by ongoing meta-analyses of peer programs. An appendix also was added in 2018 with specific indicators to be included when designing or evaluating training for prevention education or intervention programs in common topical areas.

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

Intended Uses of the Rubric:

- Guide for designing peer programs.
- Means for ascertaining what constitutes a peer program.
- Tool for evaluating peer programs.
- Instrument for developing individual peer program profiles to assess program strengths and areas for improvement.
- Means to organize and focus peer program professional training based on the NAPPP Standards and Ethics.

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- Means of self-evaluation for peer programs seeking national certification from the NAPPP.
- Means for deciding on peer program certification by the NAPPP Professional 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 circling the number in the box under the adjective that best describes the particular peer program being evaluated. In other words, each component is rated as either “advanced,” “proficient,” “basic,” or “below basic standards or does not meet standard.” If a component does not apply, it will be rated as non-applicable (“NA”). No numeric value is assigned in this instance. Numeric values are assigned to the four adjectives mentioned previously and the values assigned are from 3 – 0, respectively.

Criterion Reference Scoring: The acceptable score is 2 (“proficient”) and above. A score of 1 or 0 (“basic and below”) equates to needs improvement. Any component rated less than 3 or “advanced” needs 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.

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****NOTE:** “Below Basic” or “Does Not Meet Standard” also can be scored as non-applicable (NA). If scored as NA, no numeric value is assigned in this instance.

Use score worksheet to compile ratings for each category as well as strengths and areas of improvement.

Standard 1: Program Start-Up Planning (includes a needs assessment, purpose, goals/objectives, procedures & compliance)

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Rationale	Clear & compelling based on a community, organizational & program needs assessment	Clear & compelling based on a program needs assessment	Stated but not based on a needs assessment	None
Purpose	Derived from rationale & reflects community, organizational, & program vision, mission, aims, goals & objectives	Derived from rationale & reflects organizational & program vision, mission, aims goals, & objectives	Only reflects program vision, mission, aims, goals, & objectives	None
Goals & objectives	Corresponds with program’s purpose at the community, organizational, & program levels & are clear, realistic & achievable	Corresponds with program’s purpose at the organizational, & program levels & are clear, realistic & achievable	Only corresponds with program’s purpose at the program levels & are clear, realistic & achievable	Most to all of the goals do not correspond with program’s purpose, &/or lack clarity, practicality & attainability.
Procedures	All procedures align with community, organizational, & program vision, mission, aims, goals, & objectives are clear, systematic, progressive & organized	Most procedures are consistent with the program’s purpose & are clear systematic, progressive, & organized	Few procedures are consistent with the program’s purpose, nonetheless, are clear, systematic, progressive & organized	Procedures are inconsistent with the program’s purpose & several are vague, lack progression & appear unorganized

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Compliance	Complies with 100-95% of <i>NAPPP Programmatic & Ethical Standards</i>	Complies with 94-80% of <i>NAPPP Programmatic & Ethical Standards</i>	Complies with 79-50% of <i>NAPPP Programmatic & Ethical Standards</i>	Complies with less than 50% of <i>NAPPP Programmatic & Ethical Standards</i>
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Standard 2: Program Commitment (evidence by consistent active involvement by program administrators, community supporters, program staff, & advisory committee members. Also entails identifying financial & logical resources.

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Administrative/community support	Full	Strong	Minimal	None
Advisory committee members/community program volunteers	100-95% of advisory committee members consistently promote & support program ownership by staff. Mirrors 100-95% of school population/service area in such ways as race, gender, age, religion, & occupations (e.g. business/industry, academia, social services, religion, government)	94-75% of advisory committee members consistently promote & support program ownership by staff. Mirrors 94-75% of school population/service area in such ways as race, gender, age, religion, & occupations (e.g. business/industry, academia, social services, religion, government)	74-50% of advisory committee members consistently promote & support program ownership by staff. Mirrors 74-50% of school population/service area in such ways as race, gender, age, religion, & occupations (e.g. business/industry, academia, social services, religion, government)	Less than 50% of advisory committee members consistently promote & support program ownership by staff. Mirrors less than 50% of school population/service area in such ways as race, gender, age, religion, & occupations (e.g. business/industry, academia, social services, religion, government)
Financial/logistical support [suggested addition]	100-95% of program funded for logistical support & implementation to include curriculum & training resources	94-80% of program funded for logistical support & implementation to include curriculum & training resources	79-50% of program funded for logistical support & implementation to include curriculum & training resources	Less than 50% of program funded for logistical support & implementation to include curriculum & training resources

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Standard 3: Program Staffing (Staff is qualified to implement a peer helping program based on training, experience, commitment to the peer program philosophy, personal & professional characteristics, & teaching as well as communication skills.

