

Figure 1.

Project PRIDE-

Promote Respect and Instill Discipline for Excellence

Abstract

A&M-Commerce and Grayson County Department of Juvenile Services (GCJDS) propose **Project PRIDE (Promote Respect and Instill Discipline for Excellence)**, an innovative mentoring project serving ten counties in Northeast Texas, will reduce recidivism and increase protective factors for youth, ages 12-17, incarcerated in the post-adjudication facility. Graduate social work interns will provide mentoring and support services partnered with Community Mentors after juveniles are released. A *Network of Care* will allow coordination of a variety of services in this isolated area to meet needs of juveniles and families. An Advisory Council will provide input and support for the project through monthly meetings. Data will be collected on all performance measures and analysis by the Project Evaluator will determine progress towards meeting project goals and objectives.

The unique design of **Project PRIDE** reflects the importance of understanding of rurality and the value of networking within each community to access needed services. Invaluable relationships will provide linkages to Community Mentors and sustain the *Network of Care*. The expertise of the faculty and staff of A&M-Commerce and GCDJS, partnered with the evidence-based program of Big Brothers Big Sisters, will result in a lasting impact in increasing protective factors inherent in these rural communities.

Statement of the Problem

“Every child deserves a relationship with a caring adult.” (Bill Milliken, Founder-Communities In Schools) Mentoring young people today presents many challenges. For those juveniles who have committed criminal acts that resulted in adjudication, mentoring is even more challenging. Research shows that of all the myriad of solutions posed for juvenile offenders, mentoring holds the most promise (Britner, Balcazar, Blechman, Pike, & Larose, 2006; Blechman, 1992) .

Despite the fact that rural youth have the same mental health and social services needs, they lack the opportunities that are available to their urban counterparts (Ginsberg, 1998). Over the course of American history, there has been steady erosion in the population and the quality of life for families living in rural areas. Though the myth is that rural families live in safe pastoral settings, an article in the Dallas Morning News stated that most of the methamphetamines on the streets of Dallas come from meth labs in rural east Texas. Rural youth have the same problems with drugs and risky behavior as urban youth. The infrastructure within the schools and communities is sorely lacking in resources to help children exhibiting anti-social behaviors until it is too late. The result in too many cases is a downward spiral into criminal acts, adjudication, and repeated periods of incarceration. Though rural areas do not have concentrated populations needing services, there is a tremendous need to provide support to youth and families, especially those adjudicated juveniles who will transition back into the communities after a relatively short (six months) incarceration.

Texas A&M University-Commerce (A&M-Commerce) has provided higher education to rural northeast Texas since 1889, ten years before the juvenile justice system was created in this country. The university has a distinguished history in preparing educators, social workers, and

other professionals to become successful in their fields. The university recently received a grant from HHS to provide mentoring to children of prisoners which serves rural Fannin County. University professors and staff aggressively seek external funding to develop programs that support students and the neighboring rural communities.

The Grayson County Department of Juvenile Services (GCDJS) provides post-adjudication services to youth and families of Grayson County and, through inter-local agreements, offers these services throughout Texas region with a focus on rural Northeast Texas. (See Figure 1 on page 1). Specific counties targeted for **Project PRIDE** include: Cooke, Delta, Fannin, Franklin, Hopkins, Hunt, Kaufman, Lamar, and Rockwall counties. These counties were selected because they are within a 60-70 miles radius of the university and are served by GCDJS. Generally, this region of Texas is heavily rural with low population density and a significant dependence upon agriculture to sustain the local economy. Particularly important is the relative dearth of service providers addressing the needs of rurally-based adolescents involved with the juvenile justice system.

A&M-Commerce and GCDJS propose **Project PRIDE (Promote Respect and Instill Discipline for Excellence)**, an innovative mentoring project to serve a geographically isolated area of northeast Texas. **Project PRIDE** will leverage the resources of both organizations to provide graduate social work interns to work in collaboration with GCDJS counselors and select trained community mentors when youth are serving their post-adjudication sentence and after they are released. This program will ease the transition back into the communities and provide needed support in the area of academics, social adjustment and, family support. Intensive study of the literature and interviews with county justices, local public school staff and other community members has resulted in a program design firmly grounded in the research. Evidence

based strategies will be used to maximize the success of the respondents and sustainability of the services.

Nature and scope of the problem that the program will address- Both quantitative and qualitative data were collected and analyzed to determine the nature and scope of the problem. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) statistics indicate that juvenile crime continues to be a national concern. The Northeast Texas Region, according to data retrieved from the OJJDP SMART System, reflects OJJDP observations (See attachments for SMART data charts). Despite relative stability on many juvenile crime indices since 2005, several counties in the region, including Cooke, Fannin and Grayson have demonstrated a rather large increase in the Juvenile Arrest Rate Indicator (4,024, 5,216, and 4,433 arrests in 2007 respectively in these contiguous counties). These same counties have also seen a related increase in the Juvenile Violent Crime Arrest Rate Index (258, 237, & 94 arrests). Similarly, these counties as well as Kaufman County have seen increases in the Juvenile Drug Abuse Violation Rate Indicator and the Juvenile Property Crime Index Arrest Rate. Table 1. reflects the number of arrests for 2007.

When combined with population data (provided in Attachments), the numbers are significant. Small counties, such as Fannin, with much smaller populations than surrounding counties, have much higher juvenile arrests. Comparison of population size with number of juvenile arrests, both overall and for specific crimes, reflect a sobering picture of the impact of juvenile crime on rural communities. The total geographic area of the ten target counties is 6,916 square miles – there are few and dispersed services, resulting in large numbers of juveniles in communities that lack resources and services.

The literature clearly describes the correlation between poverty and crime. The vast majority of juveniles who are incarcerated come from homes below the poverty level. Data

charts (see Attachment s) illustrate the overall population of the targeted area, the percentages of children under age of 18 and the poverty characteristics of the region.

Table 1. SMART Table Display Analysis for Juvenile Crime Indicators and Population

	% of Households with Children that are Single Parent, 2000	Juvenile Arrest Rate, 2007	Juvenile Violent Crime Index Arrest Rate, 2007	Juvenile Property Crime Index Arrest Rate, 2007	Juvenile Weapons Law Arrest Rate, 2007	Juvenile Drug Abuse Arrest Rate, 2007
<i>Counties</i>	<i>Min: 15 Max: 31</i>	<i>Min: 0 Max: 6,691</i>	<i>Min: 0 Max: 353</i>	<i>Min: 0 Max: 2,668</i>	<i>Min: 0 Max: 96</i>	<i>Min: 0 Max: 701</i>
Cooke	22%	4,024	258	473	22	301
Delta	21%	2,370	158	790	0	0
Fannin	25%	5,216	237	2,668	0	445
Franklin	21%	0	0	0	0	0
Grayson	26%	4,433	94	618	31	383
Hopkins	20%	2,658	53	319	0	425
Hunt	25%	6,691	54	1,115	0	217
Kaufman	21%	3,477	122	577	96	559
Lamar	31%	3,350	353	1,340	18	71
Rockwall	15%	3,163	102	561	77	701

Data tables provided in Attachments show that though the census data for poverty show the communities participating have between 11 and 20% poverty rate, the public school data indicates that students who qualify as economically disadvantaged show a much higher percentage, up to 70% in targeted counties. There is also a correlation of high poverty with higher dropout rates (19.2% in Lamar county, with an average of 9% overall in region) and lower academic achievement (only 60% passing rate on state accountability testing, TAKS, for Kaufman county, with an average of only 75% overall in region).

