

***A Multi-Service Center Approach to  
Community Economic Development in a  
Weed & Seed Community***

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## **Abstract**

Urban blight has depleted many neighborhoods of much needed human and financial resources, leaving poor and working class communities deprived of basic services and infrastructure support. This has led to the social isolation of many poor communities from the social and economic mainstream, resulting in citizen apathy, and a myriad of social and economic problems. The Northside Weed & Seed Community is a low to moderate income residential area of approximately 7,500 residents is one such neighborhood. Over the last decade a large portion of the targeted community has seen a decline in income as well as neighborhood deterioration and an increase in crime. These are the conditions that drive and sustain the kind of community that is troubled by violent crime. Because of this, the primary focus for this project will be, “A Multi-Service Center Approach to Community Economic Development in a Weed & Seed Community”. The project intended to increase the number of students staying in school and increase parental appreciation of the afterschool programs and services available at the Northwest Resource Center. This would also decrease crime that occurs as a result of low grades, while increasing educational attainment which is directly linked to an increase in crime. This Weed & Seed initiated project provided afterschool educational assistance at the Northwest Resource Center to youth and young adults in the community. The project also provided parents with programming to strengthen the skills and understanding of the importance of educational attainment, while expanding parents’ access to social services and family support programs located at the Northwest Resource Center. Implementation of this project started in May 2009 and concluded April 2010.

## **I. COMMUNITY CONTEXT**

### **I. A. Community Profile**

Welcome to Spartanburg County, the Carolinian community filled with southern hospitality. Full of historical and cultural heritage, Spartanburg was named for the Revolutionary War militia, the Spartan Rifles, who teamed with General Daniel Morgan's troops to defeat the British in the Battle of Cowpens. This battle is commemorated at the Cowpens National Battlefield. Today, Spartanburg is proud to be an internationally recognized business and cultural center. BMW Manufacturing Corporation, Milliken & Company, Extended Stay America, Qs1/Integral Solution and Denny's are just a few of the companies that call Spartanburg home.

#### **Location**

Spartanburg, South Carolina is located in the foothills of the beautiful Blue Ridge Mountains. The mild climate, with its four distinct seasons, provides fine weather for outdoor activities year-round. The city of nearly 40,000 – which is part of a metropolitan area of 250,000 - is conveniently situated at the junction of I-26 and I-85, making it easily accessible to both mountain and beach resorts. Spartanburg is known for its beauty, quality of life and friendly people.

#### **Education**

Spartanburg offers quality educational opportunities from kindergarten to the post-graduate level. There are over 43,000 students enrolled in seven school districts with a total of 63 schools with an average teacher/student ratio of 1:20. In addition, three

vocational schools serve the seven school districts. Spartanburg also has a large higher education community, including highly ranked public and private four-year institutions as well as two-year schools.

### **City Demographics**

The City of Spartanburg, according to the U.S. Census figures from 2000, has 39,673 residents. The racial makeup is 47.2 % White or Caucasian, and 49.6 % Black or African American. The Hispanic or Latino and Asian race make up 3 %. The ratio of males to females is 44.3% to 55.7%. The city has 72.4 % of residents twenty-five and older with a high school diploma or higher with only 26.0 % having a bachelor degree or higher. Figures also show that 58.9% of residents sixteen and older are in the workforce. The city has 19.4% of families and 23.3 % and individuals below the poverty rate. The median income for households is \$36,108 and \$28,735 for families (U.S. Census Bureau, American Community Survey, 2000).

### **I. B. Community Needs Assessment**

Crime in the Weed and Seed target community is a part of the daily reality of life for residents. According to the City of Spartanburg, Geographical Information System (GIS) as managed by the Crime Analyst, from 2006 to 2007 total Part I crimes increased from 4,141 to 4,158, and in 2008 increased to 4,215. The Weed and Seed area reflects this total city number as the high levels of serious violent Part I crimes come largely from the Weed and Seed area. In 2007, 17% of the city's homicides were in the Weed and Seed Community; that percent rose to 33% in 2008. What is disturbing is although there is

only 5 % of the city’s total population living in the Weed & Seed area; more than ¼ of the crime occurs here. From 2007 to 2008, the city’s total robberies decreased from 219 to 204, with 26% of robberies occurring in 2007, and 22% of robberies occurring in 2008 in the target area. Aggravated Assaults continue to be an issue in the city, and the target area in 2007 there were 32%, and 31% in 2008 of the city’s total aggravated assaults occurring in the target area. Twenty-five (25%) of the city’s total burglaries in 2007 and 2008 were in the target area. Target area weapon offenses in 2007 were at 32%, and decreased to 21% in 2008. Vehicle theft rates have increased, from 20% in 2007, to 26% in 2008 in the target area. Another issue over the years has been the amount of drug activity in the city and especially in the target area. Street level drug sales have been a problem in the target area for some time. The City of Spartanburg Public Safety Department continues to work aggressively on this issues and in 2007, 44% of the drug arrests were in the target area. In 2008, that number decreased by 10% to 33%.

**City of Spartanburg Crime Stats:**

*Table 1*

| YEAR         | 2006 | 2006 | 2006   | 2007 | 2007 | 2007   | 2008 | 2008 | 2008   |
|--------------|------|------|--------|------|------|--------|------|------|--------|
|              | City | Site | %      | City | Site | %      | City | Site | %      |
| Homicide     | 6    | 2    | 40%    | 7    | 1    | 17%    | 6    | 2    | 33%    |
| Robbery      | 196  | 52   | 24-33% | 219  | 57   | 27-25% | 204  | 44   | 20-25% |
| Agg. Assault | 324  | 88   | 27%    | 433  | 139  | 32%    | 441  | 138  | 31%    |
| Burglary     | 760  | 213  | 28%    | 746  | 189  | 25%    | 788  | 198  | 25%    |
| Weapons      | 134  | 42   | 31%    | 152  | 49   | 32%    | 92   | 19   | 21%    |
| Drug Arrests | 601  | 215  | 30-43% | 739  | 348  | 44-51% | 588  | 210  | 33-39% |

**(City of Spartanburg Public Safety Department, 2008 Annual Crime Report)**



In 2007, the South Carolina Department of Corrections (SCDC) housed approximately 23,375 inmates in its 29 prisons. In 2008, SCDC had an increase of 2.0% and housed 23,889 inmates. Spartanburg County in 2007, ranked as the fourth highest county out of 46 state counties to send inmates to SCDC. It is unfortunate, that now in 2008, Spartanburg County ranks third. Spartanburg County's data does indicate what percent of the state's released inmates returned to the committing county i.e. Spartanburg County. In 2007, 1,687 (7.1%) individuals were incarcerated from Spartanburg County, and in 2008, that number increased to 1,963 (7.8%). In 2007, 941 (7%) and in 2008, 937 (7.3%) of the state's inmates were released and returned to Spartanburg County; this is approximately the same number of offenders that were sent to SCDC in the same years from Spartanburg County. Within three years or less of release, 32% of inmates will return to the custody of SCDC (South Carolina Department of Corrections, 2004).

Young offenders between the ages of 17 and 35 return at significantly higher rates than older inmates and inmates 25 or younger return at double the rate of those 40-years old (South Carolina Department of Corrections, 2004).

South Carolina's state juvenile detention rates continue to decrease. The number of juveniles being detained statewide prior to and during their court hearing decreased by 4% in the last fiscal year. South Carolina Department of Juvenile Justice (SCDJJ) reported in 2007-2008, that there were 23,826 new juvenile cases compared to 25,820 in 2005-2006. Gang related, juvenile crime, is an important factor in community safety, and has been a problem in this area for several years. The top five offenses, not in order, in

Spartanburg County are shoplifting, truancy, probation violation, disturbing school, and simple assault and battery.

In 2005-2006, 1,020 individual juvenile offenders in Spartanburg County were referred to the Solicitor for delinquency, of these 17% were age 13 or younger, 53% were 14 or 15 and 30% were 16 or older. Of the referrals to the family court, 107 of all referrals were for violent and serious crimes, which included drug trafficking, acts against persons for murder, rape, robbery and aggravated assault, and serious property offenses for arson and burglary. In addition, 53 juvenile cases consisting of 5% of all referrals were for status offenses including truancy, running away, incorrigibility and other offenses that would not be a crime for adults.

In 2008, Spartanburg County did not experience the success in the decline of juvenile crime as the state did in this year. In fiscal year 2007-2008, 1,122 juvenile offenders were referred to the Solicitor for delinquency, which is a 7% increase from the previous year, of these 18% were age 13 or younger, 48% were 14 or 15 and 34% were 16 or older. The number of juveniles being detained prior to and during their court hearing from Spartanburg County was the highest in the state at 16%. Referrals to the family court for violent crimes increased from 107 in 2007 to 142 in 2008. In addition, 69 juvenile cases consisting of 6% of all referrals were for status offenses (South Carolina Department of Juvenile Justice, Annual Report, 2009).

While the number of cases in Spartanburg County increased the numbers in the target area increased also. In the Weed and Seed Community, there were 62 juvenile crimes committed in 2007 and 63 in 2008. The statistics below show the percentage of juvenile occurrences in the target area as compared to the city.

*Table 1* **City of Spartanburg Juvenile Crime Stats**

| YEAR            | 2006       |           |              | 2007       |           |               | 2008       |           |              |
|-----------------|------------|-----------|--------------|------------|-----------|---------------|------------|-----------|--------------|
|                 | City       | Site      | %            | City       | Site      | %             | City       | Site      | %            |
| <b>JUVENILE</b> | <b>341</b> | <b>50</b> | <b>14.66</b> | <b>489</b> | <b>62</b> | <b>12.68%</b> | <b>496</b> | <b>63</b> | <b>12.70</b> |

**(City of Spartanburg Public Safety Department, 2008 Annual Crime Report)**

As adults, juveniles who committed crimes are more likely to continue a criminal behavior pattern. Data from SCDJJ, from 1999-2000 evaluations (most recent data) indicates that by 24 months following release (parole) into the community following incarceration, 68.1% or rather 2/3 of juveniles re-offend (South Carolina Department of Juvenile Justice Annual Report, 2009).

Juvenile crime is closely related to such problems as illiteracy, low income, and unemployment because of limited education. Lack of educational attainment will reflect a serious failure in both school completion and the critical transition from school to jobs. Children who are not in school and contributing to the truancy and dropout rate also tend to be involved in risk-taking behaviors. Gang activity, crime delinquency, teen pregnancy and substance abuse are risk-taking behaviors that lead to social problems in the Weed & Seed target area.

Low educational attainment is directly linked to an increase in crime. The Bureau of Justice Statistics shows, “that the people with the least education are often the ones who end up committing crime and being imprisoned” (Justice Policy Institute, 2008). A study reported in the American Economic Review of the effects of education and crime found that a one year increase in the average year of schooling reduces crime by 30% (Justice Policy Institute, 2008).

Parents and adults similarly influence and affect children’s motivation and ability to stay in school. There is a correlation between the level of family involvement and student achievement, i.e., the more extensive the family involvement, the greater the impact on student achievement. “While peers, teachers, coaches, and friends’ parents can take on an added importance, parents remain a powerful influence in promoting healthy development and keeping their kids on track”, reports the Annie E. Casey Foundation as quoted by Simpson (2003). Providing increased access to parent education, and family support programs can help parents negotiate conflicts or crises that can lead their children to leave school. The Annie E. Casey Foundation believes that communities need programs that have effective outreach, curricula, staff development, evaluation, and linkages with other local services (Shore, D. R. 2003).

However, there are challenges to connecting families and schools. The Met Life Survey of the American Teacher Survey 2004-2005: *Transitions in the Role of Supportive Relationships* found that teachers and principals identified their interactions with parents as a significant source of stress and anxiety. Additionally, the Met Life Survey of the

American Teacher 2007: *The Homework Experience* found that 24% of parents report their school does not do a good job of encouraging parental involvement in educational areas. Twenty-eight percent (28%) of parents are dissatisfied with the frequency of contact they have with their child's school, while 15% feel awkward or reluctant about approaching a teacher to talk about their child. Teachers report similar feelings of dissatisfaction: 39 % give a fair or poor rating to their school for the availability and responsiveness of parents and 36% give a fair or poor rating for the amount of support for the school shown by the parents (MetLife Survey of the American Teacher, 2007).

Undoubtedly families face considerable barriers that inhibit their involvement in schools. Principals, teachers and administrators know the benefit of family involvement but many are unable to effectively reach families. There are many solutions that can be used to bridge this gap. However, afterschool programs are a natural way to link families and schools.

After school programs provide parents and schools the perfect venue to overcome barriers to participation. Research shows that parent involvement in afterschool programs provides the same benefits to children, families and programs as parent involvement in the regular school day (Perkins, 2004). After school programs present a gateway into the school for many parents who do not otherwise feel connected to their children's school. Parents who feel connected to their afterschool program are far more likely to connect with teachers and staff from the regular day.

