# Undergraduate Research Semester/Exploratory Grant Application

## Budget Worksheet

<table>
<thead>
<tr>
<th>BUDGET ITEM</th>
<th>Department or College Funds</th>
<th>Outside Agency Funds</th>
<th>Personal Funds</th>
<th>Undergrad. Research Funds</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Paper</td>
<td></td>
<td></td>
<td></td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>- Envelopes</td>
<td></td>
<td></td>
<td></td>
<td>$30.00</td>
<td></td>
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<tr>
<td>- Postage</td>
<td></td>
<td></td>
<td></td>
<td>$380.00</td>
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<tr>
<td>- Labels</td>
<td></td>
<td></td>
<td></td>
<td>$30.00</td>
<td></td>
</tr>
<tr>
<td>- Printing costs</td>
<td></td>
<td></td>
<td></td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>- Token of appreciation</td>
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<td></td>
<td></td>
<td>$440.00</td>
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<tr>
<td>Equipment</td>
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<td></td>
<td></td>
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<tr>
<td>Mileage to gather Data (.36 per mile)</td>
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<td></td>
<td></td>
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<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td>$1000.00</td>
<td>$1000.00</td>
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</tbody>
</table>

## NOTES

Equipment and left-over materials purchased with this grant will remain the property of WSU.

You may not request money for gas purchases for travel. WSU reimburses travel expenses at a set mileage rate only.
The Youth Court Program was established in the 1970's as an alternative to the traditional Juvenile Justice System. Youth Courts have been in operation for the past 30 years in one form or another and there is still questions regarding the efficacy and methods of these programs. The Youth Court program is designed to be operated by youths with adult supervision. This program allows youths to be held accountable for their actions by a group of their peers. Youth Courts

According to Butts and Buck (2000) there are over 675 youth court programs operating in the United States. The goal of the Youth Court program was to find a more effective way to prevent or reduce the recidivism rate of youth offenders. Ackler, Hendrix, Hogan and Kordzek (2001), noted that juvenile courts and other institutions could greatly benefit from properly functioning youth courts by providing a viable, cost-effective option for handling minor cases, thus freeing juvenile courts to focus attention on more serious matters. The prospect of lowering recidivism rates while simultaneously streamlining costs is provocative and could greatly benefit the existing disciplinary systems. An important strength of youth court is that it allows individual communities the ability to design and structure these systems around their particular needs and circumstances.

Research conducted by Schwalbe, Gearing, MacKenzie, Brewer and Ibrahim (2012), suggests that five major types of diversionary programs exist including: case management/brokered services only, individually oriented treatment provided by the program with or without case management, family-based treatment provided by the program with or without case management, youth court, and restorative justice. The Layton Youth Court program focuses on a restorative justice approach while emphasizing the offender’s role and attachment to the community. This project will attempt to provide answers regarding the efficacy of the Layton Youth Court, as well as identifying important risks and protective factors that play a role in youths’ lives. A truly unique facet of the Youth Court program is that the sentence or “disposition” is created by a panel of the youths peers. Often ex-offenders are appointed to this panel. Lyles and Knepper (1997), found that involving ex-offenders on these juries has many potential benefits. Not only can it provide a more meaningful understanding of the legal system, but they are placed in a position of responsibility in enforcing social norms. Youth Court sentencing is unique to each individual but often include things such as community service hours, restitution if there was property damage, essays, letters of apology to victims, or other requirements as the panel sees fit. Godwin (1998), suggests that only by requiring offenders to apologize to victims can they truly appreciate the harmful nature of their actions.

There has been little in depth research on the efficacy of Youth Courts in lowering the recidivism rate of youth offenders in comparison to the traditional Juvenile Justice System as well as other diversionary programs. In research by Lancaster, Balkins, Garcia and Valarezo (2011), the efficacy of a Youth Court system was compared to a traditional community probationary program. Youth Court participants had a statistically significant lower rate of recidivism in a 24-month period after completion than those of the probationary program. Three out of five court-referred youth did not reoffend when they received a community-based intervention. In a 6 month study of 4 separate courts in differing states, funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), a re-offense rate of 6%-9% was found depending on the state, while the re-offense rate of traditional program youth around 18%. This study did not attempt to explain the differences in rates and why Youth Court maybe a more effective option in deterring recidivism.
The studies that have been done examining the efficacy of Youth Court have been lacking in a few key areas, namely time frame limitations and attempting to explain why the program may be more effective than traditional juvenile court systems. The time frame limitations are a concern due to the previous studies possibly being so brief in scope as to miss the true recidivism rate. The OJJDP suggests that a time frame of two years be examined to gain a true recidivism rate. In establishing a more definitive re-offense rate the efficacy of this particular program can be more accurately assessed.

While the recidivism rate is an important element in measuring the success of diversionary programs, it is not the only factor. According to research by Smith and Chonody (2010), research that is focused solely on recidivism data does not provide evidence as to the mechanisms that influence one offender to commit crimes later in life, and thus provides little information on how to further develop effective early interventions. Explaining why a difference if any exists between diversionary programs and traditional juvenile court systems is where this study will provide significant benefits. In identifying the risk factors that may play the largest role in youth re-offending and the protective factors that may contribute to youths avoiding re-offense, future courts could utilize our findings by tailoring their programs to address these risk factors. This study will look at 6 unique factors thought to play a role in youth offending and in doing so hopefully provide direction in the development of more effective diversionary programs for youth offenders.