Data to provide evidence that the problem exists- Statistics from the GCDJS post-adjudication program support the SMART data with enrollment increasing from 12 adolescent boys in 2008 to the current census of 26 for the 2009-2010 year. Placements from the ten target communities have been steadily increasing over the past few years. Last year, GCDJS discharged 20 youth

from these north Texas communities; 23 youth are currently incarcerated or have been discharged this year. While these are not large numbers of youth, combined with the SMART statistics on juvenile arrests and other indicators of risk, the impact on the communities is notable.

In 2007, the Texas Legislature mandated sweeping reforms in the Texas Youth Commission. The most relevant reform is the rapid process of decentralization, resulting in more adolescents previously served by the Commission being referred to community and regional jurisdictions such as GCDJS. Given the state of the economy and current political leanings, it is likely that continued decentralization will continue to impact the post-adjudication program census with increased numbers of respondents.

Demonstrate the size and scope of the problem- **Project PRIDE** respondents and mentors will come from rural and geographically isolated parts of north Texas. While mentoring programs serving areas of the nation with greater population concentration will be able to identify more respondents and mentors; the effective provision of mentoring services to support juvenile offenders in sparsely populated areas is needed. Mentoring programs for regions which have few resources holds great promise for other rural regions and juvenile justice programs around the nation.

Individual adolescents participating in the GCDJS post-adjudication program are referred by the local, county juvenile courts with charges ranging from Class B misdemeanors to capital felonies. Many respondents have significant issues with substance abuse (25%) and demonstrate serious emotional and behavioral deficits (30%). Additionally, at least 50% of the GCDJS population is diagnosed with learning disabilities (GCJDS data, 2010). The majority of these juveniles have been served in special education in the public schools which is consistent with the

literature on juvenile offenders. They typically come from homes in poverty and may have little or no family support (see data in Attachments). In addition, they live in primarily rural communities with few role models, and fewer opportunities for meaningful work, few choices for recreation, and almost no social services.

Document the effects of the problem on the target population and the larger community- Extant evidence supports the significant issues facing participants of the GCDJS post-adjudication program. Adolescents who are incarcerated often have higher recidivism rates, develop fewer life skills (i.e., conflict resolution, social skills), have higher rates of mental illness, and are less successful in education and employment than youths who were never confined (Austin, Dedel, & Weitzer, 2005; Lipsey, 2009). In an effort to enhance overall outcomes and further improve the transition from the post-adjudication program to the community, **Project PRIDE** seeks to initiate a mentoring component for juveniles transitioning from GCJDS to their home community.

Practitioners know that transition services for incarcerated youth returning to the community must bridge the gap between the correctional facility and school, employment, family, and independent living in the community (Leone, Meisel, & Drakeford, 2002; Rutherford, Griller, & Anderson, 2001). Adjudicated youth face numerous difficulties and unique challenges as they mature from adolescence into young adulthood, compared to their peers not involved in the juvenile justice system, as demonstrated by the dismal transition outcomes for this population. Some studies (Unruh, 2005) reveal that almost 60% of the youth returned to the juvenile justice system over a five year period ended up being committed to the adult correctional system. Only 25% enrolled in school after exiting custody, and fewer earned any form of high school completion document. Employment rates averaged less than 30%. Those

participants with a special education disability, about 58% of the total sample, were three times more likely than those without a disability to return to the correctional system and two times less likely to become involved in work or school. Formerly incarcerated youth with disabilities who were working or going to school during the first six months of release were 3.2 times less likely to return to custody and 2.5 times more likely to remain working or enrolled in school 12 months after exiting the correctional facility. Youth who become engaged in work or school fared better in their transition than those who did not.

Describe any previous or current attempts to address the problem- The GCJDS post-adjudication program, initiated in 1996 through the Texas Juvenile Probation Commission, is prominently known for its treatment modality. Best practice programming includes: Moral Reconciliation Therapy (MRT), Safer Society substance abuse education and intervention models, Hazelton sex offender protocol, 12-step substance abuse intervention program as well as anger management, life skills, fatherhood and numerous supportive models. The treatment component is delivered by two licensed professional counselors (LPC), two Certified Alcohol Drug Abuse Counselors (CADAC) and two Registered Sex Offender Treatment Providers (RSOTP). The treatment program is folded into the department's academic association with the Sherman Independent School District (ISD). Sherman ISD provides a 1:10 student teacher ratio of instruction throughout an 8-hour learning day and 220 days of academic and remedial instruction. The agency currently has 22 volunteers from a faith-based non-profit organization that provides mentoring and support while youth are incarcerated (Air Chapel). This philosophy of providing post-adjudication services is well in line with the recruitment, training, and retention of mentors to support juveniles when they complete the six month term.

Describe any research or evaluation studies that relate to the problem and contribute to the applicant's understanding of its causes and potential solutions-

The literature is replete with studies on the target population and the complex challenges that are presented by these juveniles (Novotney, Mertinko, Lange, & Baker, 2000; Britner, Balcazar, Blechman, Pike, & Larose, 2006). Mentoring has also been studied and holds the greatest promise as a support service.

Prior research has identified potential solutions to help some juveniles transition successfully to adulthood (e.g., Benz, Lindstrom, & Yovanoff, 2000; Benz, Yovanoff, & Doren, 1997; Blackorby & Wagner, 1996; Wehmeyer & Schwartz, 1997). These components include (a) individualized transition planning, (b) academic skill development, (c) vocational support, and (d) assistance connecting youth with postschool resources. In some areas this provision of multiple services is known as a “system of care” or “wraparound” services. For adjudicated youth, the transition process must also include access to multiple agencies collaborating to fulfill the unique needs of this high-risk population. Pollard, Pollard, Rojewski, and Meers (1997) reported in a study designed to define effective transition strategies for adjudicated youth that developing collaborative partnerships was highly desired by these agencies. The mentoring services and the collaborative nature of **Project PRIDE** will result in a *Network of Care* where as many existing services as possible are coordinated and there is follow up and follow through to make sure the juvenile is not lost.

The SMART data and much of the rural research substantiates that considerable amount of crime exists in non-urban areas and that they must be of concern to policy makers and those responsible for allocating resources. Findings suggest that there are unquestionably vast differences in social work practice in rural versus urban settings. The most obvious difference for social workers is the long distances they must travel. In rural areas probation officers, take on a

multiplicity of diverse duties compared to those serving a area with more dense population. The literature indicates there must be more of a community-oriented practice in rural social work (Ginsberg, 1997). With limited access to services, rural activists must coordinate resources of churches, medical providers, and in some cases the school systems to meet the needs of juveniles and their families.

The mentoring research indicates that mentoring can be a useful strategy in working with youth who experience multiple risk factors for delinquency, school failure and other negative outcomes. **Project PRIDE** planners have adapted the proven mentoring strategies to implement in a rural area based on best-practices for provision of rural social services.