Establishing an afterschool program that considers the needs of the parent as well as the child is also a way to encourage and increase parental and adult involvement. When schools create resource centers devoted to parents' needs, they provide a signal according to Johnson, "that parents are welcome in the building" (1993). These centers typically are places where parents can get information on parenting and school-related issues informally. In some cases, resource centers sponsor classes or workshops for parents and provide referrals to social service and child care agencies (Johnson, 1993).

Creating a Parent Room or Parent Resource Center in an afterschool program, where parents feel welcome to come to learn or work with other parents, can engage otherwise uninvolved parents and adults. Staffing these programs with individuals who are familiar with the school system and can advocate for parents is key. Also, having a family resource coordinator who links families, schools, and community services such as medical treatment, child care, job training, GED, food stamps, parenting classes, literacy programs, or emergency assistance, can become the "carrot" to increase involvement. Increased involvement is necessary in this Spartanburg, South Carolina Weed & Seed Community.

South Carolina ranks poorly in nearly every high-risk indicator. The Annie Casey Foundation and Kids Count 2001 ranked South Carolina as the 43rd worst state in the nation for children's well being. Certain risk factors contribute to academic failure, in Spartanburg County School District 7 just as in the state, i.e. dropping out of school, substance abuse, pregnancy, and violence. The Annie Casey Foundation reported in March 2001 that many variables shape a child's future. Research by the foundation

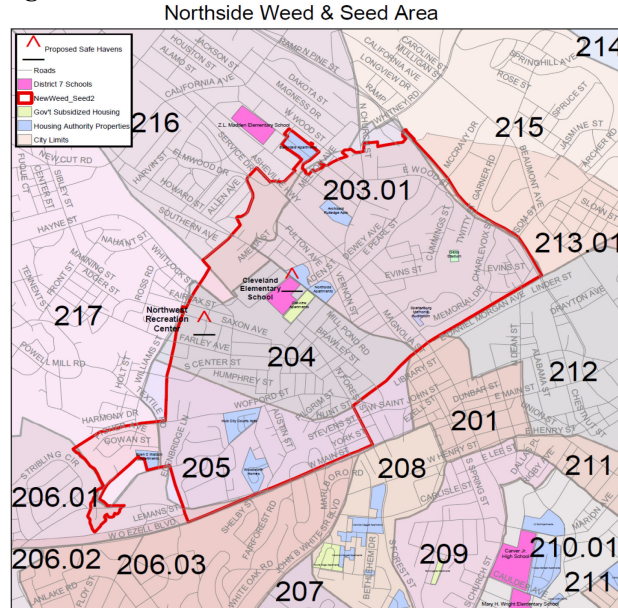
suggests that adult family members significantly determine a child's chances of succeeding in life. The family's social and economic condition, parents' involvement with their children, the family's ability to secure health care, and a parent's connections to the world of work all play a major role in how a family can secure the well-being and success of its children.

Lack of afterschool and other educational or cultural programs within the target area for high school students contributes to academic failure (Shore, D. R. 2003). As reported in The State News in 2000, "the target area lacks and needs high school summer and afterschool activities." According to the South Carolina Budget and Control Board, 80% of students are home after school without adults. There are few positive activities in which they can participate; they have no help with homework, and many become involved in risky or delinquency behaviors (Shore, D. R. 2003).

## I. C Project Target Community

### Map of Weed & Seed Target Community

Figure 1



#### The Project Target Community is characterized by:

- Low educational attainment 7% to 8% not moving to the next grade
- A high crime rate 25% to 27% of the city's total crime is in this area
- A disproportionate number of adults(52%) over the age of 25 without a high school diploma/GED
- A disproportionate number of unemployed adults at 23%
- A high poverty rate of 23%
- High levels of juvenile crime, 13% of the city's total juvenile crime occurs in this area.

Poverty, high crime, illiteracy and neighborhood deterioration plague the residents, community and neighborhoods in the target area. By the end of elementary school, significant numbers of students perform below minimum standards. These factors will significantly affect the development of any future worker.



The educational performance of the youth in the Weed and Seed Community is lacking in comparison to other youth in Spartanburg County School District 7 as well as the State of South Carolina. The youth in the neighborhood attended Z.L. Madden and Cleveland Elementary School. Z. L. Madden Elementary became a learning center in August of 2006, because of declining enrollment and the failure to meet Adequate Yearly Progress (AYP) as defined by the State of South Carolina. There is now only one elementary school in the target area, Cleveland Elementary School. Although the state's as well as the district's test scores are improving, Cleveland Elementary School has typically scored less on the state standardized test, the Palmetto Achievement Challenge Test (PACT).

Z.L Madden Elementary in 2005 had 51.9% score below basic in the English Language Arts Test and 41.7% score below basic in Mathematics, with 68 less students being tested. In 2006, the final year of data for this school there were 46.9% scoring below basic in the English Language Arts Test and 49.2% scoring below basic in Mathematics, with 19 less students being tested. Cleveland Elementary in 2005 had 55.7% score below basic in the English Language Arts Test and 43.2% score below basic in Mathematics. In 2006, 47.2 % scored below basic in the English Language Arts Test and 42.1% scored below basic in Mathematics. Cleveland Elementary enrollment also declined from 19 less students being tested in 2004, to 66 less students being tested in 2005, to 16 less students being tested in 2006. However, with the change in status of Z.L. Madden Elementary, Cleveland Elementary enrollment is now 287 students for the 2006-2007 school year, compared to 183, for the 2005-2006 school year. The state estimates that approximately 100 of these students came from Z.L. Madden Elementary. Cleveland

Elementary in 2007 had 43.3% of all students scoring below basic in the English Language Arts Test and 52.2% of all students scoring below basic in Mathematics. Although Cleveland Elementary School test scores are improving just slightly, when compared to the State of South Carolina there is still much to be accomplished. For the same years, the following is seen at the state level: in 2005, 24.4% of students were scoring below basic in the English Language Arts Test and 25.5% scored below basic in Mathematics. In 2006, 23.5% of students scored below basic in the English Language Arts Test and 24% scored below basic in Mathematics. In 2007, 23% of students scored below basic in the English Language Arts Test and 24% scored below basic in Mathematics.

Education is closely associated with employment, wages and income. Young adults are in the age group experiencing the most severe consequences of limited education, because they are not yet established in the workforce. During the 2007-2008 school year the state of South Carolina had 701,749 students; 53.6% white, 37.8% black and 8.26% other enrolled in 85 school districts servicing 1,167 schools.

Children who are not in school and contributing to the dropout rate tend to be headed for potential delinquent activities, gang activity, crime, delinquency, teen pregnancy and educational failure. The consequences of dropping out of school are well documented; school dropouts have significantly fewer job prospects, make lower salaries, and are more often unemployed than youth who stay in school (U.S. Department of Education, 1999).

The most recent data for dropout rates which is kept on grades 9-12 reports that in 2005-2006 the state's dropout rate increased for the past five years and is currently 4.0%.

Spartanburg County School District 7 which serves the target community has a dropout rate of 3.3%. That unfortunately means 8,108 students out of 202,430 who were in grades 9-12 dropped out statewide, and 2,500 of those were from Spartanburg County School District 7. The state's dropout rate increased 0.2% during the 2006-07 academic years. In 2006-07 approximately 31% of all dropouts occurred in the ninth grade.

Cumulatively, 59% of the dropouts had occurred by the tenth grade. In Spartanburg County School District 7, the district in the target area, each year the dropout rate has increased slightly from 3.0 % during the 2004-05 school year to 3.3% in the 2006-07 school year. In the last two years, Spartanburg County School District 7 was below the state average, of 3.3% in 2004-05 to 4.0% in the 2005-06 school year (South Carolina Department of Education, 2008). These statistics tell clearly indicate that there is work to be done with the students and the parents.

The characteristic of parents in Spartanburg County and the Weed & Seed target area provides an insight to the challenges that affect families and endanger our children to become low-achieving. As men and women mature into their late twenties and thirties, their lives should become more stable and more financially self-sufficient. Spartanburg County Foundation statistics provided by Community Indicators show single mothers with dependent children have the highest rate of poverty across all demographic groups. Almost 60 % of local black children are in single-parent families, compared with about 31 % for local white families (Spartanburg County Foundations, Community Indicators, 2008)

Many of the fathers are products of single-parent families. Some find themselves making the same mistakes their fathers made by falling behind in child-support payments or not communicating well with their children's mothers. In addition, lack of education, substance abuse and dealing with a variety of social issues plague fathers. Local partnership programs are working on the issues these families face, including education, job training and parenting classes.

The Annie E. Casey Foundation reports *in South Carolina's Spartanburg County Young Adults Report 2002 Family*: Which is a comprehensive report on the lives of South Carolinians ages 18 to 29 that, when these adults are most seriously deficient in education, work skills, job contacts, and interpersonal relations, then they are more likely to need financial assistance from relatives and friends, government, or charitable sources. Young adults with low education and limited job contacts are quite likely to seek financial assistance, especially single mothers with children. Some get all or most of their help from parents and relatives; others depend heavily on public assistance. The financial demands of family life usually require parents to work, often in more than a full-time job or with both parents employed full-time. Acquiring income to support their families competes with the time parents can spend with their children (The Annie E. Casey Foundation reports in *South Carolina's Spartanburg County Young Adults Report 2002: Family*).

The information in the community context on crime, education, parents, family and school achievement may provide a troublesome picture of the condition of residents in Spartanburg County. Some of the data profiled suggests that too many children are at risk

of not growing up to become self-supporting adults, good family members, and responsible community citizens.

## **II. PROBLEM ANALYSIS**

### **II. A. Problem Statement**

The Weed and Seed Community has been resource poor for some time. Residents understood that structural, systemic changes were needed, and they began to get involved. The city, social service agencies, community organizations, law enforcement, school district and neighborhood associations all began to work together to address the problem. The Weed & Seed target community suffered from a large portion of juvenile delinquency due to low educational attainment as a result of absenteeism, and dropouts from school because of a lack of interest in schooling. In addition there was a lack of parental appreciation of the value of afterschool programs as additional locations or venues other than school for learning.

### **II. B. Causes and effects of the problem**

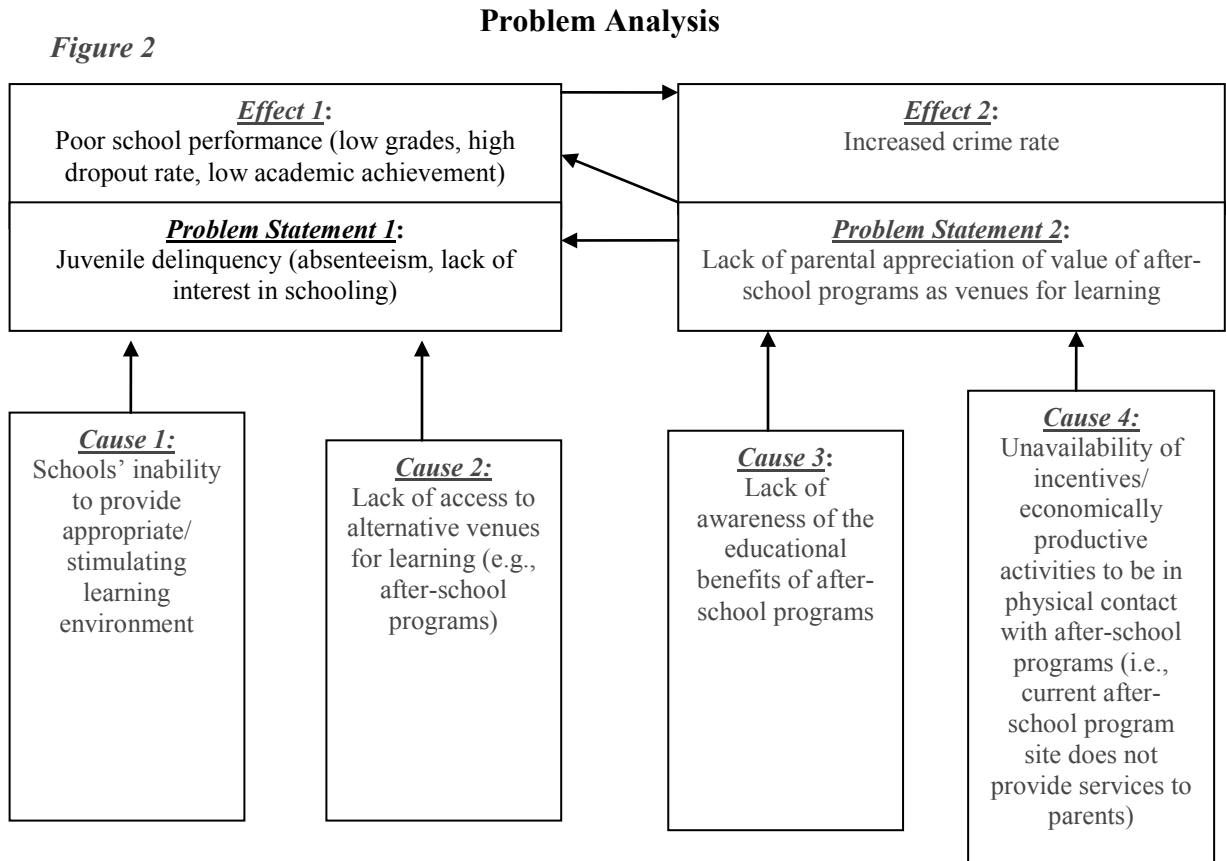
The cause of juvenile delinquency in the target area was twofold. Primarily, School District 7 was not providing a stimulating learning environment for those students who may be in need of supplementary educational services. Additionally there was a lack of awareness of alternative programs that provide these supplementary educational services as well as the lack of knowledge of the long-term benefits of these programs.

