Peer to Peer; Suicide Grant Program
Frequently Asked Questions (FAQ)

Who can apply? Any private, public and tribal schools that operate high school grades. 2r and 2x public charter schools may also apply.

How do you define *high school grades*?
Schools that serve students in grades 9, 10, 11, and/or 12.

Where can I find the authorizing State Statute?
https://docs.legis.wisconsin.gov/2019/related/acts/83/_5

How much are the awards? $1,000 or less.

Where can I find more information about Peer to Peer Programs?
Visit the DPI's Peer-to-Peer website at: https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/student-programs/peer-to-peer-suicide-prevention-grants

What is considered a Peer-to-Peer Program?
High quality Peer-to-Peer Programs should:
- Be adult-supported and student-driven;
- Be based on a solid foundation in social learning and social influence theories that address how learning and behavior change occur on the individual level and within social networks;
- Use follow-up sessions to update and reinforce original program content;
- Be well-organized and be conducted in a systematic manner.

What are some tips for planning and implementing a new Peer-to-Peer Program?
Tips for planning and implementing New Peer-to-Peer Involvement Programs are:
- Clearly define the target population, in terms of age, ethnicity/race, gender, sexual orientation, socio-economic status, and life experiences; then select peer educators accordingly. Example: Peer leaders are nominated by their classmates. Adult advisors make sure leaders are representative of the diversity of the student body.
- Articulate program philosophies, goals and objectives, and use these priorities to guide program design. Example: If your program focuses on the prevention of risk behaviors or the maintenance of healthy behaviors, select peer educators who can serve as positive role models for the other students.
- Determine the roles and responsibilities of peer educators. Example: When implementing peer education programs, youth may have the sole responsibility to deliver instruction, but development of the curriculum is a shared responsibility between youth and adults.
- Ensure program goals are consistent with the setting or location of the program. Example: school-based programs are an efficient way to reach large populations of youth. Schools are well-suited to provide prevention-focused knowledge and skills to general populations.

- Provide the necessary resources. Example: Peer educators need appropriate training in the content area, teaching strategies, facilitation, and communication skills.
- Ensure that the person who coordinates the program understands the value of peer programs and is committed to working with youth. Peer-based interventions require involvement from adults for supervision, quality assurance, coordination, guidance, and other types of support.
- Prepare for peer educator and staff turnover. Peer educators may have high turnover rates due to schedule conflicts, other academic and extracurricular activities, or graduation from school. Adult coordinators will most likely have a number of other responsibilities. Example: Some program coordinators recruit new peer educators as part of the program delivery.

What are some tips for expanding an existing Peer-to-Peer Program?
Those expanding an existing Peer-to-Peer Program can benefit from revisiting the same tips outlined for implementing a new program.