Goals, Objectives, and Performance Measures

The mission statement for **Project PRIDE** is to: *“Promote and enhance a successful transition for juvenile offenders from incarceration to the community through one-on-one mentoring relationships with caring, qualified adults.”* The following table delineates the projects two overall goals and associated objectives:

Table 2. Goals, Objectives, Performance Measures and Data to be Provided

Goal 1. Reduce recidivism of juvenile offenders and ex-offenders in geographically isolated Northeast Texas.		
Goal 2. Improve long-term outcomes for rural youth by strengthening collaboration between the university, the juvenile justice system, public schools and appropriate agencies to maximize and leverage resources available to adjudicated youth and those at “high risk” for adjudication with a primary focus of establishing a sustainable mentoring program.		
Objectives	Performance Measures	Data to be Provided
Establish Project PRIDE , a mentoring program for 60 post-adjudicated youth in geographically isolated Northeast Texas utilizing evidence based mentoring strategies	Minimum of 5 MSW interns will serve as MSW Mentors each year of 3 year grant period. 60 Community Mentors will be recruited, trained and retained. 60 juvenile offenders will	Number of MSW Mentors recruited through university program. Number of Community Mentors recruited. Number of mentors participating in training. Pre-Post assessment reflecting knowledge gains for mentors

<p>for three-year grant period and beyond.</p> <p>Improve collaboration between the juvenile justice system and other agencies including higher education to serve juveniles in the 10 county rural region as evidenced by juveniles accessing needed services throughout the three-year grant period and beyond.</p>	<p>participate in Project PRIDE over the 3 year grant period. (15-Year 1, 20-Year 2, 25- Year 3.)</p> <p>80% of recruited mentors will successfully complete training.</p> <p>80% trained mentors retained throughout the project.</p> <p>Project Advisory Committee will meet monthly</p> <p>Stakeholder satisfaction and agreement in effectiveness of collaboration to firmly establish mentoring program in the targeted underserved area.</p>	<p>participating in training.</p> <p>Number of mentors retained.</p> <p>Number of mentors leaving the program and qualitative surveys documenting causes.</p> <p>Number of youth served throughout the three year program.</p> <p>Number of youth who successfully exited the program.</p> <p>Number of youth who exited program unsuccessfully.</p> <p>Satisfaction surveys of youth participating including both who exited successfully and those who did not.</p> <p>Minutes of meetings documenting collaboration processes including project advisory meetings and stakeholder input.</p> <p>Number of collaborators and surveys documenting qualitative data related to program implementation.</p>
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Methods for Collecting Data for Performance Measures- Both process and outcome data will be collected on Performance Measures (see Table 3). Evaluation will be the responsibility of the Project Director and the Evaluator to collect, analyze, and provide input for program improvement.

Table 3. Project PRIDE Evaluation and Performance Measures Data Collection

<p>Process Evaluation</p>
<ul style="list-style-type: none"> • Data related to the number of mentors and demographics. • Each MSW Mentor will complete weekly time sheets, approved and signed by the appropriate faculty liaison. Time sheets will be used to document the amount of time each mentor spends with their assigned juveniles. Qualitative surveys will document satisfaction with project participation. • All MSW Mentors will utilize evidence-based practices as determined through strategic planning with GCJDS staff and Field Instructor/Liaisons with their assigned mentees. • Each MSW Mentor will meet with his/her Faculty Liaison on a regular basis for supervision conferences. Evidence-based practices will be discussed during these sessions; Liaison will summarize ways the mentors are implementing these practices with their mentees.

- Data related to the volunteer time commitment of each Community Mentor will be obtained from records kept by the Project Coordinator. Qualitative surveys will document satisfaction with project participation.
- Data related to the number of mentors retained during each year of the grant.
- Respondent data related to the number of juveniles served each year, the range of services and any outcome follow data.
- Training records of the number of mentors attending each session, the material covered, and how many mentors successfully completed training.
- Youth will be given pre-and post tests to assess decrease in risk factors and increase in protective factors.
- Mentors will be given a pre-test at the beginning of training and a post-test at the end of training to evaluate increased knowledge of evidence-based practices with mentees. Juvenile detention records of specific counties will be analyzed on a monthly basis to gather data regarding the number of mentees remaining crime-free during the duration of the grant.

Outcome Evaluation

- 70% of the juvenile offenders and ex-offenders completing the requirements of **Project PRIDE** will reduce targeted risky behaviors, depending upon the individual mentee's service plan. (Data will be collected from a variety of sources such as justice system records, schools, community service providers, pre and post-tests, and community mentors.)
- 80% of the community mentors completing the requirements of **Project PRIDE** will be retained throughout the project and beyond. (Data collected from GCJDS and BBBS of Northeast Texas)

Project Design & Implementation

Evidence-based Design- **Project PRIDE** includes several components identified from current research. Mentoring relationships will increase positive youth development; family and peer support; identify the youth's interests; reinforce the development of a positive social support network; and help the youth develop employment independent living and academic skills. (Altschuler & Armstrong, 2001; Bullis & Cheney, 1999; Bullis, Yovanoff, & Havel, 2004).

Project PRIDE will also assist post-adjudicated youth, during and after incarceration, to

Mentoring has been found to be an effective intervention for numerous risk factors of adolescents involved in the juvenile justice system including behavioral problems, substance abuse and delinquency (Novotney, Mertinko, Lange, & Baker, 2000). Further, mentorship appears to be associated with improved academic performance both with juvenile offenders and

adolescents academically at-risk (Britner, Balcazar, Blechman, Pike, & Larose, 2006). It is likely that the addition of a mentoring component to the existing GCDJS post-adjudication program will increase both the outcomes while in the GCJDS as well as facilitate a successful reintegration into the community.

In addition to one-on-one and group mentoring, the project will provide “systems-change” collaboration of available community resources. While there are limited resources in rural communities, the services that are available can be enhanced or maximized due to interpersonal relationships that exist between and among the community partners. This project will provide the vehicle for developing non-traditional relationships and strengthening existing ones, resulting in a collaborative multi-agency service delivery model (Unruh, 2005).

An important service will be the integration of the families into **Project Pride**. Treatment Team meetings, individual and/or group components, family re-unification type activities will be coordinated with GCDJS. This also may include the school/social service agency from the participating county. Where distance is an issue technology such as "Skype" conference meeting will be employed to help coordinate services for reintegration.

Selection of Youth and Initiation of Project PRIDE- Over the three-year grant, sixty youth who are incarcerated in the GCDJS facility will be selected for participation in **Project PRIDE** based on their home residence in one of the identified target communities (there are currently 23 youth), appropriateness based on the initial intake assessment and case plan completed by the case managers at the GCDJS facility, willingness to participate and permission from their family or guardian. The assessment and case plan identifies goals in the following domains: safety/security, recreational, educational, emotional, relationship/socialization, preparation for

adult living or vocational, family services, and support services for caregiver. The information on the case plan will help direct the efforts of the MSW Mentor.

Recruitment and Selection of Mentors – MSW Students- **Project PRIDE** offers a unique and innovative approach for providing mentoring and support services. Graduate students enrolled in the Masters of Social Work program at the university will be recruited as MSW Mentors. The MSW Mentor will be the primary contact for juveniles during incarceration and upon release back to their communities. In addition, the MSW Mentor's job will be to recruit and enlist a Community Mentor in partnership with Big Brothers Big Sisters of North Texas (BBBSNT) who will provide ongoing connections between youth and the community. The MSW Mentor will facilitate a comprehensive community support system, called a *Network of Care*, for the youth that includes the family, the Community Mentor, probation officers, school personnel, treatment program staff, community organizations, business leaders, and faith-based communities.