This research will be faculty supervised, meaning that the faculty advisor has been and will continue to be heavily involved in the research. As the primary student investigator I will be doing the majority of the research design and analysis of the collected data. I have already completed a research project with faculty supervision as well as completing a research methods class with an A grade. I have also completed a Statistics class as well as training on statistical analysis software. As part of previous projects I have also received training on the Qualtrics program we will be utilizing for the online respondent survey. I feel well qualified to pursue this project to a successful completion. This study will also be assisted by the participation of multiple students providing support in clerical and data entry roles. All participants will have completed the campus provided IRB training. A listing of these students is provided as Appendix B.

We will be submitting this study for consideration in multiple journals including but not limited to the Weber State research journal Eros, the Psi Chi Research Journal. We will also be submitting this project to multiple conferences for presentation, including the National Conference of Undergrad Research (NCUR), the Rocky Mountain Psychological Association (RMPA), and Weber States Undergrad Research Symposium among others.

**Project Methods and Timeline**

For this research project we will be utilizing a combination of mailings and an online survey. We will be mailing out letters to previous participants in the Layton Youth Court to log on and participate in a short survey regarding their lives since completion of the Youth Court Program. The list of participants was obtained from the Layton Youth Court through approved methods. The first set of mailings will be sent as soon as funding is received in October.

We will be sending out 4 follow up mailings in 10 day intervals until mid-November. The online survey will be open until November 30th. This time frame will allow for data analysis to be completed by mid-December and for the research to be submitted to various conferences and journals as appropriate. We expect to mail out letters to both previous participants and their parents, we anticipate that we will have 210 individuals who will qualify for this study.

The Internal Review Board’s approval for this process and research is attached.
Distribution and use of Funds

The funds being requested for this project will be used for the postage and supplies required for participant mailings. Funds will also be used to purchase the gifts sent to the participants with the initial mailings. We are requesting a grant in the amount of $1000.00 to complete this project.

We anticipate spending $380.00 on the postage for all four mailings to perspective participants, $60.00 for professional grade paper for the letters, $30.00 for mailing labels, and $30 for envelopes, and $40 for printing cost. Providing for a total of $560 spent on the mailings. We intend on using the remaining $500 to purchase the token of appreciation that we will be included in the first mailing. We have yet to determine what we will be using as a gift in the initial mailing. We are in the process of contacting movie theaters, local restaurants, and entertainment venues in hope of a discount of the bulk purchase of tickets or meals. We will be using the entirety of any funds remaining after the mailings to purchase the thank you gifts.

We will not be purchasing any new equipment for this project. We will not be using any funds for travel purposes.

Undergraduate Research Semester/Exploratory Grant Application Additional Questions

• What funding have you received from OUR in the past, Where has your previous project been disseminated? No previous funding
• Is this project part of a required course? Is so, please indicate the support provided for this project by the academic department? No, and None
• What additional sources of funding have been solicited? Is your department willing/able to fund any equipment they will be retaining? No additional sources have been solicited and no equipment will be purchased.

Where do you plan to disseminate the results of this project? We will be submitting the project to RMPA (Rocky Mountain Psychological Association), the Undergraduate Symposium, as well as multiple journals.
1. What funding have you received from OUR in the past, Where has your previous project been disseminated.
   - I have never applied for a grant to do research before.

2. Is this project part of a required course? If so, please indicate the support (monetary and in-kind) provided for this project by the academic department.
   - This project is not required for a class, or as a department requirement.

3. What additional sources of funding have been solicited? Is your department willing/able to fund any equipment they will be retaining?
   - There are no other sources of funding available for this project.

4. Where do you plan to disseminate the results of this project
   - This research will be presented at two conferences, The Rocky Mountain Psychological Association research conference, and The National Conference of Undergraduate Research in the spring of 2013. This research will also be submitted to professional journals for publication upon completion.
5. If you are requesting a stipend, please list all significant time commitments (5+ hours per week) that you expect to maintain over the duration of your project including, for example, class and work schedules.
UNDERGRADUATE RESEARCH SEMESTER/EXPLORATORY GRANT APPLICATION

FACULTY MENTOR RECOMMENDATION FORM

Student Name (last, first): ______________________________________________________

Project Title: _________________________________________________________________

Mentor Directions: After carefully reviewing the proposal and assessing both the viability of this project and the qualifications of the student requesting funding, answer the questions found below. Please expand the sections as necessary (do not attach separate letter). If the project involves the use of human subjects or protected animals, be sure the student secures IRB or ACUC approval. If the project receives funding, it is your responsibility to work closely with the student, monitor the ongoing progress of the project and budget, and evaluate the project’s results. Failure to do so will jeopardize funding for this project and any future projects.

1. How long and in what capacity have you known this student?

2. Briefly describe the proposed project. Is this part of a larger research project? Is this part of a course? If so, how is the project apart from the nature and scope of activities normally taken for the course (Please attach a copy of your course syllabus)?

3. Give an assessment of the project’s significance to the student’s discipline and of the project’s educational and/or professional benefit to the student.

4. Comment on the qualifications of the student to successfully complete this project, both in terms of the project’s scope and its time frame.

5. Comment on the justification and appropriateness of the project budget, including the necessity of a stipend (if requesting one).

6. Describe your role in the project.

7. Include anything else that you think will be helpful to the committee in evaluating this application.

This project ____ DOES ____ DOES NOT require review by the WSU Institutional Review Board for Human Subjects or the WSU Animal Care and Use Committee.

___________________________________________________________________________  ______________________________________________________________________

Project Mentor Signature  Date

___________________________________________________________________________  ______________________________________________________________________

Campus Mail Code  Phone Extension
Appendix A

References


Appendix B

Logan Zaring
Patricia Dirks