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Staff have relevant educational & practical experience & mastery of peer training & supervision concepts	Certified Peer Program Educator (CPPE) 100-95% of trained peers comply with <i>NAPPP Ethical Standards</i>	Non-certified educator with 3-5 years of experience 94-90% of trained peers comply with <i>NAPPP Ethical Standards</i>	Non-certified educator with 1-2 years' experience 89-80% of trained peers comply with <i>NAPPP Ethical Standards</i>	Non-certified educator with no experience Less than 79% of trained peers comply with <i>NAPPP Ethical Standards</i>
Staff have positive rapport with population from which peers are selected	Advocate for trained peers who is well known, liked & respected	Advocate for trained peers who is well liked	Advocate for trained peers	Little to no rapport with trained peers
Staff is knowledgeable about & committed to the principles of peer helping	100-90% in compliance with <i>NAPPP Programmatic Standards & Ethics</i> 100-90% committed to the principles presented in that document	89-80% in compliance with <i>NAPPP Programmatic Standards & Ethics</i> 89-80% committed to the principles presented in that document	79-50% in compliance with <i>NAPPP Programmatic Standards & Ethics</i> 79-50% committed to the principles presented in that document	Less than 50% in compliance with <i>NAPPP Programmatic Standards & Ethics</i> Less than 50% committed to the principles presented in that document
Peers feel ownership of & involvement in program	Expressed by 100-90% of trained peers	Expressed by 89-80% of trained peers	Expressed by 79-50% of trained peers	Expressed by less than 50% of trained peers
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 & goals	100-90% of trained peers, other staff, sponsoring agency, & community respondents report professional staff clearly grasp the program's needs & goals & effectively articulate	89-80% of trained peers, other staff, sponsoring agency, & community respondents report professional staff clearly grasp the program's needs & goals & effectively articulate	79-50% of trained peers, other staff, sponsoring agency, & community respondents report professional staff clearly grasp the program's needs & goals & effectively articulate	Less than 50% of trained peers, other staff, sponsoring agency, & community respondents report professional staff clearly grasp the program's needs & goals & effectively articulate

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	the program's nature & purpose	the program's nature & purpose	the program's nature & purpose	the program's nature & purpose
Leader recognizes importance of serving as positive role model personally & professionally	100-90% agreement by peers, staff, sponsoring agency & broader community about the importance of being a positive role model	89-80% agreement by peers, staff, sponsoring agency & broader community about the importance of being a positive role model	79-50% agreement by peers, staff, sponsoring agency & broader community about the importance of being a positive role model	Less than 50% agreement by peers, staff, sponsoring agency & broader community about the importance of being a positive role model
Staff is familiar with different learning styles to include experiential & didactic strategies	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 of experience in leading groups	2-3 years of experience in leading groups	1-2 years of experience in leading groups	Less than 1 year experience in leading groups
Training & supervision	100-90% mastery of training & supervision concepts & skills	89-80% mastery of training & supervision concepts & skills	79-50% mastery of training & supervision concepts & skills	Less than 50% mastery of training & supervision concepts & skills

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

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Lines of authority	Has flow chart designating positions of authority, responsibility & communication	No flow chart; lines of authority, responsibility & communication are implied based upon program culture	No flow chart; lines of authority, responsibility & communication are ambiguous	None
Nature & purpose of program	Structure congruent with purpose of program	Program structure generally evident, clear, & consistent with program purpose	Program structure is ambiguous relative to the structure of the program	None

Standard 5: Program Screening & Selection (Screening & selection of peers are prudent & systematic; a thorough & prudent screening & selection process should occur whether the screening process is “formal” or “informal”)

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Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
<p>Screening Includes ascertaining the following about the applicant:</p> <p>Advanced = 100-90% Proficient = 89-75% Basic = 74-50% Not Met = Less than 50%</p>	<ul style="list-style-type: none"> • Concern for others • Trustworthiness • Helping attitude • Emotional stability • Effectiveness as a role model • Understanding of types of services to be provided • Commitment to the program services offered • Ability to converse & be sensitive to population served • Active listening skills • Group management skill • Citizenship 	<ul style="list-style-type: none"> • Concern for others • Trustworthiness • Helping attitude • Emotional stability • Effectiveness as a role model • Understanding of types of services to be provided • Commitment to the program services offered • Ability to converse & be sensitive to population served • Active listening skills • Group management skill • Citizenship 	<ul style="list-style-type: none"> • Concern for others • Trustworthiness • Helping attitude • Emotional stability • Effectiveness as a role model • Understanding of types of services to be provided • Commitment to the program services offered • Ability to converse & be sensitive to population served • Active listening skills • Group management skill • Citizenship 	<ul style="list-style-type: none"> • Concern for others • Trustworthiness • Helping attitude • Emotional stability • Effectiveness as a role model • Understanding of types of services to be provided • Commitment to the program services offered • Ability to converse & be sensitive to population served • Active listening skills • Group management skill • Citizenship
<p>Selection</p>	<ul style="list-style-type: none"> • Established selection criteria distributed • A formal application is required that clearly explains program purpose, requests information based on specific selection criteria, & requires written teacher & administrator recommendations • Structured interviews are conducted to ascertain whether applicant possesses helping characteristics & skills; is emotionally stable; 	<ul style="list-style-type: none"> • Established selection criteria are selectively distributed • A formal application is required that partially explains the purpose of program, requests information based on specific selection criteria, & written teacher & administrator recommendations • Structured interviews are conducted to ascertain whether applicant possesses helping characteristics & skills; is 	<ul style="list-style-type: none"> • Established selection criteria is not distributed • A formal application is required that requests information based on specific selection criteria, and written teacher & administrator recommendations • Structured interviews are conducted to ascertain whether applicant possesses helping characteristics & skills • Helping characteristics & skills demonstrated are 	<ul style="list-style-type: none"> • Accept all who want to be trained peers • No formal application required • No interviews conducted • No requirement to demonstrate helping characteristics & skills

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	<p>understands & is committed to & available for provision of services to be provided; can be reflective of & sensitive to the population to be served; can effectively manage groups</p> <ul style="list-style-type: none"> • Peers required to demonstrate helping characteristics & skills 	<p>emotionally stable; understands & is committed to & available for provision of services to be provided; can be reflective & sensitive to the population to be served; is familiar with managing groups</p> <ul style="list-style-type: none"> • Peers demonstrate a few helping characteristics & skills 	<p>unrelated to the focus of program</p>	
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Standard 6: Program Training (Program training will provide trained peers with the knowledge & skills needed to be effective in a variety of peer helping roles.)