Spartanburg County School District7 (the district represented in the target area), has the lowest graduation rate (65.8%) (Spartanburg County Foundations, Community Indicators, 2008).

The effects of juvenile delinquency, lack of school interest as well as lack of knowledge of available resources and services for youth and residents on the target population is

easy to understand. When these problems and causes exist, they inevitably lead to the effects of high dropout rates, low academic achievement and naturally an increase in crime. Studies show that crime is destined to increase as individuals who lack marketable skills look to the illegal economy for basic needs. “How do they, expect to get better jobs and live better lives if they don’t finish school (Focus group discussion by Shevelle Porter with Dr. Joyce Miller Director of Piedmont Community target area, July 17, 2006)?” Socio-economic status is the strongest predictor of graduation rates, and poverty is one effect of low educational attainment. Poverty in the target community is 20% with more African Americans living in poverty which in itself is an indicator of lower graduation rates.

The Problem Analysis below shows a link between how the lack of knowledge resources and skills cause a problem and how this problem affects the overall community.





## **II.C. “CEDness” of Project**

Community Economic Development (CED) is first knowing not that a problem exists but why that problem exists in a particular community, and how to address it for long-term success. Weed & Seed Communities are CED projects by virtue of the mission, “Weeding out crime and violence in socially economically distressed areas, while Seeding in community and economic opportunities.

In the Northside Weed & Seed Community target area there is a problem with gangs, drugs, lack of educational attainment, low unemployment, poverty etc. “These problems are linked; the lack of one resource or opportunity caused the effect of another” (Halpern, 1995). Halpern states, “The argument, in part, is that if problems in one domain strongly affect possibilities in another, then mutual influences should also be able to be used in a positive way.” Therefore it is necessary to connect the community, city government, business, organizations, schools, service providers and stakeholders together, for a mutual collaboration. This collaboration allowed all involved to work at a collective outcome despite the specialty of their domain. “The defining characteristics of the emerging initiatives reflect a number of assumptions. One is that, especially in poor neighborhoods, physical, economic, social individual and collective, adult and child well-being are connected” according to Halpern. Because these are connected, service providers also need to be treated as active contributing partners who care about the success of the project. “In particular there is a need for city governments to come to

view themselves as catalyst for community economic development as well as service providers” states Halpern.

The Northside Community has become empowered in the development of the CED project. This project transformed a city recreation center (the Weed & Seed Safe Haven) into the Northwest Resource Center. This project contained the elements consistent with CED projects, providing the community a partnering relationship with service providers, stakeholders, organizations and city government to come into the community and provide their resources and services on site. The outcome was to locate in the community, needed requested services, i.e. a health center, law enforcement (police officer), social services, GED program, educational support, computer training, tutoring and mentoring as well as some recreational programs. The community and residents were made aware of the availability of other resources and how knowledge of one service may provide them with knowledge of others.

This neighborhood-based approach attempted to put in place what neighborhood-based approaches were built on, “Traditionally the term has meant services that are rooted socially and geographically in their neighborhood, that take the community as their referent rather than a particular service field. Halpern (1995).” As the Northside Weed & Seed worked to develop the CED project the neighborhood-based services were the foundation of the resource center. The outcome is to make sure that services are being provided; services that are, as Halpern (1995) states, “thought to be friendly, accessible, responsive, non-stigmatizing services, to employ a mixture of community residents and

professionals in provider roles, and to focus on generalist helping, including assistance and advocacy in linking families to other resources outside the program.”

When certain resources are more accessible, then it becomes possible to address some of the root causes of issues that are linked to the lack of accessibility to resources. Whether it is a grocery store, a new bus route or a police sub-station, this type of CED project can be empowering to everyone; the input of the community and the pairing of the resources to meet needs may lead to a reduction of the problems that arise. When CED is engaged in this fashion with the community as a committed partner and the city and various stakeholders providing infrastructure and resources which empowers this community to fight poverty and move toward stability, then change becomes possible.

The belief is that in this target community, the people have spoken and organizations are listening, based on the strategic planning process that took two years to develop.

Understanding revitalization strategies and collaboration shows that partners are involved because they want to be a part of the process. The Northside Community has become empowered in the development of the CED project because of the potential for long-term stability as well as success. The opportunity for positive change and long-term growth and success in any challenged community makes engaging in CED a worthwhile venture.

### **III. LITERATURE REVIEW**

#### **III. A. Literature on Problem (causes and effects)**

Research shows that, “Reforming the nation’s schools could potentially increase the number of graduates and, as a result, significantly reduce the nation’s crime-related costs (Alliance for Excellent Education. 2006).”

Educational attainment, in itself, does not predetermine whether an individual will engage in crime. However, there is evidence that suggests that education and graduation rates may relate to crime rates, and this new research comes at a time when education programs are receiving less and less funding and more money is being spent on incarceration, a public safety policy that has not been proven to lower crime rates.

Data from the Bureau of Justice Statistics shows that people with the least education are often the ones who end up committing crimes and being imprisoned (The Bureau of Justice Statistics, 2003)

Funding for more education services rather than corrections would have a significant, positive effect on public safety. Supporting such programs as the supplemental educational services provided through Weed & Seed can help reduce crime.

While having little schooling does not predetermine that someone will engage in crime and end up in the prison system, in 1999, an astonishing 52 % of African American male high school dropouts had prison records by their early thirties (age 30-34). People with

little schooling are over-represented in the criminal justice system. Correctional populations report lower educational attainment than do those in the general population. The Bureau of Justice Statistics found that 47 % of drug offenders (selling or using illegal drugs) in state prisons in 1997 had not graduated from high school or passed the GED. In addition, 4 in 10 inmates convicted of violent or property crimes had not finished high school or its equivalent (The Bureau of Justice Statistics, 2003).

Joan Oleck (2008) says that one of the effects is, “The dropouts actually helped *raise* the schools’ accountability ratings.” Oleck quotes a study conducted by Rice University in Houston and the University of Texas-Austin, the study reports that, “Accountability allows principals to hold back students who are at risk of reducing their schools' scores; students who are retained frequently drop out” (Oleck, 2008). In addition, grouping test scores by race, as NCLB requires, also helps to "single out" the lowest-achieving students in their respective subgroups, the study says, thereby increasing incentives for school administrators "to allow those students to quietly exit the system” (Oleck, 2008).

Further, students affected by the accountability system's zero tolerance for poor attendance and behavior may be put into the court system for minor offenses and absences, the report points out. This “alienates” students and makes them more likely to drop out (The Bureau of Justice Statistics, 2003).

It is very clear parental involvement is beneficial. The important person is the student. Parental involvement can definitely benefit the student, but it can also benefit the teachers, the school, the parents and the community (LaBahn, J. 1995, p. 4).

Parental involvement, in almost any form, produces measurable gains in student achievement (Dixon, 1992, p. 17). The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned (Vandergrift & Greene, 1992 p. 58).

The main benefit of parental involvement is the improved achievement of the student. According to Loucks (1992 p. 19), “Research shows that parent involvement in the school results in improved student achievement”. There it is in a nutshell: if the parent shows concern, it will translate into greater achievement on the part of the student. The more that the parent becomes involved with the teacher, school curriculum, and administration, the better the parent feels about the school. The parent will have an increased sense of pride in the school and the community. The more the parent learns about the way the school functions, the more the parent will understand the educational process and educational decisions. The parents and the school become allies and are able to be of mutual benefit when it comes to dealing with difficult students and situations. The more the parent becomes involved and learns about the school, the more the parent can help the student. The parent is able to “increase their understanding of child development in areas of physical, social, emotional and cognitive development (Gelfer, 1991, p. 164).” This helps to provide a bond between home experiences and the educational program. When the parent understands how the child develops, they are better able to provide a more positive and exciting home environment. This type of situation can produce a positive spiral of success for the parent, school, community and student (Gelfer, 1991, p. 165).

### **III. B. Literature on Solutions**

Education is a protective factor against juvenile delinquency and recidivism.

According to the Office of Juvenile Justice and Delinquency Prevention, the U.S. Justice Department's juvenile justice branch, education and employment can relate to delinquency, "connectedness to school and/or work also was related to juveniles' self-reported law-violating behavior. Juveniles who were neither in school or working had a significantly greater risk of engaging in a wide range of problem behaviors" (Office of Juvenile Justice and Delinquency Prevention, March 2007). Providing education services as part of the re-entry process for youth, as well as adults, could greatly reduce the recidivism rates of released offenders, thus increasing public safety (Office of Juvenile Justice and Delinquency Prevention, March 2007).

Children do not achieve at the same level, and when the educational system has an additional responsibility like a No child Left Behind mandate, one of two things can occur: teachers can either water-down classes so the slowest can pass, or simply teach the test. In most cases both solutions mean failure for our nation's children Annie E. Casey Foundation (2003).

Educational attainment is well recognized as a powerful predictor of experiences in later life. If solutions are achieved, then it becomes possible to have a long-term outcome to the problem. "If the children would finish school, they would know that it is possible to have a career and not just a job and receive an excellent wage (Strategic Planning session

with prevention intervention and treatment advisory committee to develop Northside Weed & Seed project, October 30, 2006).”

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the U.S. By providing policymakers and citizens with benchmarks of child well being, KIDS COUNT seeks to enrich local, state, and national discussions concerning ways to secure better futures for all children Annie E. Casey Foundation (2003).

Education has always played a role in determining Americans’ economic and occupational success, but its influence has never been greater than it is today. Over the past two decades, people without high school diplomas have suffered an absolute decline in real income and have dropped further behind individuals with more education. The result is a pattern of increased economic marginalization for those Americans with the least education. Dropouts who subsequently complete the requirements for a General Educational Diploma (GED) fare better than those who do not, but their earning capacity remains very limited (Murnane and Tyler, 2000). Reducing the dropout rate therefore requires urgent attention from policy makers and the public at large.

KIDS COUNT has established an indicator brief that outlines several broad strategies for reducing the dropout rate:

- Make it harder for students to drop out of school
- Offering students the assistance and opportunities they need to stay in school is also important



- Strengthen students' understanding of the connection between education and job opportunities
- Address the underlying causes of dropping out
- Strengthen the skills and understanding of the adults who affect teens' motivation and ability to stay in school.

Researchers, who conducted a large-scale review of dropout prevention programs, collecting data for more than 10,000 students, began their report with this observation:

“Dropping out of school is easy. Students who have done it say they simply stopped going to school one day. Some said they dropped out because they thought school principals or teachers wanted them to. Others said they dropped out because of circumstances beyond their control. Either way, they may have encountered little resistance from others around them (Dynarski & Gleason, 1999, p. 1).”

Offering students the assistance and opportunities they need to stay in school is also important. When students are failing academically, alienated from school emotionally, or on the verge of dropping out, they need access to services that can help them and their families deal with personal and academic problems. Many approaches are possible, such as counseling, mentoring, and changes in curriculum. The key is for every school to ask what it would take to keep its students through graduation, and to follow through with the systemic changes needed to make that possible (MetLife Foundation, 2008).

Students' understanding of the connection between education and job opportunities needs to be strengthened. Some dropout prevention programs combine intensive, individualized

basic skills development with work-related projects. The outcome is not only to enhance skills, but also to make clear the relationship between education, on one hand, and economic and job prospects on the other (Butler, 2001).

Researchers have demonstrated that the odds of dropping out are influenced by many forces beyond the classroom or school. Therefore, addressing the underlying causes of dropping out starts with promoting awareness of the links between staying in school and the resources available to families and communities. There are several things that have been suggested for populations that are at-risk. These populations have a great number of uneducated people, drug addicts and alcoholics. Schools need to meet the parents where they are by assessing the parent's needs and providing programs to meet those needs. Also, the school should “offer a broad range of activities to encourage support and participation, including non-threatening, low-commitment opportunities (Vandergrift & Greene, 1992, p. 59).” Making the parents feel as comfortable as possible is an important step.

Access to economic opportunities also affects the dropout rate: low-income students are three times more likely to drop out than middle-income students. Researchers have identified an income threshold below which total years of schooling decreases significantly: roughly three times the official poverty line (Duncan, 1997). Children in families that experience persistent economic stress are more likely to drop out than those in families that experience intermittent stress.