All MSW Mentors selected for this project will be in their "concentration" year of the MSW curriculum - they already have a Bachelors Degree in Social Work (BSW) or they have completed the first foundation year of the MSW program. The Social Work program at A&M-Commerce specializes in an "Advanced Generalist" model whereby students are expected to develop skills and knowledge applicable with a variety of systems, including work with individuals, families, groups, organizations and communities. This educational preparation will enhance the skills of the MSW Mentors in successfully working with youth, their families, and other communities systems. Students are required to complete 640 clock hours over 12 calendar months in an internship. **Project PRIDE** will offer paid stipends for students who are selected to complete their internship through their project.

DuBois, Holloway, Valentine and Cooper (2002) recommend choosing mentors who have a background in a helping role. There is also evidence that mentoring relationships are more likely to be sustained if the “most competent and committed mentors” are matched with highest risk children (Shlafer, Poehlmann, Coffino & Hanneman, 2009). The MSW Mentors reflect a blend of professional knowledge, skills, and values that will enhance the mentoring relationship. This program will match skilled MSW Mentors who are engaged in an educational experience with young men who will be released into their “shared” communities.

MSW Mentors will be recruited and selected based on their geographic affiliation to one of the **Project PRIDE** communities. These MSW students have been screened through the admissions process to the MSW program and a second application process to the field practicum. Any MSW student participating in this project will complete a criminal background check through the GCDJS.

Recruitment and Selection of Mentors from the Community- Since MSW Mentors have 12-month internships, they will recruit a Community Mentor to provide mentoring services concurrent with and after they complete their internship. Although GCJDS juveniles are male, most of the MSW students are female. Efforts will be made to ensure the Community Mentor will be male, and consideration will be given to match other factors such as ethnicity and interests. Because of their familiarity with their assigned youth, the MSW Mentors will be able to do targeted recruitment for a community volunteer. For example, if the youth enjoys sports, the MSW Mentor might recruit through local gyms or community adult sports teams.

Community Mentors will be screened and approved through the **Project PRIDE** partnership with Big Brothers Big Sisters (BBBS) of North Texas. The volunteer will complete the BBBS application and criminal background check. Once they are approved, the BBBS staff

will provide ongoing match support to the Community Mentor, the youth and their family.

Future MSW Mentors placed in that community will interface with any ongoing community matches to ensure other services are available as well.

Mentoring Process During Incarceration- While in confinement at the GCDJS facility, each MSW Mentor will be assigned several youth who will be participating in Project PRIDE. MSW Mentors will meet twice weekly with their assigned youth for one to two hours to build a positive and supportive relationship. During the six months the youth are confined to GCDJS, the MSW Mentor will help assigned youth identify career goals, academic challenges, areas of strengths, and other socialization needs. In addition to one-to-one mentoring, group mentoring will also be provided, including open discussions, structured programs, and recreational activities. These activities may address life skills development, cultural diversity, and anger management. For example, since an estimated 20% of the young men at GCDJS are fathers, attention will be given to issues relevant to fatherhood, if applicable. Other evidence-based programs, such as Anger Replacement Therapy (ART), may also be provided when appropriate.

Prior to release, the treatment team (GCDJS case managers and the MSW Mentor) will develop the aftercare plan which will include the **Project PRIDE** mentoring system. The aftercare plan includes goals for appropriate behavior, counseling, living arrangements, education, safety net, employment, and other goals of the youth and/or family. These will be based on careful assessments of the primary domains of known risk and targets for intervention in risk reduction. Specific assessments to be considered include SAVRY (Structured Assessment of Violence Risk in Youth). Discussions with the family will identify what settings are most appropriate for the mentoring relationship to take place. The MSW Mentor will be actively

involved in the Phase III (last month of confinement) as the youth begins transition and reintegration back into the community.

Mentoring Process After Release to Community- The type of mentoring relationship offered to each youth will vary depending upon individual needs and the specific community. Once youth are transitioned back into their communities (an estimated 2-3 youth per month from target communities), the MSW Mentor will implement a mentoring plan consistent with the GCDJS aftercare plan and the needs of the youth as identified in the **Project PRIDE** assessments. Each youth may be provided with a combination of one-to-one and group mentoring, and school-based and/or community-based mentoring. This flexible design allows for development of an individualized approach that builds protective factors for each youth in his community.

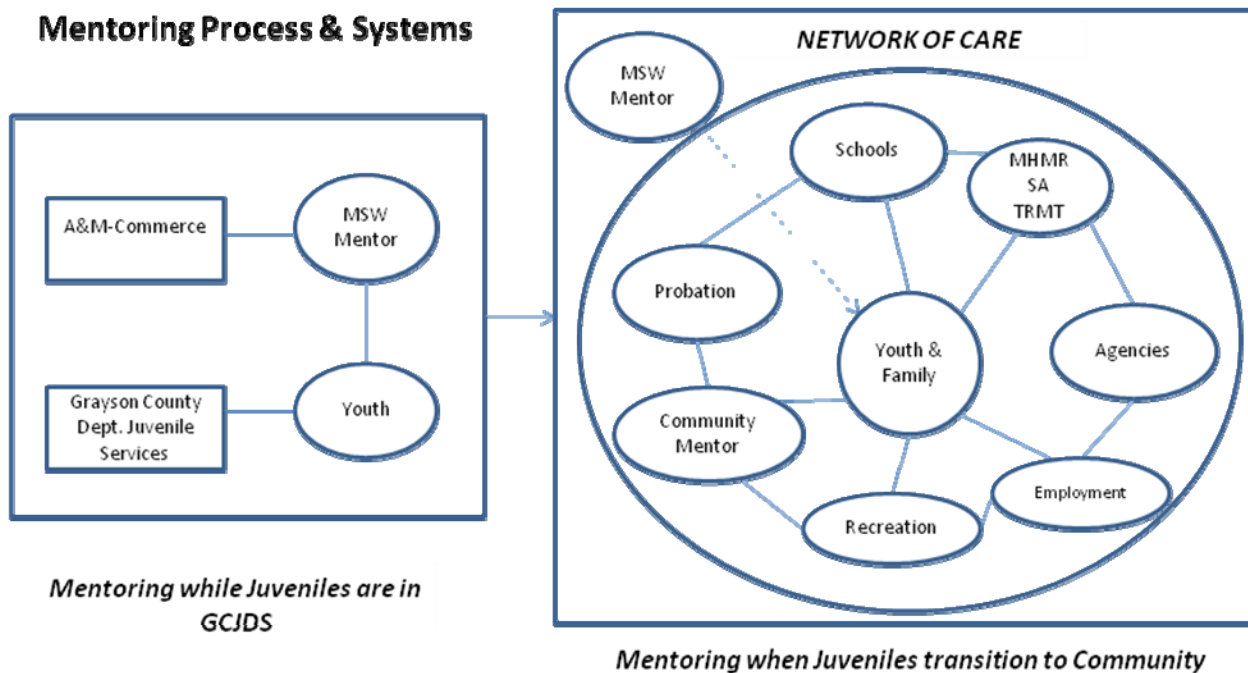
The initial task of the MSW Mentor will be to identify a regular place and setting for meeting with the youth each week. It may be at the school, his home, a social service organization, or some other community-based setting (such as a local library or Boys Club). Consistent with current virtual social networking, some mentoring communication may take place electronically. The key issue will be where the youth feels comfortable, where open communication can take place, and where the Mentor can best provide support to the youth. Mentoring activities will depend upon the needs and interests of the youth. They may work on homework, attend community sporting or recreational events, or just spend time “hanging out” and talking. The emphasis is on providing a caring one-on-one relationship between the mentor and youth.