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
<p>Role of trained peers Trained peers: Advanced = 100-90% Proficient = 89-75% Basic = 74-50% Not Met = Less than 50%</p>	<ul style="list-style-type: none"> • are committed to orientation of program • are consistently caring, accepting, genuine, understanding, & trustworthy • are consistently self-aware • always model healthy behaviors & lifestyle • do not offer advice, propose solutions, or impose values • use positive listening skills 	<ul style="list-style-type: none"> • are committed to orientation of program • are consistently caring, accepting, genuine, understanding, & trustworthy • are consistently self-aware • always model healthy behaviors & lifestyle • do not offer advice, propose solutions, or impose values • use positive listening skills 	<ul style="list-style-type: none"> • are committed to orientation of program • are consistently caring, accepting, genuine, understanding, & trustworthy • are consistently self-aware • always model healthy behaviors & lifestyle • do not offer advice, propose solutions, or impose values • use positive listening skills 	<ul style="list-style-type: none"> • are committed to orientation of program • are consistently caring, accepting, genuine, understanding, & trustworthy • are consistently self-aware • always model healthy behaviors & lifestyle • do not offer advice, propose solutions, or impose values • use positive listening skills

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	<ul style="list-style-type: none"> consistently recognize their limitations in peer helping skills consistently develop individual & group trust are consistently & appropriately using other trained peers for support comply with the personal code of ethics & standards of behavior published by NAPPP coach helpees facilitate sharing of personal feelings & concerns teach helpees organizational skills teach/model leadership skills 	<ul style="list-style-type: none"> consistently recognize their limitations in peer helping skills consistently develop individual & group trust are consistently & appropriately using other trained peers for support comply with the personal code of ethics & standards of behavior published by NAPPP coach helpees facilitate sharing of personal feelings & concerns teach helpees organizational skills teach/model leadership skills 	<ul style="list-style-type: none"> consistently recognize their limitations in peer helping skills consistently develop individual & group trust are consistently & appropriately using other trained peers for support comply with the personal code of ethics & standards of behavior published by NAPPP coach helpees facilitate sharing of personal feelings & concerns teach helpees organizational skills teach/model leadership skills 	<ul style="list-style-type: none"> consistently recognize their limitations in peer helping skills consistently develop individual & group trust are consistently & appropriately using other trained peers for support comply with the personal code of ethics & standards of behavior published by NAPPP coach helpees facilitate sharing of personal feelings & concerns teach helpees organizational skills teach/model leadership skills
<p>Confidentiality/liability skills</p> <p>Trained peers:</p> <p>Advanced = 100%</p> <p>Proficient = 99-80%</p> <p>Basic = 79-50%</p> <p>Not Met = Less than 50%</p>	<ul style="list-style-type: none"> adhere to all <i>NAPPP Code of Ethics</i> know how to recognize potential threats to safety & well-being are aware of limitations & responsibilities, have access to professional staff who can make appropriate referrals promptly & appropriately report potential threats to personal safety or the 	<ul style="list-style-type: none"> adhere to all <i>NAPPP Code of Ethics</i> know how to recognize potential threats to safety & well-being are aware of limitations & responsibilities, have access to professional staff who can make appropriate referrals promptly & appropriately report potential threats to personal safety or the 	<ul style="list-style-type: none"> adhere to all <i>NAPPP Code of Ethics</i> know how to recognize potential threats to safety & well-being are aware of limitations & responsibilities, have access to professional staff who can make appropriate referrals promptly & appropriately report potential threats to personal safety or the 	<ul style="list-style-type: none"> adhere to all <i>NAPPP Code of Ethics</i> know how to recognize potential threats to safety & well-being are aware of limitations & responsibilities, have access to professional staff who can make appropriate referrals promptly & appropriately report potential threats to personal safety or the

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	well-being of trained peers, helpees or others	well-being of trained peers, helpees or others	well-being of trained peers, helpees or others	well-being of trained peers, helpees or others
Listening & communication skills Trained peers: Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> consistently demonstrate active listening skills to include nonverbal/verbal & facilitative responding skills effectively manage issues related to cultural diversity 	<ul style="list-style-type: none"> consistently demonstrate active listening skills to include nonverbal/verbal & facilitative responding skills effectively manage issues related to cultural diversity 	<ul style="list-style-type: none"> consistently demonstrate active listening skills to include nonverbal/verbal & facilitative responding skills effectively manage issues related to cultural diversity 	<ul style="list-style-type: none"> consistently demonstrate active listening skills to include nonverbal/verbal & facilitative responding skills effectively manage issues related to cultural diversity
Problem-solving, decision-making skills Trained peers: Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> are effective at problem solving & decision making effectively use various mediation techniques 	<ul style="list-style-type: none"> are effective at problem solving & decision making effectively use various mediation techniques 	<ul style="list-style-type: none"> are effective at problem solving & decision making effectively use various mediation techniques 	<ul style="list-style-type: none"> are effective at problem solving & decision making effectively use various mediation techniques
Additional issues & topics Trained peers: Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> are knowledgeable about motivational & reinforcement principals of behavior change, individual & group dynamics & facilitation techniques are knowledgeable about social cultural influences & differences are effective at peer tutoring strategies are effective at crisis management are effective at conflict resolution 	<ul style="list-style-type: none"> are knowledgeable about motivational & reinforcement principals of behavior change, individual & group dynamics & facilitation techniques are knowledgeable about social cultural influences & differences are effective at peer tutoring strategies are effective at crisis management are effective at conflict resolution 	<ul style="list-style-type: none"> are knowledgeable about motivational & reinforcement principals of behavior change, individual & group dynamics & facilitation techniques are knowledgeable about social cultural influences & differences are effective at peer tutoring strategies are effective at crisis management are effective at conflict resolution 	<ul style="list-style-type: none"> are knowledgeable about motivational & reinforcement principals of behavior change, individual & group dynamics & facilitation techniques are knowledgeable about social cultural influences & differences are effective at peer tutoring strategies are effective at crisis management are effective at conflict resolution