Strengthening the skills and understanding of the adults who affect children's motivation and ability to stay in school is what the Weed & Seed initiatives work to accomplish. Some young people do well and stay in school despite tough circumstances. According to Garbarino (1995), "Researchers studying their resilience have found that children need 'personal anchors'—stable, positive emotional relationships with at least one parent or key person." Parents are the key people in youngsters' lives, and they can benefit from family support efforts. Teachers and other adults can play an important role in fostering resilience. They may mentor students, either formally or informally. Or, they may play a role by offering something extra, perhaps by offering emotional support during hard times, acting as the student's advocate when conflict arises in school or at home, or providing an opportunity to pursue a special talent or interest (Garbarino, 1995).

Programs and services available at the Northwest Resource Center closed this gap for adults and parents, while expanding access to parent education and family support programs. Although peers, teachers, coaches, and friends' parents can take on added importance as children become teens, parents remain a powerful influence in promoting healthy development and keeping their children on track. However, relatively little attention has been paid to supporting the parents. Providing increased access to parent education and family support programs can help parents negotiate conflicts or crises that can lead their children to leave school. These programs need effective outreach, curricula, staff development, evaluation, and linkages with other local services.

Many dropout prevention initiatives are now underway. They employ diverse strategies to increase the holding power of high schools, including counseling and support services, attendance monitoring, challenging curricula, accelerated learning strategies, culturally sensitive parental outreach, stronger links between middle and high schools, community service, and school-to work programs. Some states have expanded compulsory education to include sixteen or seventeen-year-olds (Shore, 2003, p.6).

These efforts are important, but more must be done. Decades of research and practice have shown that when it comes to reducing the dropout rate, focusing on what happens in high schools is crucial but insufficient, and often times not early enough (Shore, 2003, p.6).

The relationship between the parents, student, school and community is the successful partnership that is necessary to influence children's achievement. Increased parental involvement, afterschool programs and support can bridge the gap between educational attainment and crime.

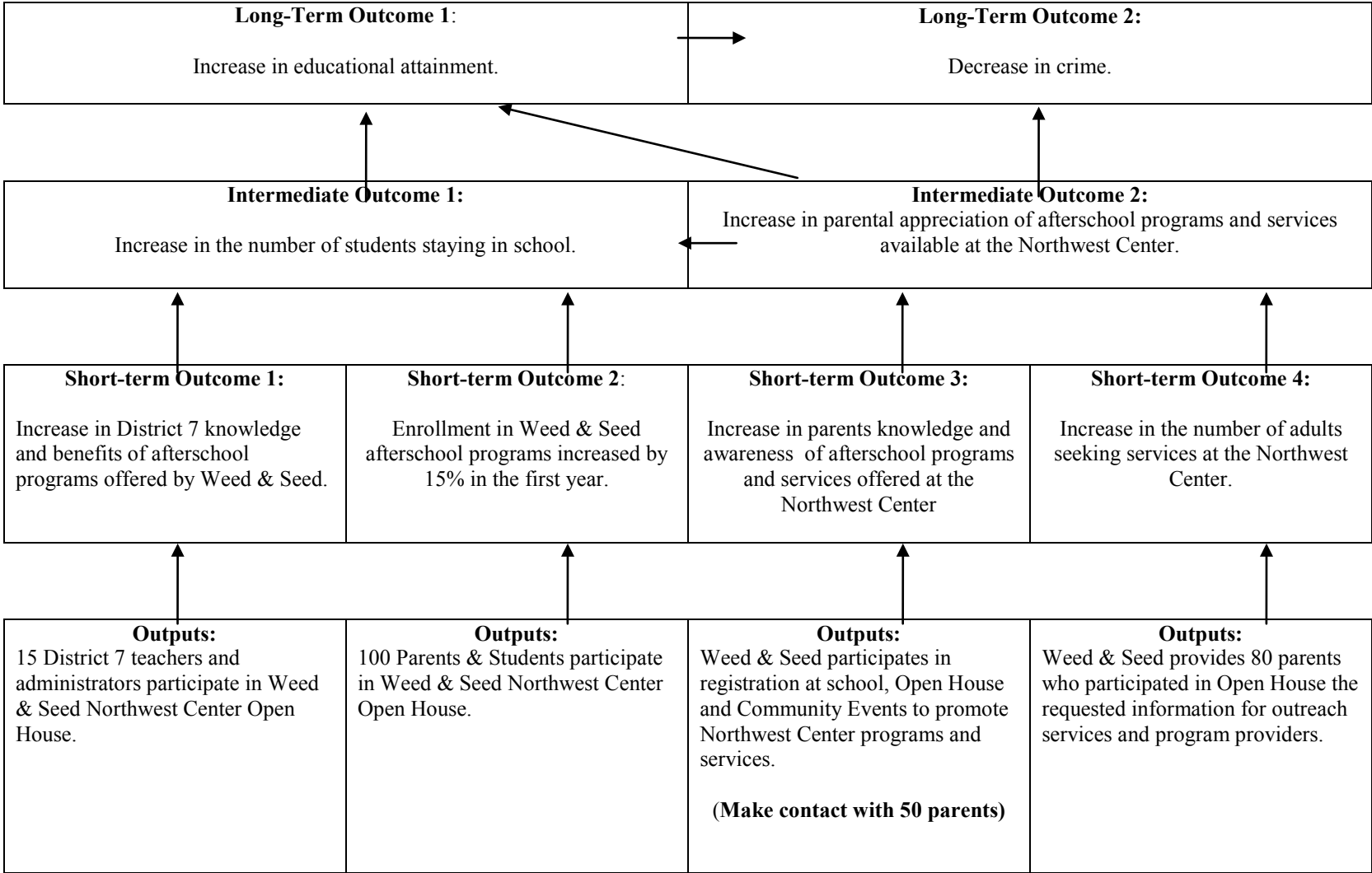
## **IV. PROJECT DESIGN/LOGIC MODELS**

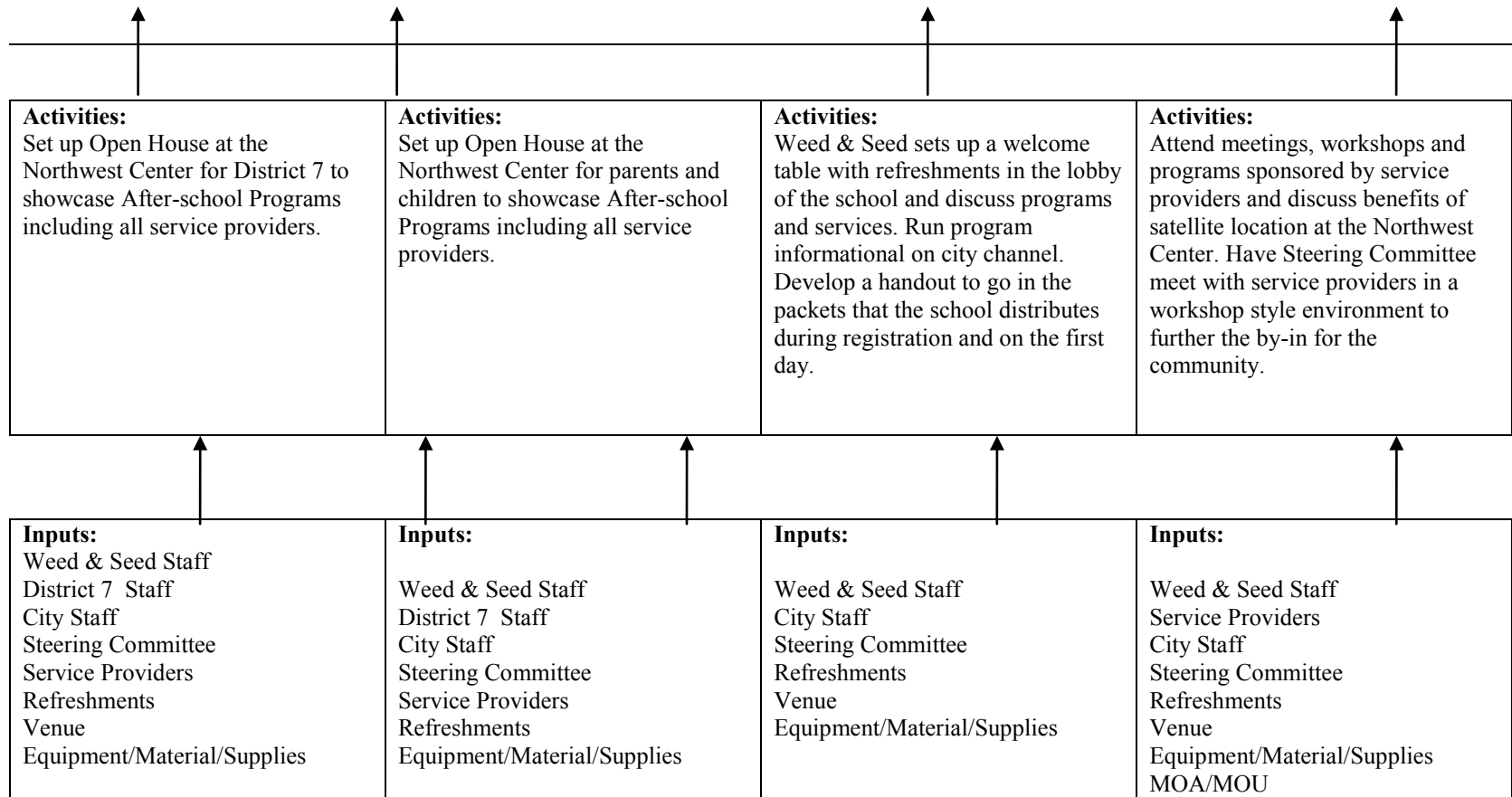
### **IV. A.-D. Outcomes/Outputs/Activities/Inputs**

Below is the logic model, designed for the systematic guided process for developing this project, programs and activities that will have the greatest long-term sustainable impact on the Weed & Seed target area.

**Logic Model**

*Figure 3*





The long-term outcomes of this project were to increase educational attainment and decrease crime. These long-term outcomes became attainable upon the achievement of the intermediate outcomes of an increase in the number of students staying in school, as well as the increase in parental appreciation of the Northwest Resource Center supplemental educational service programs and adult/parental services available. Weed & Seed has transformed a city recreation center (the Weed & Seed Safe Haven) into the Weed & Seed Northwest Resource Center. The Northwest Recreation Center is in the target area and has been severely under used over the years.

The project, through the reinvention of the Northwest Recreation Center, provides the community with service providers, businesses, organizations and city government in the community providing their resources and services on site while utilize the space and available city resources.

The outcome was to locate needed, requested services, i.e. a health center, public safety (police officer), job services, social services, GED program, educational support, computer training, tutoring and mentoring in the community. The Northwest Resource Center also provides an alternative venue for needed educational services that has become the foundation of the resource center. The community and residents are becoming aware of the availability of other resources including assistance and advocacy, to link families to other resources available at the Northwest Resource Center.

The activities were designed to lead to these specific outputs, and were directly related to how successful the completions of the short-term outcomes were. The inputs of



activities, coordination of meetings, workshops and successful contacts with the stakeholders are providing the desired outcomes, decrease crime and increase educational attainment.

## **V. METHODOLOGY AND IMPLEMENTATION PLAN**

### **V.A. Project “beneficiaries”**

The City of Spartanburg’s Weed & Seed Northwest Resource Center Project benefits youth and adults in the Weed & Seed target area. The Weed & Seed target area’s approximate size is 3.4 square miles with a population of 7,500 residents. This project was designed to provide the target area residents, youth and adults, approximately 2,000 to 3,000 participants, with opportunities for educational attainment through the use of the Northwest Resource Center, while providing the parents with the knowledge of the benefits to available programs for the youth as well as the adults. The long-term benefit of this project to the community and the participants in addition to community economic development is the decrease in crime in the target area. The project beneficiaries are participating in the programs who utilize the services at the resource center.

### **V.B. Host Organizations/Group**

The City of Spartanburg’s Weed & Seed Program is the organization that developed, organized and implemented the project. The City of Spartanburg’s Weed & Seed Program was developed in 2002, with the development of the city’s first Weed & Seed site, the Southside Weed & Seed Project. At the conclusion of this project, the city decided to develop a more comprehensive approach to long-term sustainability that could be more than a five year grant project.

In 2006, the City of Spartanburg approached the Northside Community about developing a strategic plan for their community. The community was very receptive to this idea and the first official meeting of residents, city, and agency participants brought a wealth of knowledge in prevention programming, neighborhood-based programming and an overall impressive range of experience and insights that would focus on developing a strategic plan specifically for the Northside Community. These individuals became the planning committee and were active in community mobilization, development and planning.