The MSW Mentors, in conjunction with a Community Mentor and the local Network of Care, will provide youth with “personal connectedness, supervision and guidance, skills training, career or cultural enrichment opportunities, a knowledge of spirituality and values, a sense of

self-worth, a perhaps most important, goals and hope for the future” (U.S. Department of Justice, 1998, as cited from the OJJDP website). The mentors have the opportunity to impact at-risk youth for positive youth development, provide access to community resources, and build a community of care for a young person.

Each community has different resources and services so the *Network of Care* will vary. The MSW Mentor will facilitate community partnerships with organizations that provide transitional services, life skills training, housing assistance, services to the family, employment assistance, mental health, drug and alcohol treatment and educational services.

In addition, communication technology will be utilized to bridge the geographic barriers. Specific technology of conference calls, SKYPE video conferencing, and email will be provided to mentors and staff to allow ongoing communication. Resources through BBBS will also be available for both MSW Mentors and Community Mentors. The diagram below illustrates the mentoring process during and after incarceration for **Project PRIDE**:



Anticipated Outcomes for Project PRIDE- Data from OJJDP funded projects, Big Brothers Big Sisters programs and Amachi (program of BBBS that serves children who have incarcerated parents) have determined that youth who engaged in mentoring programs show a reduction in at-risk behaviors. Amachi Texas (2009) found that children of prisoners who are mentored in their program are less likely to skip school, use drugs, strike someone, or use alcohol. Nationally, BBBS programs have demonstrated positive impacts such as decreasing the likelihood of drug or alcohol use, decreased aggressive behavior, improved class/school attendance, and improved social and parental relationships (Tierney, Grossman & Resch, 2000). For **Project PRIDE**, 70% of the juvenile offenders completing the requirements will reduce targeted risky behaviors, depending upon the individual mentee's service plan.

Both process and outcome evaluations will be conducted for **Project PRIDE**. The data collected for the Performance Measures will provide process evaluation on the youth, mentors, and the mentoring process. Outcome evaluation will include a pre-post test comparison group design. An instrument, such as the SAVRY assessment (Structured Assessment of Violence Risk in Youth), will be used for the pre-test and post-test and will be completed by both program participants and non-participants. In addition, data will be collected, including qualitative interviews, by MSW mentors and mentees on the "youth and mentor report of satisfaction" and the "perceptions of benefits received" completed by the mentor, mentee, and family. The project evaluator, Dr. Chris Stewart, will oversee the selection of the instrument, the collection and analysis of data, and the reporting requirements. He will be assisted in these efforts by all of the project staff and MSW Mentors. IRB approval from the university will be received prior to the collection of any data for this project.

Project PRIDE offers the sponsoring organizations, A&M-Commerce and GCDJS, a unique opportunity to build partnerships that will benefit both organizations and their surrounding communities. The program will provide invaluable learning experiences for MSW interns involving multiple systems. The program will provide GCDJS a continuum of services to prevent recidivism of these youth. Through Project PRIDE, local communities will have a vehicle for embracing young people who have been involved with the criminal justice system and providing coordinated services that are otherwise unavailable.

Program Oversight, Mentor Training and Assessment- The Project Director and Field Instructors/Liaisons will have oversight responsibility for ensuring regular contact between MSW Mentors and their assigned youth. The Project Director will develop protocols, policies and procedures for all aspects of the program in the first few months of the grant based on best practices and consistent with the evidence-based model provided by Big Brothers Big Sisters.

The Field Instructors/Liaisons will meet weekly with the MSW Mentors to process their cases and status. The Project Director will meet monthly with the Field Instructors/Liaisons to assure regular contact between MSW Mentors and their assigned youth and progress in developing the *Network of Care*. The MSW Mentors are required to submit weekly timesheets and logs of activities.

As a part of their field practicum educational experience, MSW Mentors will each develop a Learning Plan. This learning plan identifies goals, activities, and measurement for objectives for the field practicum related to skill and knowledge development. Students will research best practices for work with this population as well as innovative methods and approaches. In addition to the supervision provided by the Field Instructors/Liaisons, students also have a weekly field seminar in which they process their learning experiences with other

field interns. The staff of Big Brothers Big Sisters of North Texas will provide orientation, training, and ongoing support to the Community Mentors in conjunction with the MSW project staff.

Organizational Partnerships- The key stakeholders are A&M-Commerce Social Work Department and the GCJDS with support provided by Big Brothers Big Sisters of North Texas. Other stakeholders are the various organizations and communities to which the juvenile offenders are returning. The A&M-Commerce Social Work Department will promote **Project PRIDE** through the university's media services and electronic distribution lists. MSW students will be informed of the opportunities for paid stipends to participate in this project. The GCDJS will promote this program through the various counties involved in their jurisdiction and through their staff who will be referring youth to the program. They have regular meetings and communications across all target counties through the judicial staff and probation directors for each county.

A **Project PRIDE** Advisory Council will be established that includes representatives from each of the ten target communities as well as A&M-Commerce and GCDJS staff. The Advisory Council will provide support and suggestions for the overall project at monthly meetings as well as helping the MSW Mentor make needed connections with the *Network of Care*. In addition, there may be periodic local meetings with individuals comprising the *Network of Care* for that community.

Time Frame for Implementing Grant- The GANTT chart included in the attachments identifies the timeframe for accomplishing major tasks and specific activities for the three years of the grant which align with the narrative description provided in the Project Design. For Year

1, only three MSW Mentors will be selected to allow for project start-up, with five MSW Mentors involved in Year 2 and Year 3.

Other Grants that Serve Same Area and Population- Rural communities have a difficult time attracting federal grants due to the dispersed geographic population. However, the severity of problems per capita is not any lesser than that of urban communities, as delineated in the Statement of the Problem. The Mentoring Children of Prisoners grant serves one of the targeted counties, Fannin, but it exclusively serves children who have an incarcerated parent. There are several communities (Franklin, Hunt & Rockwall) that have Communities In Schools grant projects serving the youth in those communities. Other grants and funding sources are designated for specific services, such as literacy, employment training, substance abuse treatment, etc. None of these grants provide mentoring services directed towards post-adjudicated youth during and after incarceration.

Not only are there no grants directed towards this population in the targeted counties, but an agency charged with providing free counseling for at risk youth (including those who are truant, experiencing family conflict or misdemeanor behavior) that serves most of the same targeted counties – North Texas Youth Connection – is specifically *prohibited* by its funding sources in serving post-adjudicated youth, based on the rationale that these youth are already receiving services via the juvenile justice system. This is disheartening as the services are sorely needed.