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	<ul style="list-style-type: none"> are effective at working with special needs populations are effective as telephone “hotline” managers are highly knowledgeable about at least 1 detrimental social, emotional, biological &/or developmental issue impacting youth (e.g., substance abuse, STIs, gangs, family relations) are knowledgeable about referral resources, services & programs 	<ul style="list-style-type: none"> are effective at working with special needs populations are effective as telephone “hotline” managers are highly knowledgeable about at least 1 detrimental social, emotional, biological &/or developmental issue impacting youth (e.g., substance abuse, STIs, gangs, family relations) are knowledgeable about referral resources, services & programs 	<ul style="list-style-type: none"> are effective at working with special needs populations are effective as telephone “hotline” managers are highly knowledgeable about at least 1 detrimental social, emotional, biological &/or developmental issue impacting youth (e.g., substance abuse, STIs, gangs, family relations) are knowledgeable about referral resources, services & programs 	<ul style="list-style-type: none"> are effective at working with special needs populations are effective as telephone “hotline” managers are highly knowledgeable about at least 1 detrimental social, emotional, biological &/or developmental issue impacting youth (e.g., substance abuse, STIs, gangs, family relations) are knowledgeable about referral resources, services & programs
Training	Training specifically tailored or designed to address the nature & goals of the program	Training is comprehensive, but consistently only addresses either the nature or goals of the program	Training is comprehensively & occasionally addresses either the nature or goals of the program	Training is diffuse & not clearly connected to program outcomes

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 (0) Standard Not Met
Service delivery Trained peers: Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> are engaged in a variety of meaningful, productive helping roles reflective of program goals can apply the knowledge & skills acquired during training trained peers & helpees alike acknowledge 	<ul style="list-style-type: none"> are engaged in a variety of meaningful, productive helping roles reflective of program goals can apply the knowledge & skills acquired during training trained peers & helpees alike acknowledge 	<ul style="list-style-type: none"> are engaged in a variety of meaningful, productive helping roles reflective of program goals can apply the knowledge & skills acquired during training trained peers & helpees alike acknowledge 	<ul style="list-style-type: none"> are engaged in a variety of meaningful, productive helping roles reflective of program goals can apply the knowledge & skills acquired during training trained peers & helpees alike acknowledge

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	<p>enhancement of personal growth & positive development</p> <ul style="list-style-type: none"> utilize ongoing opportunities for continued learning & training 	<p>enhancement of personal growth & positive development</p> <ul style="list-style-type: none"> utilize ongoing opportunities for continued learning & training 	<p>enhancement of personal growth & positive development</p> <ul style="list-style-type: none"> utilize ongoing opportunities for continued learning & training 	<p>enhancement of personal growth & positive development</p> <ul style="list-style-type: none"> utilize ongoing opportunities for continued learning & training
<p>General program considerations Trained peers: Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%</p>	<ul style="list-style-type: none"> apply appropriate interventions consistently identify crisis intervention possibilities for various situations consistently recognize & report all threatening situations consistently practice critiquing conflict resolution in de-briefing session following specific events consistently perform to standard in their anticipated roles receive training appropriate & relevant to population served participate in regularly scheduled teaching & learning sessions receive training that is consistent & progressively sequenced from basic to advanced 	<ul style="list-style-type: none"> apply appropriate interventions consistently identify crisis intervention possibilities for various situations consistently recognize & report all threatening situations consistently practice critiquing conflict resolution in de-briefing session following specific events consistently perform to standard in their anticipated roles receive training appropriate & relevant to population served participate in regularly scheduled teaching & learning sessions helpers receive training that is consistent & progressively sequenced from basic to advanced 	<ul style="list-style-type: none"> apply appropriate interventions consistently identify crisis intervention possibilities for various situations consistently recognize & report all threatening situations consistently practice critiquing conflict resolution in de-briefing session following specific events consistently perform to standard in their anticipated roles receive training appropriate & relevant to population served participate in regularly scheduled teaching & learning sessions helpers receive training that is consistent & progressively sequenced from basic to advanced 	<ul style="list-style-type: none"> apply appropriate interventions consistently identify crisis intervention possibilities for various situations consistently recognize & report all threatening situations consistently practice critiquing conflict resolution in de-briefing session following specific events consistently perform to standard in their anticipated roles receive training appropriate & relevant to population served participate in regularly scheduled teaching & learning sessions helpers receive training that is consistent & progressively sequenced from basic to advanced

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	<ul style="list-style-type: none"> • receive training that utilizes a variety of effective, interactive experiential teaching techniques • receive training that provides essential information about referral resources & services • are knowledgeable about what constitutes an appropriate role model & their responsibilities are clear & concise • have ready access to professional staff • have a support system in place for themselves & each other • are knowledgeable about appropriate referral resources 	<ul style="list-style-type: none"> • helpers receive training that utilizes a variety of effective, interactive experiential teaching techniques • helpers receive training that provides essential information about referral resources & services • helpers are knowledgeable about what constitutes an appropriate role model & their responsibilities are clear & concise • have ready access to professional staff • have a support system in place for themselves & each other • are knowledgeable about appropriate referral resources 	<ul style="list-style-type: none"> • helpers receive training that utilizes a variety of effective, interactive experiential teaching techniques • helpers receive training that provides essential information about referral resources & services • helpers are knowledgeable about what constitutes an appropriate role model & their responsibilities are clear & concise • have ready access to professional staff • have a support system in place for themselves & each other • are knowledgeable about appropriate referral resources 	<ul style="list-style-type: none"> • helpers receive training that utilizes a variety of effective, interactive experiential teaching techniques • helpers receive training that provides essential information about referral resources & services • helpers are knowledgeable about what constitutes an appropriate role model & their responsibilities are clear & concise • have ready access to professional staff • have a support system in place for themselves & each other • are knowledgeable about appropriate referral resources
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Specific service delivery roles: rate one or more of the following roles (mentor, tutor, mediator, teacher leader), but only if applicable to the focus of the program.