The individuals included residents from various communities:

- Northside-Cleveland Park, Victoria Gardens, Summer Hill, Pineveiw Hills, Wofford Acres and Ernest Rice Estates Neighborhood Communities: Rachel Means, Pat Kabore, Stella Johnson, Thelma Littlejohn, Sylvia Means, John E. Steen, Sarina Bagby, Michael Miller, Marshall Irby, James Hunt, Irene Lattimore Cathy Campbell, Paula Wiggs and Dr. Joyce Miller .
- City Staff: Mitch Kennedy, Community Relations Director, Larry Jeter, Recreation Director, City of Spartanburg Parks & Recreation, Mark Scott, City Manager, Jennifer Kindall, Colonel Police Services, Tony Fisher, Director of Public Safety and Bill Barnet, Mayor.
- Local agencies: Michael Smith, Director of DJJ, Margie Salters, Deputy Director of Piedmont Community Actions, Sheldon Mitchell, Director of the Urban League, Stacey Brady, the Boys & Girls Club Youth Services Director, Dr. Kathleen Brady, Director of Metropolitan Studies at the University of South Carolina Upstate, Jesslyn Story, Coordinator of the Bonner Scholars Volunteer Program, Wofford College, and Dr. Audrey Grant, Spartanburg County School District 7 Student Services Director.

This Strategic Planning Committee selected the boundaries based upon extensive research and review of existing data, extensive discussions with community residents,

service providers, government agencies and an assessment of current Weed and Seed efforts in nearby areas. This plan evolved into the Weed & Seed target area.

The city agreed to provide the infra-structure and use the Northwest Recreation Center as the Safe Haven. This facility is located in the target area and is utilized by the community. In addition to the Weed & Seed program, the city also committed to providing this location for other outreach initiatives that they would support, i.e. recreation, social services, mentoring, tutoring, employment and education to name a few.

The Weed & Seed Director and the city believed this was an opportunity to provide the community with a project that could grow into a long-term sustainable program that the city could continue to support past the Weed & Seed federal funding time limit. The project was proposed by Shevelle Porter, City of Spartanburg's Weed & Seed Director. This project has become the A Multi-Service Center Approach to Community Economic Development in a Weed & Seed Community.

#### **V.C. Project Staff**

During the Weed & Seed Northwest Resource Center Multi-Service Center project, the key staff working on this project was:

- The City of Spartanburg's Weed & Seed Director, Shevelle Porter
- The Northwest Center Director, Kim Moultrie
- Two Weed & Seed staff members that assist in the Weed & Seed Afterschool Enrichment Program, Stella Johnson and Kelly Bomar

In addition, the Weed & Seed initiative has received additional staff and volunteers through comprehensive partnerships. The project staff and volunteers worked to develop, implement and evaluate the project.

**V.D. Other Stakeholders**

The involvement of residents, communities, law enforcement, business, government, etc. was crucial to the success of the project. These various stakeholders, such as residents, were direct observers of the problems that have plagued their neighborhoods. Their perceptions were unique and different from other stakeholders, i.e. law enforcement business, government, etc. Because of this, their opinions, suggestions and input were respected. Without their participation and leadership, any chance for long-term program effectiveness would be lost. Stakeholders represent agencies as well as specific partners who have authority and control of resources and experience in program management, implementation and fiscal management. Stakeholders for this project included:

*Table 3*

| <b>Stakeholder</b>  | <b>Agency</b>  |
|---|--|
| Chris Nielsen,  | Drug Enforcement Administration (D.E.A.)                 |
| George Contis   | United States Attorney Office District of South Carolina |
| Ed Memmot   | City Manager, City of Spartanburg                        |
| Junie White   | Mayor, City of Spartanburg                               |
| Colonel Jennifer Kindall,   | City of Spartanburg Public Safety Department             |
| Director A. Tony Fisher   |  |
| Weed & Seed Investigator Chris Taylor                                 |  |
| Gang Investigator Reginald Spurgeon<br>Gun Investigator Adrian Patton |  |
| Alternative to Detention Case Manager,<br>Officer Tracey Fowler       |  |

|   |  |
|---|--|
| Michael Smith   | South Carolina Department of Juvenile Justice                              |
| Nikki Caulk   | Youth Services Director of the Boys and Girls Club of Metro Spartanburg    |
| Chris Pollard   | Spartanburg Alcohol and Drug Abuse Commission                              |
| Fred Logan  | Spartanburg County School District 7                                       |
| Dr. Kathleen Brady  | Director of Metropolitan Studies, the University of South Carolina Upstate |
| Stella Johnson, Rachel Means, James Hunt, Irene Lattimore, Cathy Campbell and Marshall Irby | Community Residents  |

**V.E. Project roles, tasks, responsibilities**

The following is a synopsis of the designation of Roles, Task and Responsibilities for everyone involved in the Weed & Seed Northwest Resource Multi-Service Center.

- The project roles, tasks, and responsibilities of the project beneficiaries was to actively participate in the open house, outreach services and programs at the Northwest Resource Center implemented by Weed and Seed . They provided feedback on the benefits from participating in the services offered, as well as, participate in ongoing evaluations, focus groups and surveys.
- The project roles, tasks, and responsibilities of the Weed & Seed Director, Shevelle Porter, was that of the overall project development, design, implementation, evaluation and budgeting. The day to day operations as well as staff contacts were managed by the director. The Director was responsible for securing partnerships with service providers as well as marketing of programs and contact with providers and the responsibility for administrative and fiscal oversight for project. The Weed & Seed Director worked with the University of South Carolina Upstate for the evaluation, monitoring and sustainability plan reports.

- The project roles, tasks, and responsibilities of the Northwest Resource Center such as the logistics at the Multi-Service Center, were the responsibility of Kim Moultrie. The center director acts as the onsite coordinator for program providers and provides outreach to center participants and community residents. The center director supervises additional staff assigned to project development and implementation; attended all open house activities and programs and developed onsite information for distribution.
- Kathleen Brady, the Director of Metropolitan Studies, the University of South Carolina Upstate role, tasks, and responsibilities included assisting with the development of the survey instrument and administering the evaluation of the Multi-Service Center project; collecting, analyzing and developing reports, surveys and needs assessments as well as making recommendations for project changes, activities implementation as it relates to the data gathering for the evaluation.
- The project role, tasks, and responsibilities of the Weed & Seed Steering Committee who consist of: City of Spartanburg, The Boys & Girls Club, 7<sup>th</sup> Circuit Solicitor's Office, Spartanburg School District 7, residents, Spartanburg Housing Authority, Spartanburg Regional Healthcare System, Integral Solutions, Drug Enforcement Administration, and the United States Attorney's Office District of South Carolina are in line with the requirements of the federal funding agency, the United States Department of Justice (USDOJ), which was to, address policy, management and implementation activities through its oversight of the Weed & Seed initiative. They were also responsible for policy management and advocacy for obtaining services in the area, approval of changes to the strategic plan, budget adjustments, monitor implementation progress and program and assessment of everyone involved in Spartanburg's Weed & Seed project.
- The project role, tasks, and responsibilities of the Weed & Seed staff members, Stella Johnson and Kelly Bomar in addition to coordination of volunteers was the collaboration and coordination of project beneficiaries' intake process which included assessing program participants for various services. They were responsible for individual program monitoring, and referrals to other agencies

based on feedback received from service providers and participants. Their tasks were to administer surveys and maintain client files.

- The project roles, tasks, and responsibilities of the service providers, i.e. Spartanburg Regional Health Care, Fatherhood Coalition, Department of Social Services, Small Smiles, Spartanburg County School District 7, Spartanburg Public Safety and Adult Education, were to provide their services according to the population they were serving in the target area. They were to work with the project staff to insure their services met the assessed needs of the community as well as maintain and share all non-confidential information on clients served.



Table 4

V.F. Implementation Schedule/Timeframe

| <b>Short Term Outcome 1:</b> Increase in District 7 knowledge and benefits of afterschool programs offered by Weed & Seed.<br><b>Short Term Outcome 2:</b> Enrollment in Weed & Seed afterschool programs increased by 15% in the first year. |        |   |   |   |   |   |   |   |   |    |    |    |  |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|--|
| Activities  | Months |   |   |   |   |   |   |   |   |    |    |    | Outputs/Outcomes   |
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| <b>May 2009 -April 2010</b>   |        |   |   |   |   |   |   |   |   |    |    |    |  |
| Setup meetings and select dates with Spartanburg County School District 7 to attend Open House  | █      | █ |   |   |   |   |   | █ |   |    |    |    | 15 District 7 teachers and administrators attend Weed & Seed Northwest Center Open House.                                |
| Setup meetings with Service Providers to solidify commitments and finalize services and programs offered  |        | █ | █ |   |   |   |   | █ |   |    |    |    | Participants from District 7 will gain knowledge and understand benefits of afterschool programs offered by Weed & Seed. |
| Setup meetings and select dates with staff, and volunteers for Open House at the Northwest Center   |        | █ | █ |   |   |   |   | █ | █ |    |    |    |  |
| Conduct outreach and education to increase knowledge and showcase program services available at the Northwest Center  |        | █ | █ | █ |   |   |   | █ | █ |    |    |    |  |
| Develop/Agree on data collection methods to track participants and program effectiveness  |        | █ | █ |   |   |   |   | █ | █ |    |    |    | Enrollment in Weed & Seed afterschool program increased by 15% in the first year.  |
| Prepare to provide services and start programs  |        |   | █ | █ |   |   |   |   |   |    |    |    |  |
| Evaluate process for effectiveness at reaching outputs  |        |   |   | █ | █ |   |   |   |   | █  | █  |    |  |

**Short Term Outcome 3:** Increase in parent’s knowledge and awareness of afterschool programs and services offered at the Northwest Center.

| Activities   | Months |   |   |   |   |   |   |   |   |    |    |    | Outputs/Outcomes |  |  |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|------------------|--|--|
|  | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |                  |  |  |
| <b>May 2009 - April 2010</b>   |        |   |   |   |   |   |   |   |   |    |    |    |                  |  |  |
| Meet with Spartanburg County School District 7 and select dates for set-up at school during student Open House.            |        | █ | █ |   |   |   |   | █ |   |    |    |    |                  |  | <p>Weed &amp; Seed participates in registration at school, Open House and Community Events to promote Northwest Center programs and services.<br/><b>(Make contact with 50 parents during Open House)</b></p> <p>Increase parents knowledge and awareness of afterschool programs and services offered at the Northwest Resource Center.</p> |
| Develop handouts and information to go in packets for distribution during registration/Open House for first day of school. |        | █ | █ |   |   |   |   |   |   |    |    |    |                  |  |  |
| Run program information on City Channel  |        | █ | █ | █ |   |   |   | █ |   |    |    |    |                  |  |  |
| Weed & Seed sets up welcome table with refreshments in school lobby and discuss programs and services.                     |        | █ | █ | █ |   |   |   | █ | █ |    |    |    |                  |  |  |
| Evaluate effectiveness of activities for reaching outputs.   |        |   |   |   | █ |   |   |   | █ |    |    |    | █                |  |  |

**Short Term Outcome 4:** Increase in the number of adults seeking services at the Northwest.

| Activities   | Months |   |   |   |   |   |   |   |   |    |    |    | Outputs/Outcomes |   |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|------------------|---|
|  | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |                  |   |
| <b>May 2009 - April 2010</b>   |        |   |   |   |   |   |   |   |   |    |    |    |                  |   |
| Set up meetings/workshops and programs sponsored by service providers to discuss benefits of satellite location at the Northwest Center. |        |   |   |   |   |   |   |   |   |    |    |    |                  | <p>Weed &amp; Seed provides 80 parents who participated in Open House the requested info for outreach services and program providers at the Northwest Resource Center.</p> <p>Increase in the number of adults seeking services at the Northwest Resource Center.</p> |
| Have Steering Committee meet with service providers in a workshop style environment to further the buy-in for the community.             |        |   |   |   |   |   |   |   |   |    |    |    |                  |   |

## V.G. Budget

The budget below is the one-year budget which details the costs to implement the project. Weed & Seed funds were programmed for the Northside Weed & Seed Community, and were sufficient for the project.

*Table 5*

| Budgeted Items Detail            |   | Computation   | Narrative   |
|----------------------------------|---|---|---|
| <b>Personnel (Project Staff)</b> |   |   |   |
| A                                | Weed & Seed Director                                  | \$26,000<br>½ cost of time  | Weed & Seed Director 40 hrs X<br>52 weeks @ \$52,000 annual<br>salary       |
| B                                | Northwest Recreation Center<br>Director               | \$18,000<br>½ cost of time  | Northwest Center Director 40 hrs<br>X 52 weeks @ \$36,000 annual            |
|                                  | Weed & Seed Staff (2 Staff<br>Members)                | \$24,960  | Weed & Seed Staff Members 20<br>hrs X week @ \$12.00 hour X 52<br>weeks X 2 |
| <b>Personnel Subtotal</b>        |   | <b>\$68,960</b>   |   |
|                                  | Fringe Benefit of Row A & B<br>ONLY                   | FICA @ 7.7%<br><br>Unemployment @ 3.8%<br><br>Retirement @ 9.05%<br>Medical @ 10% | \$2,002 \$1,386<br><br>\$98 \$68<br><br>\$2,353 \$1,629<br>\$2,600 \$1,800  |
| <b>Fringe Subtotal</b>           |   | <b>\$11,936</b>   |   |
| <b>Supplies</b>                  |   |   |   |
|                                  | General Office supplies, minor<br>tools and equipment | \$300 per month x 10<br>months  | \$3,000   |
|                                  | Printing marketing materials,<br>mailing, copying     | \$350 month x 10 months   | \$3,500   |
|                                  | Refreshments  | \$125 month x 10 months   | \$1,250   |
| <b>Supplies Subtotal</b>         |   | <b>\$7,750</b>  |   |
| <b>Project Subtotal</b>          |   | <b>\$88,646</b>   |   |
| <b>Misc.</b>                     |   | <b>\$1,354</b>  |   |
| <b>Grand Total</b>               |   | <b>\$90,000</b>   |   |

## **VI. MONITORING PLAN**

### **VI. A. Indicators**

Below you will see the Monitoring Plans for the Northwest Resource Center. These plans were used to monitor activities, stay on schedule and adjust activities as needed to meet the implementation schedule and timeframe. The key to the success of the Northwest Resource Center was largely because of the completion of activities, the timeliness which benchmarked the attainment of outputs, and the progression toward the outcomes. Monitoring plans were completed by the Project Director through the use of tools and forms.