Leveraged Resources from Local Sources- The university is providing more than the required 25% match through in-kind contributions of faculty time to serve on the project, office space, and a Graduate Assistant dedicated for the project. Other resources not directly reflected in the budget include field support provided by the Department Head in the role as University-

Community Liaison, the department's Field Director, administrative and fiscal support provided by the Department and university's staff, and intangible resources such as legitimacy and name recognition affiliated with A&M-Commerce throughout northeast Texas. Additionally, leveraged resources include GCDJS staff for this project along with the partnerships with all of the organizations developed through the Networks of Care. Big Brothers Big Sisters of North Texas will provide support through their name recognition and "branding" of their well-established reputable services.

Sustainability beyond grant- Sustainability of this model is crucial to continuance of services to juvenile offenders and their families. Federal funds will allow us to get the mentoring services "off the ground." Then it will be up to the stakeholders to maintain and sustain this important initiative. Each partner has been aware of this need from the outset of the planning process.

A&M-Commerce will aggressively seek additional grant opportunities to support the mentoring project. The Office of Sponsored Programs has assisted in development of the current proposal and will conduct grant searches to help secure other potential sources of funding for the mentoring model as well as to address additional needs of the children of incarcerated parents. In addition, fundraising efforts through Big Brothers Big Sisters North Texas will support community awareness of the need for ongoing recruitment of mentor volunteers and funds to help support the necessary expenses.

A significant portion of funds for this project will provide stipends to MSW students. However, we anticipate that the innovation and success of this program will increase the interest of other social work students to select this project for their internship, even without the availability of stipends.

Capabilities/Competencies

A&M-Commerce is a state university continually in operation since 1889. Since 1996, the university has been part of the Texas A&M University System and is governed by the Board of Regents and Chancellor for the System. For fiscal year 2009, the total operational budget was \$110,336,634. The total grant budget was \$12,086,941 with \$9,206,709 of that amount coming from federal grants. The university successfully manages this amount of grant funding yearly and has a positive track record with federal and state agencies for both programmatic and fiscal management.

The university employs a full-time Grants and Contracts Accountant who provides administrative and financial support to Principle Investigators, Project Directors and Sponsors. The Grants and Contracts office has the responsibility for direct and indirect cost and for ensuring compliance with cost sharing, effort reporting and cost allowability. The Grants and Contracts office is also responsible for any activities concerning external and internal audits of sponsored program expenditures and the resolution of audit exceptions. Through the Grants and Contracts office, grant compliance and project performance will be monitored.

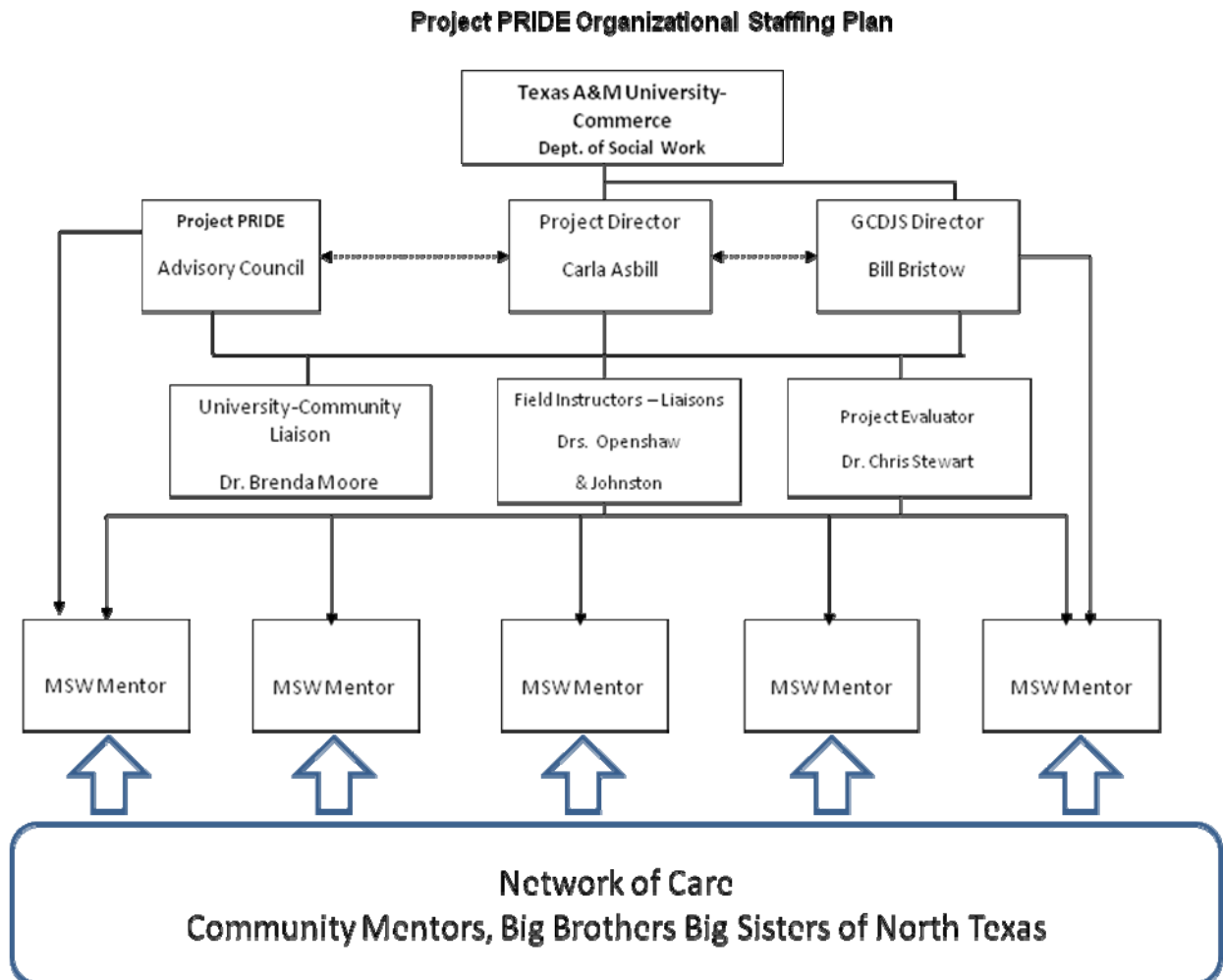
One similar grant-funded initiative operated by the university is to prevent students from dropping out of school and to keep their “eyes on the prize” of a college education. Project STEEM (Science, Technology, Education, Engineering, and Mathematics) is a \$ 3 million privately funded project which matches faculty mentors, graduate and undergraduate science majors and middle and high school students for an intensive summer program with year-round follow up.

Organizational Structure, Operations, Management & Staffing Plan-The Organizational Chart below reflects the structure of **Project PRIDE**. The Department of Social Work is housed in the College of Education, Health and Human Services. The Department Head reports to the Dean

and then the Provost/Vice President of Academic Affairs, Dr. Larry Lemanski. Dr. Lemanski has provided a letter of support for this initiative which is very much in line with the mission of A&M-Commerce to support communities in the northeast Texas region.

The Director of the GCJDS was an integral contributor during the planning of **Project PRIDE**. Mr. Bristow is esteemed throughout Texas for his work with post-adjudicated youth. This is evidenced in the letters of support from county judges, juvenile probation officers, the state of Texas Juvenile Probation Commission Executive Director and others attached as Appendices. Mr. Bristow will supervise his team and support the MSW Mentors and Community Mentors by collaborative training activities and as an

advisor.