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Peer Mentor Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> • mentors establish support/helping relationships • mentors consistently help in areas of personal concern 	<ul style="list-style-type: none"> • mentors establish support/helping relationships • mentors consistently help in areas of personal concern 	<ul style="list-style-type: none"> • mentors establish support/helping relationships • mentors consistently help in areas of personal concern 	<ul style="list-style-type: none"> • mentors establish support/helping relationships • mentors consistently help in areas of personal concern

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	<ul style="list-style-type: none"> mentors consistently apply knowledge & skills learned mentors regularly model positive behavior & life choices 	<ul style="list-style-type: none"> mentors consistently apply knowledge & skills learned mentors regularly model positive behavior & life choices 	<ul style="list-style-type: none"> mentors consistently apply knowledge & skills learned mentors regularly model positive behavior & life choices 	<ul style="list-style-type: none"> mentors consistently apply knowledge & skills learned mentors regularly model positive behavior & life choices
Peer Tutor Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> tutors assist peers pursuing academic achievement tutors “coach” in 1-on-1 situations or small groups 	<ul style="list-style-type: none"> tutors assist peers pursuing academic achievement tutors “coach” in 1-on-1 situations or small groups 	<ul style="list-style-type: none"> tutors assist peers pursuing academic achievement tutors “coach” in 1-on-1 situations or small groups 	<ul style="list-style-type: none"> tutors assist peers pursuing academic achievement tutors “coach” in 1-on-1 situations or small groups
Peer Mediator Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> mediators thoroughly explain their roles mediators establish ground rules mediators explore all feasible options mediators expedite collaboration mediators seek full agreement 	<ul style="list-style-type: none"> mediators thoroughly explain their roles mediators establish ground rules mediators explore all feasible options mediators expedite collaboration mediators seek full agreement 	<ul style="list-style-type: none"> mediators thoroughly explain their roles mediators establish ground rules mediators explore all feasible options mediators expedite collaboration mediators seek full agreement 	<ul style="list-style-type: none"> mediators thoroughly explain their roles mediators establish ground rules mediators explore all feasible options mediators expedite collaboration mediators seek full agreement
Peer Teacher Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> teachers instruct on topics of local concern teachers provide special training services to groups or for community projects 	<ul style="list-style-type: none"> teachers instruct on topics of local concern teachers provide special training services to groups or for community projects 	<ul style="list-style-type: none"> teachers instruct on topics of local concern teachers provide special training services to groups or for community projects 	<ul style="list-style-type: none"> teachers instruct on topics of local concern teachers provide special training services to groups or for community projects
Peer Leader Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	<ul style="list-style-type: none"> leaders are knowledgeable about needs & conditions of the people & community leaders initiate, promote, direct & participate in services to peers, 	<ul style="list-style-type: none"> leaders are knowledgeable about needs & conditions of the people & community leaders initiate, promote, direct & participate in services to peers, 	<ul style="list-style-type: none"> leaders are knowledgeable about needs & conditions of the people & community leaders initiate, promote, direct & participate in services to peers, 	<ul style="list-style-type: none"> leaders are knowledgeable about needs & conditions of the people & community leaders initiate, promote, direct & participate in services to peers,

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Peer Program Standards Rubric

	families, & the community	families, & the community	families, & the community	families, & the community
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Standard 8: Program Supervision (Programs will provide regularly scheduled, continuous support to & supervision of trained peers.)

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
<p>Activities & Services Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%</p>	<ul style="list-style-type: none"> • staff routinely monitor, guide, &/or assist trained peers & provide supplemental supervision & support as needed • staff routinely enhance the effectiveness & personal growth of trained peers • staff routinely encourage trained peers to collaborate in performance of their helping roles • safeguards are in place & protected 100-90% of the trained peers from burnout, role confusion, inappropriate assignments or helpee manipulation 	<ul style="list-style-type: none"> • staff routinely monitor, guide, &/or assist trained peers & provide supplemental supervision & support as needed • staff routinely enhance the effectiveness & personal growth of trained peers • staff routinely encourage trained peers to collaborate in performance of their helping roles • safeguards are in place & protected 100-90% of the trained peers from burnout, role confusion, inappropriate assignments or helpee manipulation 	<ul style="list-style-type: none"> • staff routinely monitor, guide, &/or assist trained peers & provide supplemental supervision & support as needed • staff routinely enhance the effectiveness & personal growth of trained peers • staff routinely encourage trained peers to collaborate in performance of their helping roles • safeguards are in place & protected 100-90% of the trained peers from burnout, role confusion, inappropriate assignments or helpee manipulation 	<ul style="list-style-type: none"> • staff routinely monitor, guide, &/or assist trained peers & provide supplemental supervision & support as needed • staff routinely enhance the effectiveness & personal growth of trained peers • staff routinely encourage trained peers to collaborate in performance of their helping roles • safeguards are in place & protected 100-90% of the trained peers from burnout, role confusion, inappropriate assignments or helpee manipulation

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Standard 9: Program Evaluation (Program evaluation includes documenting program-related activities & services, assessing program impact, evaluating long-term program outcomes & determining cost versus benefits of the program.)