### **VI.B. Methods, tools, forms**

Monitoring tools measured completion of the activities used to achieve the outputs. These tools monitored participation level as well as increased awareness of programs. Such tools include attendance sheets of attendees to all events including Open House, Outreach Fairs, afterschool sign up and various meetings with school district personnel and teachers. Monthly reports, surveys, student enrollment applications, volunteer intake application, brochures and leaflets advertising the program were beneficial tools. These monitoring tools were generated by the project director, staff and service providers.

### **VI.C. Team/tasks**

As discussed in the project roles, tasks and responsibilities section, project staff was responsible for keeping up with all forms including attendance sheets, monthly reports, surveys, student enrollment applications, volunteer intake applications, brochures and weekly reports. Service provided information on clients served and their monthly report to the project staff. Project Staff on a monthly basis provided all collected information to Shevelle Porter, Weed & Seed Director who completed monitoring plan.

### **VI.D. Schedule**

Monitoring tools were received weekly and monthly. Information for the concluding month was received by the second week of the new month. All project staff, volunteers and service providers were aware of the schedule for submitting reports prior to the implementation of the project. Information for the monitoring project, and delays in receiving information was minimal.

**NORTHWEST RESOURCE CENTER MONITORING PLAN**

**Table 6**

| <b>Activities</b>  | <b>Dates</b>                   | <b>Status</b>   | <b>Timeliness</b> | <b>Explanation for Delay</b> | <b>Alternative Action</b> | <b>Attainment of Output</b>  |
|--|--------------------------------|-----------------|-------------------|------------------------------|---------------------------|--|
| Set-up meetings and select dates with Spartanburg County School District 7 to attend Open House.                           | Start: 5/1/09<br>End: 7/20/09  | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> 15 District 7 teachers and administrators attend Weed &amp; Seed Northwest Center Open House.</p> <p>7 participants from District 7 will gain knowledge and understand benefits of afterschool programs offered by Weed &amp; Seed.</p> <p><b>To Date:</b> ALL</p> |
|  | Start: 12/1/09 End: 1/4/10     | Fully Completed | As Planned        | N/A                          | N/A                       |  |
| Set-up meetings with Service Providers to solidify commitments and finalize services and programs offered.                 | Start: 6/1/09<br>End: 7/29/09  | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> 100 Parents and Students participated in Weed &amp; Seed Northwest Center Open House.</p> <p>Enrollment in Weed &amp; Seed afterschool program increases by 15% in the first year.</p> <p><b>To Date:</b> ALL</p>  |
|  | Start: 11/3/09 End: 1/4/10     | Fully Completed | As Planned        | N/A                          | N/A                       |  |
| Set-up meetings and select dates with staff and volunteers for Open House at the Northwest Center.                         | Start: 6/1/09<br>End: 07/27/09 | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> 100 Parents and Students participated in Weed &amp; Seed Northwest Center Open House.</p> <p>Enrollment in Weed &amp; Seed afterschool program increases by 15% in the first year.</p> <p><b>To Date:</b> ALL</p>  |
|  | Start: 12/1/09<br>End: 1/4/10  | Fully Completed | As Planned        | N/A                          | N/A                       |  |
| Conduct outreach and education to increase knowledge and showcase programs and services available at the Northwest Center. | Start: 6/1/09<br>End: 08/27/09 | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> 100 Parents and Students participated in Weed &amp; Seed Northwest Center Open House.</p> <p>Enrollment in Weed &amp; Seed afterschool program increases by 15% in the first year.</p> <p><b>To Date:</b> ALL</p>  |
|  | Start: 12/1/09<br>End: 1/29/10 | Fully Completed | As Planned        | N/A                          | N/A                       |  |
| Develop/Agree on data collection methods to track participants and program effectiveness.                                  | Start: 6/1/09<br>End: 08/25/09 | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> 100 Parents and Students participated in Weed &amp; Seed Northwest Center Open House.</p> <p>Enrollment in Weed &amp; Seed afterschool program increases by 15% in the first year.</p> <p><b>To Date:</b> ALL</p>  |
|  | Start: 12/1/09<br>End: 1/31/10 | Fully Completed | As Planned        | N/A                          | N/A                       |  |
| Prepare to provide services and start programs.  | Start: 7/1/09<br>End: 8/25/09  | Fully Completed | As Planned        | N/A                          | N/A                       |  |

**NORTHWEST RESOURCE CENTER MONITORING PLAN**

| <b>Activities</b>  | <b>Dates</b>   | <b>Status</b>   | <b>Timeliness</b> | <b>Explanation for delay</b> | <b>Alternative action</b> | <b>Attainment of output</b>   |
|--|--|-----------------|-------------------|------------------------------|---------------------------|---|
| Meet with Spartanburg County School District 7 and select dates for setup at school during student Open House.             | Start: 6/1/09<br>End: 7/18/09                                  | Fully Completed | As Planned        | N/A                          | N/A                       | <p><b>Target:</b> Make contact with 50 parents during Open House to promote Northwest Resource Center programs and services.</p> <p>Increase by 50 parents knowledge and awareness of afterschool programs and services offered at the Northwest Resource Center</p> <p><b>To Date: ALL</b></p> |
|  | Start: 11/3/09<br>End: 12/3/09                                 | Fully Completed | As Planned        | N/A                          | N/A                       |   |
| Develop handouts and information to go in packets for distribution during registration/Open House for first day of school. | Start:6/1/09<br>End:7/14/09                                    | Fully Completed | As Planned        | N/A                          | N/A                       |   |
| Run program information on City Channel  | Start:6/1/09<br>End:08/12/09                                   | Fully Completed | As Planned        | N/A                          | N/A                       |   |
| Weed & Seed sets up welcome table with refreshments in school lobby and discuss programs and services.                     | Start:7/19/09<br>End:8/26/09<br>Start: 12/1/09<br>End: 1/25/10 | Fully Completed | As Planned        | N/A                          | N/A                       |   |
| Evaluate effectiveness of activities for reaching outputs.   | Start:9/1/09<br>End: 9/29/09                                   | Fully Completed | As Planned        | N/A                          | N/A                       |   |



**NORTHWEST RESOURCE CENTER MONITORING PLAN**

| <b>Activities</b>  | <b>Dates</b>                   | <b>Status</b>   | <b>Timeliness</b> | <b>Explanation for delay</b> | <b>Alternative action</b> | <b>Attainment of output</b>   |
|--|--------------------------------|-----------------|-------------------|------------------------------|---------------------------|---|
| Set Up meetings/workshops and programs sponsored by service providers to discuss benefits of satellite location at the Northwest Center. | Start: 6/1/09<br>End: 12/3/09  | Fully Completed | As Planned        | N/A                          | N/A                       | <b>Target:</b> Weed & Seed provide 80 parents who participated in Open House the requested info for outreach services and program providers at the Northwest Resource Center. |
| Have Steering Committee meet with service providers in a workshop style environment to further the buy-in for the community.             | Start: 7/1/09<br>End: 11/13/09 | Fully Completed | As Planned        | N/A                          | N/A                       | Increase in the number of adults seeking services at the Northwest Resource Center.<br><br><b>To date: ALL</b>  |

## VII. EVALUATION PLAN

The Evaluation Plan below details the desired outcomes as well as the indicator which measures the level of success in reaching the outcome.

*Table 7*

| Outcomes   | Indicators   | Data gathering method(s)                                   | Source(s)   | Timeframe                              |
|--|--|--|---|--|
| <b>Long-Term Outcome 1:</b><br>Increase in educational attainment.   | Increase in the number of children staying in school.<br><br>Increase in the number of children passing to the next grade              | Document review  | South Carolina Dept. of Education Year End Statistics                 | 6 months & 1 year after end of project |
| <b>Long-Term Outcome 2:</b><br>Decrease in crime.  | Decrease in juvenile crime pre and post<br><br>Decrease in overall crime pre and post  | Document review  | City of Spartanburg Public Safety Annual Crime Statistics             | 1 year after the start of project      |
| <b>Intermediate Outcome 1:</b><br>Increase in the number of children staying in school.  | Decrease in dropout rate.<br><br>Decrease in absenteeism   | Document review  | South Carolina Dept. of Education Year End Statistics                 | 6 months & 1 year after end of project |
| <b>Intermediate Outcome 2:</b><br>Increase in parental appreciation of afterschool programs and services available at the Northwest Resource Center. | Perception of parents regarding afterschool program and services.<br><br>Increase in enrollment of participants in afterschool program | Survey<br><br>One on One Interviews<br><br>Document Review | Project Participants<br><br>Project Participants<br><br>Project Staff | 1 year after start of project          |

| Outcomes   | Indicators  | Data gathering method(s)  | Source(s)                   | Timeframe                                  |
|--|---|---|-----------------------------|--|
| <p><b>Short-term Outcome 1:</b></p> <p>Increase in District 7 knowledge and benefits of afterschool programs offered by Weed &amp; Seed.</p>                 | <p>Pre and post knowledge of parents on the benefit of afterschool programs.</p> <p>Increase referrals to afterschool programs by District 7 teachers</p> | <p>Survey</p> <p>One on One Interviews</p>                        | <p>Project Participants</p> | <p>6 months after the start of project</p> |
| <p><b>Short-term Outcome 2:</b></p> <p>Enrollment in Weed &amp; Seed afterschool program increases by 15% in the first year.</p>                             | <p>Increase in the number of after school participants</p> <p>Increase in the number of new kids</p> <p>Retention of existing kids</p>                    | <p>Document Review</p> <p>Attendance Sheets</p>                   | <p>Project Participants</p> | <p>6 months after the start of project</p> |
| <p><b>Short-term Outcome 3:</b></p> <p>Increase in Parents knowledge and awareness of afterschool Programs and services offered at the Northwest Center.</p> | <p>Pre and post knowledge of parents on the afterschool programs and services offered at the Northwest Center</p>   | <p>Survey</p> <p>One on One Interviews</p>                        | <p>Project Participants</p> | <p>1 year after start of project</p>       |
| <p><b>Short-term Outcome 4:</b></p> <p>Increase in the number of adults seeking services at the Northwest Center.</p>  | <p>Total number of parents seeking services, the frequency of these parents accessing services as well as the type of services sought.</p>                | <p>Survey</p> <p>One on One Interviews</p> <p>Document Review</p> | <p>Project Participants</p> | <p>1 year after start of project</p>       |

### **VII.A. Evaluation variables and indicators**

Spartanburg Weed & Seed finalized an agreement with the University of South Carolina Upstate (USCU) for the evaluation. USCU is familiar with the project as they assisted with the development of the strategic plan as well as the survey and is serving as the evaluator for the Northside Weed & Seed Community Grant. Weed and Seed will continue to work with the research and development department to provide data to USCU as it is collected.

### **VII.B. Data gathering methods, tools, forms**

In May 2009, surveys were distributed to residents in the Weed & Seed target area to assess the residents' knowledge of the Northwest Center and to garner insight into what additional services the community would like to access at the Northwest Resource Center. As the project progressed, data on the project was collected from the participants by use of surveys, one on one interviews, and yearly reviews on the change in crime statistics and the dropout rates. Project staff was responsible for keeping up with all forms including surveys, attendance records, weekly and monthly reports. Service providers were responsible for providing information on clients served, and weekly and monthly reports to the project staff. Project Staff, on a monthly basis, provided all collected information to Shevelle Porter, Weed & Seed Director. This information was compiled in a comprehensive evaluation document and completed in August 2009 by the Metropolitan Studies Institute at the University of South Carolina Upstate.

### **VII.C. Data Analysis**

USCU was responsible for evaluation and analysis of all data collected. USCU assisted with the survey instrument, the focus groups and the interviews to ensure that the correct information was collected to evaluate the success of the project . They received all requested raw data and analyzed the data quarterly, prepared a comprehensive evaluation report and provided electronic and hard copies to members of the Steering Committee, community, residents and city staff. USCU continues to evaluate all outcome measures for all projects and programming developed, implemented, and/or facilitated by the Weed and Seed program from outside agencies and community organizations.

