|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goals/Objectives | Training  No Yes | | Evaluation  No Yes | |
| 1. Decrease retentions |  |  |  |  |
| 2. Decrease failure rate |  |  |  |  |
| 3. Increase academic performance |  |  |  |  |
| 4. Increase school attendance |  |  |  |  |
| 5. Decrease behavior problems |  |  |  |  |
| 6. Prevent use of alcohol/school |  |  |  |  |
| 7. Increase positive attitude/school |  |  |  |  |
| 8. Increase self-esteem |  |  |  |  |
| 9. Improve self-concept |  |  |  |  |
| 10. Increase internal locus of control |  |  |  |  |
| 11. Prevent smoking |  |  |  |  |
| 12. Improve communication skills |  |  |  |  |
| 13. Increase student involvement |  |  |  |  |
| 14. Develop leadership skills |  |  |  |  |
| 15. Develop problem-solving skills |  |  |  |  |
| 16. Develop mediation skills |  |  |  |  |
| 17. Decrease teen pregnancy |  |  |  |  |
| 18. Reduce violence |  |  |  |  |
| 19. Increase connectedness |  |  |  |  |
| 20. Reduce anxiety for new students |  |  |  |  |
| Form 10.1 Training goals and evaluation alignment blueprint for evaluation, evaluation through research form. | | | | |

Black. David & Tindall, Judith. *Peer Programs*. 2nd ed. New York: Routledge, 2009. Print.