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
Process evaluation	<ul style="list-style-type: none"> needs assessment of 100-87.5% of the following factors: social (marketing), epidemiologic, behavioral, environmental, educational, organizational, administrative, & policy 100-95% of goals and objectives are aligned with mission & aims are assessed 100-95% of the trained peers & staff are listed 100-95% of peer selection procedures & criteria are documented 100-95% of the nature & extent of training are documented 100-95% of types & numbers of services & contacts are documented 100-95% of other program activities are documented 	<ul style="list-style-type: none"> 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, & policy 94-80% of goals & objectives are aligned with mission & aims are assessed 94-80% of the trained peers & staff are listed 94-80% of peer selection procedures & criteria are documented 94-80% of the nature & extent of training are documented 94-80% of types & numbers of services & contacts are documented 94-80% of other program activities are documented 	<ul style="list-style-type: none"> 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, & policy 79-50% of goals & objectives are aligned with mission & aims are assessed 79-50% of the trained peers & staff are listed 79-50% of peer selection procedures & criteria are documented 79-50% of the nature & extent of training are documented 79-50% of types & numbers of services & contacts are documented 79-50% of other program activities are documented 	<ul style="list-style-type: none"> No needs assessment conducted less than 50% of goals & objectives are aligned with mission & aims are assessed less than 50% of the trained peers & staff are listed less than 50% of peer selection procedures & criteria are documented less than 50% of the nature & extent of training are documented less than 50% of types & numbers of services & contacts are documented less than 50% of other program activities are documented
Impact evaluation Advanced = 100-95%	knowledge, attitudes, beliefs, skills &/or behaviors are	knowledge, attitudes, beliefs, skills &/or behaviors are	knowledge, attitudes, beliefs, skills &/or behaviors are	knowledge, attitudes, beliefs, skills &/or behaviors are

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Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	quantitatively or qualitatively assessed	quantitatively or qualitatively assessed	quantitatively or qualitatively assessed	quantitatively or qualitatively assessed
Outcomes Advanced = 100-95% Proficient = 94-80% Basic = 79-50% Not Met = Less than 50%	academic, social, emotional, occupational &/or health progress indicators are quantitatively or qualitatively assessed	academic, social, emotional, occupational &/or health progress indicators are quantitatively or qualitatively assessed	academic, social, emotional, occupational &/or health progress indicators are quantitatively or qualitatively assessed	academic, social, emotional, occupational &/or health progress indicators are quantitatively or 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 & internal program supporters & potential recipients informed.)

Components	Advanced (3) 100-95%	Proficient (2) 94-80%	Basic (1) 79-50%	Below Basic (0) Standard Not Met Less than 50%
Communications with program supporters	monthly reporting of events & successes related to goals to those in program setting as well as those interested individuals & organizations in broader community	monthly reporting of events & successes related to goals to those in program setting as well as those interested individuals & organizations in broader community	monthly reporting of events & successes related to goals to those in program setting as well as those interested individuals & organizations in broader community	monthly reporting of events & successes related to goals to those in program setting as well as those interested individuals & organizations in broader community
Use of media to communicate	media used to promote program successes & community involvement & outreach is by means of social media, electronic media, newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, & media contacts	media used to promote program successes & community involvement & outreach is by means of social media, electronic media, newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, & media contacts	media used to promote program successes & community involvement & outreach is by means of social media, electronic media, newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, & media contacts	media used to promote program successes & community involvement & outreach is by means of social media, electronic media, newsletters, postcards, flyers, posters, newspaper articles, interviews, public service announcements, publications, reports, & media contacts

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Standard 11: Long-range Planning (Long-range planning includes ways to maintain & sustain the program.)

Components	Advanced (3)	Proficient (2)	Basic (1)	Below Basic (0) Standard Not Met
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% of an annual extramural program funding exists	94-80% of an annual extramural program funding exists	79-50% of an annual extramural program funding exists	Less than 50% of an annual extramural program funding exists
Peer ownership	100-95% of trained peers feel directly responsible for the program	94-80% of trained peers feel directly responsible for the program	79-50% of trained peers feel directly responsible for the program	Less than 50% of trained peers feel directly responsible for the program

Appendix

Bullying Interventions

Components	Advanced (3) 100-95%	Proficient (2) 94-80%	Basic (1) 79-50%	Below Basic (0) Standard Not Met Less than 50%
Definitions	trained peers can define bullying, bully, victim, bystander, or observer	trained peers can define bullying, bully, victim, bystander, or observer	trained peers can define bullying, bully, victim, bystander, or observer	trained peers can define bullying, bully, victim, bystander, or observer
Origin	trained peers can explain factors that create bullies	trained peers can explain factors that create bullies	trained peers can explain factors that create bullies	trained peers can explain factors that create bullies
Types	trained peers can list categories of bullying & list examples	trained peers can list categories of bullying & list examples	trained peers can list categories of bullying & list examples	trained peers can list categories of bullying & list examples
Gender	trained peers can describe gender-based differences in bullying	trained peers can describe gender-based differences in bullying	trained peers can describe gender-based differences in bullying	trained peers can describe gender-based differences in bullying
Diversity	trained peers can list special subpopulations who are more likely to be bullied & give examples	trained peers can list special subpopulations who are more likely to be bullied & give examples	trained peers can list special subpopulations who are more likely to be bullied & give examples	trained peers can list special subpopulations who are more likely to be bullied & give examples