### **VII.D. Evaluation team/task**

Project staff was responsible for keeping up with all forms, and data including attendance sheet reports, surveys, student enrollment applications, volunteer intake applications, and monthly reports. Service providers were responsible for providing information on clients served and weekly and monthly reports to the project staff. Project Staff, on a weekly and monthly basis, provided all collected information to Shevelle Porter, Weed & Seed Director. This information, including all raw data, was tallied and compiled in a comprehensive document by the project evaluator, USCU. Partners were responsible for providing monthly reports to the Weed & Seed Director.

### **VII.E. Evaluation Schedule**

The surveys were distributed in May 2009 and were delivered to the evaluator in June 2009, along with reports, surveys, student enrollment applications, volunteer intake

applications, and other data and interview information. USCU conducted a focus group with the officers who distributed the surveys to receive the qualitative impressions that may not have been ascertained in the surveys. USCU met with the Weed and Seed Director and discussed results of the findings. They meet in October, December and January and determined that all activities were on track and none were delayed. USCU will meet with the project director in April 2010 for wrap-up and to develop a final survey to be distributed in May 2010.

## **VIII. SUSTAINABILITY PLAN**

### **VIII.A. Sustainability of project activities and resources**

The Weed and Seed Northwest Resource Center has always been aware of the need to leverage resources in order to sustain initiatives such as those implemented in this project. The City of Spartanburg is committed to providing support including financial, infrastructure and in-kind support to the Northwest Resource Center. This long-term commitment is key to the sustainability and the success of the Weed and Seed Northwest Resource Center. Several new committed investors have solidified partnerships throughout this project, particularly those mobilized by the following partners:

- The City of Spartanburg's Community Services Department, Economic Development, Housing Services, Spartanburg Public Safety and Parks & Recreation.
- Spartanburg County School District 7
- Spartanburg Housing Authority
- Integral Solutions
- Spartanburg Regional Healthcare System
- Spartanburg Regional Foundation
- JM Smith Foundation
- Bank of America
- Target
- 7<sup>th</sup> Circuit Solicitor's Office, DEA, U.S. Attorney's Office
- Boys & Girls Club, Urban League
- University of South Carolina-Upstate
- Wofford College

These partnerships have been finalized and work to sustain this project. The partnerships reflect the ability of all project participants to effectively leverage material, financial and in-kind resources. Leveraging existing resources coupled with identifying additional public and private sector funding ensures the existence of these initiatives beyond the federal funding period. The Project Director continues to identify public and private stakeholders who are committed to the strategy of reducing crime and making a difference in the community.

These organizations include:

- Spartanburg County Foundation
- United Way of the Piedmont
- The Mary Black Foundation

#### **VIII.B. Sustainability of benefits**

The long-term outcome of this project, to increase educational attainment and reduced crime, is the main objective for this project. The city understands the benefits of a project such as this and has fully supported the development and implementation of the project and continues to provide resources for long-term sustainability.

Additionally, project staff must continue to act as ambassadors for the project and promote the benefit of such a project to the community. Staff will continue to make presentations to City Council so that their commitment continues to promote the program. Program providers must also be updated on changes to the needs of the



community they serve and update project staff to any changes in services or if additional services are available.

## **IX. Results**

The following section details the results of A Multi-Service Center Approach to Community Economic Development in a Weed & Seed Community through the use of the Northwest Resource Center. As previously outlined in Section IV of this document, the long-term outcome of utilizing the concept of A Multi-Service Center Approach to Community Economic Development in a Weed & Seed Community was to decrease crime by increasing educational attainment. The Northwest Resource Center developed, and implemented many activities and outputs that led to the completion of the short-term outcomes as discussed below.

### **Short-term Outcome 1:**

- Increase in District 7 knowledge and benefits of the afterschool programs offered by Weed & Seed.

### **Short-term Outcome 2:**

- Enrollment in Weed & Seed afterschool program increases by 15% in the first year.

**Output for Short-term Outcome 1:** Fifteen District 7 administrators and teachers participate in the Weed & Seed Northwest Resource Center Open House.

**Output for Short-term Outcome 2:** One hundred (100) parents and students participant in the Weed & Seed Northwest Resource Center Open House.

**Achievements:** On August 12, 2009 the Northwest Resource Center held an Open House. This Open House was attended by One hundred twenty five participants including thirty administrators and teachers from School District 7. Participants included the project evaluator, Steering Committee Members as well as service providers such as Spartanburg Regional Healthcare System, Mt. Zion Church, Social Services, Ballet Spartanburg and Ferguson's Karate. Attendees received a tour of the Computer Learning Center donated by Integral Solution, Weed & Seed and the Homework Center. Participants also received demonstration by Ballet Spartanburg and Ferguson's Karate. Attendees to the Open House upon departure received a packet of information with a list of current available programs and resources and a survey.

The University of South Carolina Upstate (USCU), the evaluator for the project, compiled the survey and found that 95% of the attendees responded to the survey and suggested having a volunteer stationed at the door upon exit may have contributed to the overwhelming response to the survey. Eighty (80%) responded that, of the programs or activities that they observed, they liked the Computer Learning Center the most, 15% enjoyed the additional services. No suggestions were given to the question that asked, "What activities or programs do you think would enhance the services that are provided?" The overall rating on a Likert Scale rated the open house as a five (5) on a 1- 5 five scale with five being the highest.

Referrals from School District 7 to the afterschool program began immediately following the open house. Project staff was asked to speak during the monthly staff meeting at

Cleveland Elementary School (project school) to teachers and administrators and discuss programs to any who may have missed the open house. Thirty (30) students have been referred by District 7 teachers to the Northwest Resource Center Afterschool Program.

A partnership developed between Weed & Seed and the Urban League to assure transportation of project participants to the Northwest Resource Center. Parental referrals have increased by 50% since the open house, and overall enrollment has increased from eighteen afterschool participants to forty-eight. There are seventeen (17) new students, i.e. students who have not been a part of any afterschool program. To date we have retained all of our enrollees with four siblings leaving and returning within two months. We asked the mother who stated, “that the children did not do as well without the afterschool program.” (project staff personal communication with parent, January 2010)

**Challenges:** The Northwest Resource Center had programs that were operating on this evening and it was a little difficult getting those participants to understand for what this program was intended. In addition, project staff had to be careful in redirecting non-open house participants so as to not alienate someone who could become a potential partner. Choosing the date was difficult because the schedule that administrators and teachers follow in the project area is a year round school schedule; and school started July 18, 2009. It is possible to have had the open house before school starts which may have made the facility easy to reserve and utilize. In this way the time and date of the event may not have clashed with normal, scheduled evening activities.

**Lessons Learned:** Organizing an open house can be very labor intensive. However, if Weed & Seed commits to organizing this event each year, then service providers and participants are eager to attend. In order to replicate this, it is suggested that this event should be held prior to the start of the new school year and it will be an afternoon event. Great support was received from the city administrator, service providers and committee members who can assist with hosting and discussing the importance of the Northwest Resource Center. The invitation will be extended to new service providers as well as existing parents. This venue although intended to increase knowledge and enrollment also was a reintroduction for many as to the services that are available at the Northwest Resource Center, especially the afterschool program appears to also be a way for the overall center to become involved and display the recreational program that is offered.

**Short-term Outcome 3:**

- Increase in parents' knowledge and awareness of afterschool programs and services offered at the Northwest Center.

**Output for Short-term Outcome 3:** Weed & Seed participates in registration and open house at (Cleveland Elementary) school, and Community Events to promote Northwest Resource Center Programs and Services.

**Achievements:** Project staff was very successful in setting up informational tables and booths at the following events: Cleveland Elementary School Back to School Informational, Boys & Girls Club Registration, ReGenesis Health Center Back to School

Fair, City of Spartanburg Spring Fling, and the Northwest Resource Center Community Outreach and Awareness Festival. During these events, as documented by attendance sheets, contact was made with over two hundred parents and guardian participants. All parents, guardian participants as well as other attendees received information packets with complete information from the following service providers: Spartanburg Regional Healthcare System, Mt. Zion Church, Social Services, Ballet Spartanburg, Ferguson's Karate, the Urban League, Spartanburg Public Safety Crime Prevention, Spartanburg School District Adult Education and GED Program, and Small Smiles Dental Studio. Through these events, project staff distributed over three hundred packets of information from service providers including afterschool flyers, leaflets, pamphlets, volunteer applications and after school enrollment forms.

The City of Spartanburg Marketing Department accompanied project staff to several events and documented project efforts and developed and telecast two shows on the City Channel and website. These shows "Spartanburg Now" and "Safety Scene" were very instrumental in making individuals aware of services at the Northwest resource center. Many new participants stated they had heard about the program at one of the events or had seen the program aired on television. The Project Director, Shevelle Porter was stopped at the local grocery store and discount chain and questioned about programs available through Weed & Seed. The Project Director started carrying information packets with her at all times.

**Challenges:** Project staff did not anticipate the number of additional available opportunities that to which they would be invited, to discuss their project, program and services. These additional opportunities allowed the project staff to understand how increased advertising and community outreach could bring more partners to the table for broader recognition of available services while increasing participants and trained staff.

**Lessons Learned:** Believe it or not the project staff and director learned that the most important thing to do with any project, activity or program is to flood the market advertising, discussing, showing, showcasing what you have to offer. Several attendees and participants stated that they were unaware of all the services that are offered prior to the outreach efforts.

**Short-term Outcome 4:**

- Increase in the number of adults seeking services at the Northwest Center.

**Output for Short-term Outcome 4:** Weed & Seed provided eighty (80) parents who participated in open house requested information for outreach services and program providers.

**Achievements:** Through the activities organized, designed and implemented to increase the number of adults seeking services at the Northwest Resource Center, the monitoring tools indicate that there were over two hundred (200) adults seeking new services at the

Northwest Resource Center. These adults had received information and literature during the outreach informational programs. Services adults were seeking ranged from Social Services i.e. clothes and food assistance; Health Services i.e. health screenings, heart, breast and colon screenings. Adult Education Services, i.e. GED prep information and testing dates as well as resume assistance.

**Challenges:** During the implementation of the project the City of Spartanburg Parks & Recreation Department began an assessment of all of their recreation facilities to determine if they were being utilized to their full capacity. This assessment would determine if there was time when infrastructure resources, i.e. lights, staff, energy was being used and no active programming was available. The city was deciding if it was economically feasible to reduce hours of operation to accommodate the inactivity of the centers during these times of resource use with no active programming. This assessment by the city caused the project staff to enter discussions with city staff and detail the outcomes as well as the long-term benefit to the project at the Northwest Resource Center. Because several Steering Committee Members and project supports had actively worked with the project director they intervened and discussed with Parks & Recreation Staff in detail about the potential of the project. Therefore, no changes were made to the hours of operation for the Northwest Resource Center.

Additionally, there was a delay in arranging the schedules of onsite service providers because of the indecisiveness of the changes that the assessment conducted by the Parks & Recreation Department might bring. However, participants were able to receive



services as the project staff assumed the role of service coordinator and assisted with coordination of phone calls and appointment scheduling for any adult who came to the Northwest Resource Center seeking services.

**Lessons Learned:** Because it was never anticipated that the location for the project might have been in jeopardy project staff never planned for an alternative place for services. Staff learned that the idea to act as an onsite coordinator, i.e. providing logistic in the way of phone calls appointment setting and specific case management could have also been a way to increase the number of adults seeking services.

## **X. Conclusions & Recommendation**

**Prospects of Attaining Intermediate and Long-Term Outcomes:** The Multi-Service Center Approach to Community Economic Development in a Weed & Seed Community Project has met the intermediate outcome 2, as there is an increase in parental appreciation of the afterschool program and services available at the Northwest Resource Center. This was possible because of the attainment of the short-term outcomes 3 and 4 of increased knowledge and awareness of afterschool programs and services and an increase in the number of adults seeking services at the Northwest Resource Center. In December of 2009, the Weed & Seed Steering Committee met to review the completed evaluation by the project evaluator USCU and to review the crime statistics. The City of Spartanburg was excited to report as shown below that in 2009, there was a decrease in juvenile crime by 4.43% and overall crime by 9% in the project target area since the beginning of the project. The project was able to reach the long-term outcome 2 of a decrease in crime.