The Social Work Department at A&M-Commerce, as the grantee, will be responsible for administering the grant through a partnership with GCDJS. The Project Director, Carla Asbill, will work closely with the GCDJS Director, Bill Bristow, in developing and overseeing the ongoing operations of the project. The Social Work Department Head, Dr. Brenda Moore, will provide support as the University-Community Liaison, ensuring progressive community partnerships in the target communities. There will be two Field Instructors/Liaisons, Dr. Linda Openshaw and Dr. Lon Johnston, who will be responsible for meeting individually with each MSW Mentor every week. They will provide training, supervision, and support to the MSW

Mentors as they fulfill the responsibilities of their internship. The Project Evaluator, Dr. Chris Stewart, will be responsible for coordinating data collection efforts on Performance Measures as well as implementing other evaluative aspects to ascertain the effectiveness of **Project PRIDE**. The following table provides a more detailed description of the qualifications of each member of the project.

Table 4: Project PRIDE Personnel and Qualifications

Collaborators and Key Personnel	Role and Qualifications
<u>Project Director</u> Carla Asbill, LMSW <i>Faculty</i>	Primary oversight and responsibility for the development and implementation of Project PRIDE . Executive Director of Communities in Schools-Northeast Texas for 13 years, providing school-based mentoring and support services. Extensive grant administration experience is documented in her resume.
<u>Project PRIDE Partner</u> Bill Bristow, LMSW-AP <i>GCJDS Executive Director</i>	Refer juvenile offenders into the mentoring program and work collaboratively as a project partner. Director of GCDJS since 1992. Currently administers a \$5 million operating budget with over 65 employees; GCDJS serves 35 counties in north/central Texas. He planned, coordinated and developed a grant program for the Alternative Learning Academy and therapeutic post-adjudication facility.
<u>University-Community Liaison</u> Brenda Moore, Ph.D., LMSW-AP, <i>Associate Professor & Department Head</i>	Facilitate collaboration between the university, GCDJS, and other entities comprising the Networks of Care in target communities. Full-time faculty member since 1993 and the Department Head since 2005. Served on several local community boards and involved in numerous collaborative initiatives. Knowledgeable and experienced in organizational development, collaborative initiatives, and development of partnerships. Awarded an Administration of Children & Families (ACF) 3-year grant for Mentoring Children of Prisoners.
<u>Field Instructor/Liaison –</u> Linda Openshaw, DSW, LCSW <i>Associate Professor and MSW Program Director</i>	Supervise, train, evaluate and assess student effectiveness in Project PRIDE. Ensure MSW students are engaged in mentoring juvenile offenders and their families and developing the <i>Network of Care</i> . Full-time faculty since 2001 and served as a field instructor for several universities over the past twenty years. Fourteen years of experience as a school social worker, seven years of experience working with emotionally disturbed and special education students.
<u>Field Instructor/Liaison</u>	Supervise, train, evaluate and assess student effectiveness in

<p>Lon Johnston, Ph.D., LCSW <i>Associate Professor</i></p>	<p>Project PRIDE. Ensure MSW students are engaged in mentoring juvenile offenders and their families and developing the <i>Network of Care</i>. Extensive experience in clinical social work, worked with juvenile ex-offenders in a residential facilities, helping coordinate community involvement through recruiting mentors. Over 15 years of university teaching experience; serves as Director of the Community Counseling and Psychology Clinic at the university, which provides counseling and testing services to community residents.</p>
<p><u>Faculty Project Evaluator-</u> Chris Stewart, Ph.D., LMSW <i>Assistant Professor</i></p>	<p>Evaluate Project PRIDE and assure that evidence-based interventions are used. Over 10 years of evaluation and research experience in the fields of mental health and chemical dependency. Currently serving as Evaluation Director with the Prodigy Cultural Arts Program in Florida which explores the roles of the arts and development of social skills in reducing problems associated with adolescents involved in the juvenile justice system.</p>

This team of experienced faculty and professionals will provide direct oversight to the MSW Mentors. These students will serve in their field placement with Project PRIDE for one calendar year (three semesters). The students will be responsible for sixteen hours/week of contact with the PRIDE Program. This will include weekly meetings with juvenile offenders to provide mentoring as well as utilizing case management skills and evidence-based practice interventions. The students will coordinate services between the juvenile offenders and the community in which they live as they leave the GCDJS post-adjudication facility. The students will work with both the juvenile offenders and their families to assure coordination of services. The students will meet weekly with their field instructor/faculty liaison.

Experience and Capability- The Department of Social Work has a current enrollment of over 100 BSW and 150 MSW students who are prepared through coursework and internships to provide social work to both children and adults. Since the inception of the MSW program in 2001, over 400 MSW students have matriculated and most of our alumni are employed throughout Northeast Texas as licensed, professional social workers. The Social Work Department has

contracts and affiliations with over 200 health and human service organizations that serve as field internship sites, including agencies in the Project PRIDE target communities. Many of the programs we will be partnering with in developing Networks of Care have relationships with our social work program and either employ our graduates or serve as internship sites.

The Department has managed a contract with the Texas Department of Family & Protective Services (TDPRS) for the Title IV-E program since 1998. This contract, ranging from \$350,000-\$ 450,000 per year, provides student stipends for BSW and MSW students who are interested in working for that agency upon graduation. In addition, the faculty in the Social Work Department provides numerous trainings and workshops for both CPS staff and foster families each year.

For the past five years, the Department has hosted an annual two-day conference called Preparation for Adult Living (PAL). This conference provides a college “experience” and preparatory information for 75 high-school students in foster care from throughout the state of Texas. Dr. Moore and Dr. Openshaw work with the state and regional Child Protective Services (CPS) staff to plan, execute and evaluate this successful event.

The Social Work Department currently administers a federal grant (\$ 186,000 for 3 years) through the Administration of Children and Families to provide mentoring to children of prisoners in Fannin County. This grant was one of 21 new projects funded and reflects a partnership between the Social Work Department at A&M-Commerce and Big Brothers Big Sisters of North Texas.

Other Partners and Contractors- GCDJS provides post-adjudication services in north and central Texas. The Department was awarded a post-adjudication grant in 1997 and received \$2 million in capital funds as the highest ranked regional project. It started with three host counties and

expanded its regional rural agreements to 35 counties throughout the State of Texas. The GCDJS has a \$ 5 million operating budget funded through a combination of state and county dollars and employs 65 departmental employees, seven Sherman ISD employees, two medical staff, eight contract professional counselors and two counseling interns.

Project PRIDE will contract with Big Brothers Big Sisters of North Texas to provide match support services for Community Mentors and juveniles in the community. Founded in 1903, Big Brothers Big Sisters (BBBS) is the nation's oldest and most respected youth mentoring organization. In 2003, the Boards of separate BBBS organizations (Fort Worth, Arlington, Denton, Paris and Northeast Texas, and Grayson County) realized the benefits that would accrue from merging the operations of each into one regional agency serving all of North Texas. That merger allowed significant economies of scale and efficiencies which have seen the number of area children mentored increase by 150 percent since 2002 while reducing the cost per client over the same period by 32 percent. In 2008, the agency served 9,044 children across a 50 county region stretching from San Angelo to Texarkana. A national leadership role, a record for sustainable growth, and exceptional program outcomes culminated in BBBSNT being named as 2007 Agency of the Year by Big Brothers Big Sisters of America. Last year the agency's volunteer leadership was named Board of the Year.