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Emotional impact	trained peers can list psychosocio-behavioral-emotional-physiological consequences of bullying & the reactions to each (e.g., depressed, not wanting to go to school, suicidal ideation, PTSD, symptoms, & substance misuse)	trained peers can list psychosocio-behavioral-emotional-physiological consequences of bullying & the reactions to each (e.g., depressed, not wanting to go to school, suicidal ideation, PTSD, symptoms, & substance misuse)	trained peers can list psychosocio-behavioral-emotional-physiological consequences of bullying & the reactions to each (e.g., depressed, not wanting to go to school, suicidal ideation, PTSD, symptoms, & substance misuse)	trained peers can list psychosocio-behavioral-emotional-physiological consequences of bullying & the reactions to each (e.g., depressed, not wanting to go to school, suicidal ideation, PTSD, symptoms, & substance misuse)
Ecological impact	trained peers are aware of trepidation of environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	trained peers are aware of trepidation of environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	trained peers are aware of trepidation of environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)	trained peers are aware of trepidation of environment (e.g., feeling unsafe, fear of bullying, being isolated or ostracized)
Intervention	<ul style="list-style-type: none"> • trained peers know when to consult supervisors about counseling for bullies, victims, & bystanders or observers • trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self & victim from scene, reporting, solving conflicts early, helping change policies, etc. 	<ul style="list-style-type: none"> • trained peers know when to consult supervisors about counseling for bullies, victims, & bystanders or observers • trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self & victim from scene, reporting, solving conflicts early, helping change policies, etc. 	<ul style="list-style-type: none"> • trained peers know when to consult supervisors about counseling for bullies, victims, & bystanders or observers • trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self & victim from scene, reporting, solving conflicts early, helping change policies, etc. 	<ul style="list-style-type: none"> • trained peers know when to consult supervisors about counseling for bullies, victims, & bystanders or observers • trained peers will take positive actions to mitigate bullying by such means as speaking up, diversion, removing self & victim from scene, reporting, solving conflicts early, helping change policies, etc.
Supervision	trained peers know when to consult with their supervisors about any matter outside of their specialized training for bullying	trained peers know when to consult with their supervisors about any matter outside of their specialized training for bullying	trained peers know when to consult with their supervisors about any matter outside of their specialized training for bullying	trained peers know when to consult with their supervisors about any matter outside of their specialized training for bullying

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NOTE: for further information, see the following presentation available on NAPPP website: Tindall, J.A., & Black, D.R. (2014, July). *Bullying prevention intervention through peer power*. Paper presented at the 2014 National Conference on Girl Bullying and Other Forms of Relational Aggression, Rosemont, IL.

Suicide Prevention/Intervention

Components	Advanced (3) 100-95%	Proficient (2) 94-80%	Basic (1) 79-50%	Below Basic (0) Standard Not Met Less than 50%
Knowledge	trained peers know the prevalence of suicides nationally & locally	trained peers know the prevalence of suicides nationally & locally	trained peers know the prevalence of suicides nationally & locally	trained peers know the prevalence of suicides nationally & locally
Signs	trained peers know the signs of suicide in others	trained peers know the signs of suicide in others	trained peers know the signs of suicide in others	trained peers know the signs of suicide in others
Types	trained peers can list the top suicide methods	trained peers can list the top suicide methods	trained peers can list the top suicide methods	trained peers can list the top suicide methods
Gender	trained peers can describe differences in female vs. male suicide	trained peers can describe differences in female vs. male suicide	trained peers can describe differences in female vs. male suicide	trained peers can describe differences in female vs. male suicide
Diversity	trained peers can list special subpopulations who are more likely to threaten & commit suicide	trained peers can list special subpopulations who are more likely to threaten & commit suicide	trained peers can list special subpopulations who are more likely to threaten & commit suicide	trained peers can list special subpopulations who are more likely to threaten & commit suicide
Help others	trained peers can describe the steps to help others help others with suicidal ideations	trained peers can describe the steps to help others help others with suicidal ideations	trained peers can describe the steps to help others help others with suicidal ideations	trained peers can describe the steps to help others help others with suicidal ideations
Referral sources	trained peers know local & national referral sources	trained peers know local & national referral sources	trained peers know local & national referral sources	trained peers know local & national referral sources
Impact on others	trained peers know psycho-social-behavioral-emotional-physiological consequences of suicide on others (family, friends & school)	trained peers know psycho-social-behavioral-emotional-physiological consequences of suicide on others (family, friends & school)	trained peers know psycho-social-behavioral-emotional-physiological consequences of suicide on others (family, friends & school)	trained peers know psycho-social-behavioral-emotional-physiological consequences of suicide on others (family, friends & school)

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Skills to teach others about suicide prevention activities	trained peers will have skills to teach others about suicide prevention strategies	trained peers will have skills to teach others about suicide prevention strategies	trained peers will have skills to teach others about suicide prevention strategies	trained peers will have skills to teach others about suicide prevention strategies
Intervening	trained peers know when to consult supervisors about suicidal ideations in others	trained peers know when to consult supervisors about suicidal ideations in others	trained peers know when to consult supervisors about suicidal ideations in others	trained peers know when to consult supervisors about suicidal ideations in others
Supervision	trained peers know when to consult their supervisors about any matter outside their skill level of helping others with suicidal ideations	trained peers know when to consult their supervisors about any matter outside their skill level of helping others with suicidal ideations	trained peers know when to consult their supervisors about any matter outside their skill level of helping others with suicidal ideations	trained peers know when to consult their supervisors about any matter outside their skill level of helping others with suicidal ideations

Note: Additional resources on this topic can be found in Tindall, J. (2013, October). Teen Suicide Peer-to-Peer Prevention and Intervention Strategies webinar and Tindall, J. (2009). Peer Power Book Two: Workbook: Applying Peer Helper Skills (3rd ed.). New York: Routledge/Taylor & Francis Group. Order from www.Youthlightbooks.com

New Student Orientation: Trained peers know how to successfully orient and connect new students to school.