**Spartanburg Public Safety Department  
Northside Weed & Seed Crime Statistics**

*Table 8*

| CODE                                  | 2005        | 2006        | 2007        | 2008        | 2009*      | Totals      |
|---------------------------------------|-------------|-------------|-------------|-------------|------------|-------------|
| 09A MURDER                            | 3           | 2           | 1           | 2           | 0          | 8           |
| 09B MANSLAUGHTER*                     | 0           | 0           | 0           | 0           | 0          | 0           |
| 11A FORCIBLE RAPE                     | 7           | 4           | 3           | 12          | 6          | 32          |
| ATTEMPTED RAPE                        | 0           | 0           | 0           | 1           | 1          | 2           |
| 120 ARMED ROBBERY                     | 33          | 36          | 40          | 31          | 23         | 163         |
| STRONG ARM ROBBERY                    | 15          | 17          | 17          | 15          | 13         | 77          |
| 13A AGGRAVATED ASSAULT                | 124         | 111         | 150         | 144         | 99         | 628         |
| <b>SUBTOTAL VIOLENT CRIMES**</b>      | <b>182</b>  | <b>170</b>  | <b>211</b>  | <b>205</b>  | <b>142</b> | <b>910</b>  |
| 13B SIMPLE ASSAULT*                   | 191         | 196         | 217         | 205         | 156        | 965         |
| 13C INTIMIDATION*                     | 28          | 35          | 41          | 33          | 27         | 164         |
| <b>TOTAL CRIMES AGAINST PERSONS**</b> | <b>401</b>  | <b>401</b>  | <b>469</b>  | <b>443</b>  | <b>325</b> | <b>2039</b> |
| 220 BURGLARIES                        | 214         | 213         | 190         | 205         | 113        | 935         |
| ATTEMPTED BURGLARIES                  | 36          | 28          | 39          | 26          | 25         | 154         |
| <b>SUBTOTAL BURGLARIES</b>            | <b>250</b>  | <b>241</b>  | <b>229</b>  | <b>231</b>  | <b>138</b> | <b>1089</b> |
| 23A PICKPOCKETING                     | 2           | 0           | 0           | 1           | 0          | 3           |
| 23B PURSE SNATCH                      | 1           | 2           | 3           | 1           | 1          | 8           |
| 23C SHOPLIFTING                       | 36          | 25          | 42          | 12          | 11         | 126         |
| 23D BUILDINGS                         | 2           | 5           | 1           | 3           | 1          | 12          |
| 23E COIN MACHINE                      | 2           | 1           | 1           | 2           | 1          | 7           |
| 23F THEFT FROM CAR                    | 110         | 82          | 73          | 58          | 73         | 396         |
| 23G AUTO PART/ACCE                    | 81          | 59          | 48          | 45          | 48         | 281         |
| 23H ALL OTHER                         | 241         | 268         | 207         | 205         | 140        | 1061        |
| <b>SUBTOTAL LARCENIES</b>             | <b>475</b>  | <b>442</b>  | <b>375</b>  | <b>327</b>  | <b>275</b> | <b>1894</b> |
| 240 AUTO LARCENY                      | 76          | 62          | 53          | 72          | 54         | 317         |
| 200 ARSON                             | 7           | 6           | 7           | 10          | 13         | 43          |
| <b>TOTAL CRIMES AGAINST PROPERTY</b>  | <b>808</b>  | <b>751</b>  | <b>664</b>  | <b>640</b>  | <b>480</b> | <b>3343</b> |
| <b>TOTAL INDEX CRIMES</b>             | <b>990</b>  | <b>921</b>  | <b>875</b>  | <b>845</b>  | <b>622</b> | <b>4253</b> |
| <b>GRAND TOTALS**</b>                 | <b>1209</b> | <b>1152</b> | <b>1133</b> | <b>1083</b> | <b>805</b> | <b>5382</b> |

\* Manslaughter, Simple Assault, and Intimidation are not part of the Index crimes defined by the FBI.

\*\* Includes Manslaughter, Simple Assault, and Intimidation which are not part of the Index crimes defined by the FBI.

*Table 9*

**City of Spartanburg Juvenile Crime Stats**

| YEAR            | 2007       |           |              | 2008       |           |              | 2009       |           |             |
|-----------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|-------------|
|                 | City       | Site      | %            | City       | Site      | %            | City       | Site      | %           |
| <b>JUVENILE</b> | <b>489</b> | <b>62</b> | <b>12.68</b> | <b>496</b> | <b>63</b> | <b>12.70</b> | <b>411</b> | <b>34</b> | <b>8.27</b> |

**(City of Spartanburg Public Safety Department, 2009 Annual Crime Report)**

Although short-term outcome 1 and 2 were reached, which were an increase in District 7 knowledge of the benefits of afterschool programs offered by Weed & Seed and an increase in enrollment of attendees to the afterschool program by 15% in the first year, the attainment of the intermediate outcome 1 of an increase in the number of students staying in school and the attainment of the long-term outcome 1 of an increase in educational attainment will not be known until August of 2010 which is three months after the completion of the project. This is because school will end in May of 2010, one month after the project ends. The State of South Carolina will immediately start compiling data at the conclusion of the 2009-2010 school year in May 2010. This data will then be available in August of 2010.

The project staff is confident that this data will show an increase in the number of students staying in school as well as an increase in the number of students passing to the next grade.

**Sustainability and Replication:** Project staff believes that because of the way this project was implemented, with the help and backing of the City of Spartanburg, service providers, community residents and foundation representatives that sustainability and replication will continue. This project is an opportunity for the city to replicate a model that has proven to work. The Northside Resource Center was a project that was developed and implemented for the city with very little cost to them, therefore to support a project that can benefit the other underutilized centers in need of Community Economic Development and community revitalization may address many of the issues that plague

other sections of the city. The City of Spartanburg has committed infrastructure and staff resources to no end at other city centers which are also located in neighborhoods. What occurs is always an influx of community residents inquiring about numerous needed resources from recreation to resume, building, health information and computer use. This project becomes an opportunity to replicate and implement this model city wide.

**Personal Thoughts:** As a Communication Economic Development practitioner, we are trained to look for signs of hope, hope especially when we are proposing to make a change in a community that has been plagued with apathy and a sense of hopelessness for years. As a CED practitioner as well as an agent of change, the project director continued to believe that change in this type of community was possible. The key was to engage the community in the planning, developing and implementation of strategies, strategies designed to ensure the community long-term economic stability. This was done by assisting this community with setting attainable goals that will change behaviors, increase knowledge, and awareness long-term, and would produce a desirable change in conditions and outcomes.

As the work continued project staff was please with the response from the community and other stakeholders. The project director believes that because the city had previously agreed to invest in the Northside community this project was very timely in addressing some of the other goals that the city had envisioned for the northside. The eagerness that everyone worked with was very encouraging through the implementation of the project. For the project director it became possible to understand how a carefully analyzed

problem and carefully constructed Logic Model then it become possible to transform a community.

**XI. Appendices**

**Weed & Seed Community Survey**

The primary goal and objective of Weed & Seed is to reduce violent crime, property crime, drug trafficking and drug related crime from the designated community. By you taking time to complete this survey, this will assist us in finding out how we are better able to enhance the services we provide to your community.

I am going to ask you a few questions. Your answers will be completely confidential.

1. How many times in 2008 have you visited the Northwest Center?

\_\_\_\_\_ none    \_\_\_\_\_ 1-3    \_\_\_\_\_ 4-6    \_\_\_\_\_ 7-9    \_\_\_\_\_ 10 or more

2. Why did you visit the Northwest Center (check all that apply)?

- \_\_\_\_\_ Fall Festival (Halloween)
- \_\_\_\_\_ Recreation (sports including youth)
- \_\_\_\_\_ Social Services (job/resume help)
- \_\_\_\_\_ Outreach & Awareness
- \_\_\_\_\_ Other (please specify) \_\_\_\_\_

3. What programs and services for adults at the Northwest Center are you aware of?

---

---

---

4. What programs and services for adults would you like to see at the Northwest Center?

---

---

---

5. How important is it to have health related services such as (illness prevention) available at the Northwest Center?

- |              |            |                    |           |                      |
|--------------|------------|--------------------|-----------|----------------------|
| 1            | 2          | 3                  | 4         | 5                    |
| I don't know | not at all | somewhat important | important | critically important |

6. How important is it to have GED classes for adults available at the Northwest Center?

|              |            |                       |           |                         |
|--------------|------------|-----------------------|-----------|-------------------------|
| 1            | 2          | 3                     | 4         | 5                       |
| I don't know | not at all | somewhat<br>important | important | critically<br>important |

7. How important is it to have job-related classes and services for adults available at the Northwest Center?

|              |            |                       |           |                         |
|--------------|------------|-----------------------|-----------|-------------------------|
| 1            | 2          | 3                     | 4         | 5                       |
| I don't know | not at all | somewhat<br>important | important | critically<br>important |

8. How important is it to have adult recreation opportunities available at the Northwest Center?

|              |                         |          |           |                         |
|--------------|-------------------------|----------|-----------|-------------------------|
| 1            | 2                       | 3        | 4         | 5                       |
| I don't know | not at all<br>important | somewhat | important | critically<br>important |

9. How important is it to have arts and crafts classes for adults available at the Northwest Center?

|              |            |                       |           |                         |
|--------------|------------|-----------------------|-----------|-------------------------|
| 1            | 2          | 3                     | 4         | 5                       |
| I don't know | not at all | somewhat<br>important | important | critically<br>important |

10. Would you visit the Northwest Center for the following services that were mentioned above?

\_\_\_\_ Job Related  
\_\_\_\_ GED  
\_\_\_\_ Adult Recreation  
\_\_\_\_ Arts and Crafts

11. Are your children currently visiting the Northwest Center?

\_\_\_\_ Monthly      \_\_\_\_ Weekly      \_\_\_\_ No      \_\_\_\_ I don't know

12. What programs and services for children at the Northwest Center are you aware of?

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13. What programs and services would you like to see for children at the Northwest Center?

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14. During the hours of 8:00 a.m. to 3:00 p.m., Monday through Friday, are there large numbers of school age children in your neighborhood who are not in school?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ I don't know

15. What do you feel is the primary cause of youth not being in school during these hours?

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16. Do you believe that juvenile delinquency is a problem in your neighborhood?

1                      2                      3                      4  
I don't know      not at all          minor problem      major problem

17. Do you feel that crime would decrease if more youth stayed in school, rather than dropping out?

1                      2                      3                      4  
I don't know      not at all          somewhat          major decline

18. Do you think your school district is providing necessary intervention to prevent dropouts?

1                      2                      3                      4  
I don't know      not at all          somewhat          very effective interventions

19. Do you think an afterschool program can provide help to prevent dropouts?

1                      2                      3                      4  
I don't know      not at all          somewhat          yes

20. Do you feel that students believe that the school is interested in their success?

1                      2                      3                      4  
I don't know      not at all          somewhat          yes



Striving for a brighter tomorrow  
NORTHSIDE WEED & SEED  
AFTERSCHOOL ACHIEVEMENT PROGRAM  
NORTHWEST RESOURCE CENTER  
701 SAXON AVENUE  
SPARTANBURG, SC 29301  
596-3946

## REGISTRATION FORM

2009 – 2010

(PLEASE PRINT IN INK)

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last  
Name: \_\_\_\_\_

Address:

---

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip  
Code: \_\_\_\_\_

Primary Telephone: ( ) \_\_\_\_\_ Secondary Phone:  
( ) \_\_\_\_\_

GENDER:  FEMALE  MALE AGE: \_\_\_\_\_ DATE OF  
BIRTH: \_\_\_\_\_

EDUCATION:

---

School Attending: \_\_\_\_\_ Grade:  
\_\_\_\_\_



## Weed & Seed Drop-Survey

Name: (Optional)

---

Of the programs or activities that you observed, what did you like most?

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What activities or programs do you think would enhance the services that are provided?

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---

---

Overall Rating: (Please circle one)

1

2

3

4

5



**Northside Weed & Seed Afterschool Enrichment Program  
VOLUNTEER APPLICATION**

Please return to: Stella Johnson, Administrator

Mailing Address: Northside Weed & Seed Afterschool Enrichment Program,  
701 Saxon Avenue, Spartanburg, SC 29301

Phone: (864) 562-4394

If you have questions, contact: [stella2work@yahoo.com](mailto:stella2work@yahoo.com)

Name \_\_\_\_\_ Date of  
Birth \_\_\_\_\_

Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (HM) \_\_\_\_\_ Phone  
(Cell) \_\_\_\_\_ Email \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Relationship \_\_\_\_\_ Phone  
# \_\_\_\_\_

DL# \_\_\_\_\_ SS  
# \_\_\_\_\_

List any special interests, hobbies, extracurricular activities, and  
skills \_\_\_\_\_

---

What qualities do you have that would help you work with children and/or  
youth? \_\_\_\_\_

---

**BACKGROUND CHECK AGREEMENT**

**Volunteering with children in a Weed & Seed program requires that it be necessary for the volunteer to complete a background check. As a potential volunteer, I give my permission for Weed & Seed to conduct a background check through the City of Spartanburg Public Safety. I also understand that any information obtained in the course of the background check will remain confidential.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

# Save the Date

**Date: August 24, 2009**

**Time: 3:30–6:30 P.M.**

**Place: The Northwest  
Recreation Center,  
701 Saxon Avenue**

**The Weed & Seed  
Afterschool  
Achievement  
Program Open  
House**



Phone: 864- 596-2458

Fax: 864-596-2152

E-mail: [sporter@cityofspartanburg.org](mailto:sporter@cityofspartanburg.org)

**Contact person:  
Shevelle Porter**

"Thank you so much for making us an important part of the community and believing in us. Thank you for being a part of this program and caring about us."

\*Northwest Rec. Weed & Seed Students\*



**The City of  
Spartanburg  
Weed & Seed**



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