The Social Work Department will build on its current partnership with BBBSNT for the Building For Futures (Mentoring Children of Prisoners grant) project. The faculty has close working relationships with the BBBS staff and anticipates the benefits of using their model and services to continue the mentoring services initiated by the MSW Mentors.

Conclusion

Project PRIDE offers an innovative approach specifically designed to meet the needs of post-adjudicated youth and their families in Northeast Texas. The request of \$ 484,687 is an investment in ten communities and the future of sixty youth, their families, and subsequent generations. Although the grant period is for only three years and 60 juveniles will be served, **Project PRIDE** is designed to be sustainable and through collaboration, leveraging of resources, and aggressively seeking additional grant funding, the project activities will be sustained for these communities. There are distinct characteristics and needs of each county and community in these geographically dispersed regional service areas, totaling almost 7,000 square miles. Agencies and programs located in adjacent counties often have difficulty defining a community presence if they are not physically located in that county or do not have local connections with the residents of that county. The unique design of **Project PRIDE** reflects the importance of understanding of rurality and the value of networking within each community to access needed services. Relationships are invaluable and will provide linkages to Community Mentors as well as other aspects in the *Network of Care*. The expertise of the faculty and staff of A&M-Commerce and GCDJS, partnered with the evidence-based program of Big Brothers Big Sisters, will result in a lasting impact in increasing protective factors inherent in these communities.

Budget Narrative – Project PRIDE

PERSONNEL (\$117,552)

There will be a half-time Project Director (Carla Asbill) funded through this grant. Her salary will be \$25,000 for the first year, with slight increases \$1,000 each year) budgeted for Year 2 and Year 3. There will be funding for each of the two Field Instructors/Liaisons (Dr. Linda Openshaw & Dr. Lon Johnston) for training, supervision, and oversight of the MSW Mentors. Funding is requested for each of them for the first summer semester of the project as efforts will begin for recruitment and training for the MSW Mentors based on 1 month of their summer salary (\$6,119 and \$5,707 respectively). For Year 2, only Dr. Openshaw will receive funding for 1 month of summer (\$6,119) and for Year 3, Dr. Johnston will receive funding (\$5,707). In addition, the University is providing 1 semester (fall or spring) of in-kind support through .25 FTE release time for each of the three years for both of these faculty (Dr. Openshaw - \$12,238 and Dr. Johnston - \$11,414). The Project Evaluator (Dr. Chris Stewart) will receive his budgeted salary for 1 month each summer for all three years of the project ($\$5,300 \times 3 = \$15,900$).

FRINGE BENEFITS – (\$32,376)

Based on 17.1% of salary and \$494 health insurance, which includes Social Security, Medicare, Workers Compensation, Unemployment Compensation Insurance, Retirement Plan and Leave Termination. Budget Detail outlines the amount of Fringe Benefits based on salary for the project staff: Carla Asbill (\$22,230 over 3 years), Dr. Linda Openshaw (\$3,008 over 3 years), Dr. Lon Johnston (\$2,938 over 3 years), and Dr. Chris Stewart (\$4,200 over 3 years).

TRAVEL – (\$27,720)

Total travel is estimated at \$9,240 each year for \$27,720 over the three years of the grant. Itemized travel includes \$1,500 for training conferences each year for two project staff (\$3,000/year) based on the department's average cost per faculty/conference for national or regional travel. Mileage of \$6,240 per year is included based on the estimate of 120 miles per round trip between the university and GCDJS (mileage paid at \$.50/mile) times 2 times/week (for various project staff) x 52 weeks.

SUPPLIES (\$11,400)

There is \$7,200 budgeted in Year 1 for supplies:

- Furniture (\$2,000) for office furniture for two offices (\$500 x 2 for desks, \$200 x 2 for file cabinets, \$300 x 2 for office chairs).
- Laptop computers/printers (\$3,000) – two laptops at \$1,200 and two printers at \$300
- Note: There will be 3 offices set-up for Project PRIDE (Project Directors, faculty office, and Graduate Assistant office). The furnishings and computer/printer for the 3rd office will be provided by existing university resources.
- Meals/Refreshments (\$2,000/year). There will be funds available for incentives for youth (meal gift cards to McDonalds, Sonic, etc.) and other outings with their mentor. In addition, funds are available for refreshments for recruitment events for potential volunteers.
- Assessment Tool – estimate of \$200 is based on cost for SAVRY (Structured Assessment of Violence Risk in Youth) kit for 50 instruments. One kit will be

sufficient for first 50 youth (through Year 2). An additional kit will need to be purchased in Year 3.

CONTRACTUAL (\$60,000)

- The budget includes a contract for \$60,000 with Big Brothers Big Sisters of North Texas (BBBSNT) over 3 years (\$15,000 Year 1, \$20,000 Year 2, and \$25,000 Year 3). BBBSNT will provide for staff roles integral to this project through their Enrollment Support Specialist and their Match Support Specialist.

OTHER (\$174,511)

- Student Stipends - There will be stipends paid through this grant for MSW student interns to serve as MSW Mentors of \$13,000 each per year - \$5,000 for long semesters (fall and spring) and \$3,000 for summer semesters) for total expenditures of \$169,000. There will be 3 MSW students recruited for Year 1 of the grant which allows for program start-up and recruitment to identify MSW students from the target communities who will be starting their 2nd year internships. There will be 5 MSW students recruited for Year 2 and Year 3, for a total of 13 MSW interns paid through this grant.
- Phone installation & service for 3 phones (Year 1 - \$1,287 includes 3 phones @ \$75 each, Internet service @ \$75 each, phone line @ \$75, and monthly service @ \$17/month for 12 months). Year 2 and Year 3 have \$612 budgeted for monthly phone service only @ \$17/ month for 12 months.
- Printing costs (\$1,000) – Printing of program materials (brochures, recruitment flyers), application materials, etc.

INDIRECT COSTS (\$61,128)

Indirect cost rate of 52% of salaries & wages is based on a Federal agreement with the Department Health and Human Services (effective dates: 09/01/09 – 08/31/12). The indirect cost agreement is attached to the application.

NON-FEDERAL RESOURCES (\$166,689)

The non-federal resources to support the required match will be contributed by A&M-Commerce:

- .25 Release time for Dr. Linda Openshaw in (\$9,449 for salary & fringe per year for 3 years, totaling \$28,347)
- .25 Release time for Dr. Lon Johnston in Year 1 (\$8,847 for salary & fringe per year for three years, totaling \$26,541)
- One Graduate Assistant (\$13,267 for salary & fringe per year for three years, totaling \$39,801). A MSW graduate student will be hired as a Graduate Assistant (GA) for this project. The GA will provide administrative support, assist with data collection, and data entry for evaluation efforts. The salary and fringe benefits for the GA position is based on A&M-Commerce approved policies through the Graduate School.
- Rental space for Project PRIDE office – 2,000 square feet includes 3+ offices and large conference room. Rent is assessed at \$1 square foot (fair market rate in Commerce) per month, including utilities

A letter of commitment from A&M-Commerce is included with this application.