Components	Advanced (3) 100-95%	Proficient (2) 94-80%	Basic (1) 79-50%	Below Basic (0) Standard Not Met Less than 50%
KNOWLEDGE	trained peers know the specific topics to be covered for new students	trained peers know the specific topics to be covered for new students	trained peers know the specific topics to be covered for new students	trained peers know the specific topics to be covered for new students
INTRODUCTIONS	trained peers know how to introduce themselves to make new students feel comfortable	trained peers know how to introduce themselves to make new students feel comfortable	trained peers know how to introduce themselves to make new students feel comfortable	trained peers know how to introduce themselves to make new students feel comfortable

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IMPORTANCE	trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school	trained peers know the psycho-social/behavioral/emotional/physiological importance of connecting new students to school
SUBPOPULATIONS NEEDING EXTRA SUPPORT	trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance	trained peers can identify special subpopulations who need extra support when entering a new school; e.g., special needs, from much smaller or larger schools, from much smaller or larger cities, entering because of a stressful circumstance
FOSTERING SCHOOL CONNECTEDNESS	trained peers can describe steps to help new students become connected to the school	trained peers can describe steps to help new students become connected to the school	trained peers can describe steps to help new students become connected to the school	trained peers can describe steps to help new students become connected to the school
SUPPORTIVE GROUPS	trained peers know school groups, clubs, teams, etc., to offer to new students	trained peers know school groups, clubs, teams, etc., to offer to new students	trained peers know school groups, clubs, teams, etc., to offer to new students	trained peers know school groups, clubs, teams, etc., to offer to new students
INTERVENING	trained peers can identify when to consult supervisors if a new student is in distress	trained peers can identify when to consult supervisors if a new student is in distress	trained peers can identify when to consult supervisors if a new student is in distress	trained peers can identify when to consult supervisors if a new student is in distress
OUTLINE OF COMMON ORIENTATION TOPICS	trained peers make new students feel welcome trained peers introduce themselves warmly and effectively	trained peers make new students feel welcome trained peers introduce themselves warmly and effectively	trained peers make new students feel welcome trained peers introduce themselves warmly and effectively	trained peers make new students feel welcome trained peers introduce themselves warmly and effectively

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	<p>trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes</p> <p>trained peers always model healthy behaviors/ lifestyle</p> <p>trained peers connect new students to their homeroom teacher</p> <p>trained peers connect new students to their counselor and help get their class schedules</p> <p>trained peers walk the new student through their schedule and point out all the areas of the campus</p> <p>trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.</p> <p>trained peers explain the school rules and dress code and provide the new student with a copy</p>	<p>trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes</p> <p>trained peers always model healthy behaviors/ lifestyle</p> <p>trained peers connect new students to their homeroom teacher</p> <p>trained peers connect new students to their counselor and help get their class schedules</p> <p>trained peers walk the new student through their schedule and point out all the areas of the campus</p> <p>trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.</p> <p>trained peers explain the school rules and dress code and provide the new student with a copy</p> <p>trained peers explain all the aspects of their peer program</p>	<p>trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes</p> <p>trained peers always model healthy behaviors/ lifestyle</p> <p>trained peers connect new students to their homeroom teacher</p> <p>trained peers connect new students to their counselor and help get their class schedules</p> <p>trained peers walk the new student through their schedule and point out all the areas of the campus</p> <p>trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.</p> <p>trained peers explain the school rules and dress code and provide the new student with a copy</p> <p>trained peers explain all the aspects of their peer program</p>	<p>trained peers explain/help get locks/lockers, ID pictures, lunchroom/ library passes</p> <p>trained peers always model healthy behaviors/ lifestyle</p> <p>trained peers connect new students to their homeroom teacher</p> <p>trained peers connect new students to their counselor and help get their class schedules</p> <p>trained peers walk the new student through their schedule and point out all the areas of the campus</p> <p>trained peers show new students where to get daily information; e.g., student newspaper, tv announcements, etc.</p> <p>trained peers explain the school rules and dress code and provide the new student with a copy</p> <p>trained peers explain all the aspects of their peer program</p>
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<p>trained peers explain all the aspects of their peer program</p> <p>trained peers invite the new student to take the peer program training</p> <p>trained peers escort new students to lunch</p> <p>trained peers make sure the new student knows how to contact them any time</p> <p>trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p> <p>trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>trained peers invite the new student to take the peer program training</p> <p>trained peers escort new students to lunch</p> <p>trained peers make sure the new student knows how to contact them any time</p> <p>trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p> <p>trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>trained peers invite the new student to take the peer program training</p> <p>trained peers escort new students to lunch</p> <p>trained peers make sure the new student knows how to contact them any time</p> <p>trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p> <p>trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>	<p>trained peers invite the new student to take the peer program training</p> <p>trained peers escort new students to lunch</p> <p>trained peers make sure the new student knows how to contact them any time</p> <p>trained peers make a plan with the new student to walk them to classes, support them in any way as long as they want</p> <p>trained peers know when to consult with their supervisors about any matter outside their skill level of helping new students</p>
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Note: This protocol is based on 27 years of evidence-based experience with Peer Information Center for Teens, Inc., the first NAPPP Certified Peer Program (CPP, 2002).