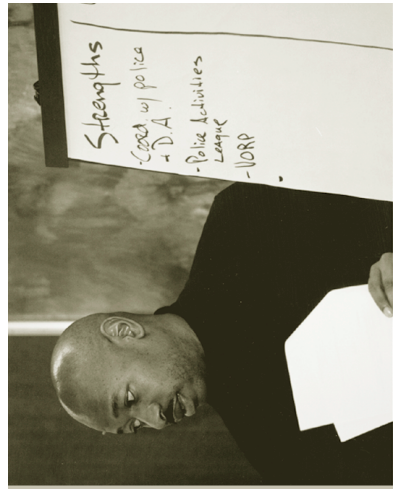
Strengths
-Good w/ police
-D.A.
-Police Activities
League
-NORP

WEED & SEED

Chapter 4. Neighborhood Assessment and Resources

Overview

This chapter focuses on the steps required to conduct an assessment of the neighborhood. Once a neighborhood has been designated for Weed and Seed, you can use the information gathered for a more extensive assessment of the area. A neighborhood assessment is at the heart of the planning process to develop your local Weed and Seed strategy. The steps involved in conducting an assessment not only enable you to examine the resources that exist within the community (e.g., buildings and programs), they also provide an ideal forum to broaden the engagement of residents by soliciting their ideas, concerns, and priorities relative to their vision for the community. This chapter is critical for both new and existing sites because conditions in communities change and may warrant revisions to current strategies.

Vision

What do you know about your designated neighborhood? After selecting the site for Weed and Seed, the Steering Committee must oversee implementation of a comprehensive community assessment. A community assessment focuses on identifying both assets and needs. Examples of community assets range from strong resident-led organizations to quality housing stock that can be marketed to attract new homeowners. Other assets are strong social service programs, an active small business community, and government satellite offices in the community. An asset can be any resource that is making or has the potential to make a positive impact on the community.

Although several assessment models exist in community development literature, other Weed and Seed sites have developed some creative tools to help you gather critical information for analysis. Not everyone on the Steering Committee is expected to become a researcher or analyst. However, everyone is expected to have some role in identifying, collecting, and analyzing the information to provide a clear picture of the conditions to be addressed.

A neighborhood assessment that involves the residents and other area stakeholders who may not have worked together before provides a strong bridge-building tool. Historically, community assessments focused on data collected from the census or other government sources and on the problems affecting an area. These reports created a perception that no viable resources existed within a community—even if it was distressed. In every community, there are residents who are knowledgeable about a range of issues, including the history of the neighborhood, past programs or strategies that have been executed, and concerns that have been expressed by residents. These individuals are often viewed as community leaders, although they may not be the heads of formal organizations.

All communities have some assets that need to be recognized and considered in developing a plan of action for change. Although the number of assets in a distressed area may be lower than in other areas, these assets exist, and it is important to identify them before planning the local strategy.

Some assets may be recognized only by residents of a community but not on official lists or reports. For example, a group of young men who

are former gang members now help younger children avoid getting involved with gangs. What if these individuals do not operate a nonprofit organization but are well known in the community? They could be an asset worth leveraging. Under traditional assessment processes, these individuals would probably not be identified, which is why resident input during the design of the assessment process is vital.

> A key benefit in conducting an assessment is that it serves as a baseline of information for helping to reallocate critical resources.

The assessment information includes areas that need increased focus such as where resources are nonexistent or lacking. Areas with a strong base of resources are examined to see how they can be reallocated throughout the community to address deficiencies.

After the neighborhood has been selected, a community assessment should be conducted to

- Examine neighborhood conditions in greater detail.
- Identify specific assets and opportunities that can be leveraged.
- Inventory resources in the neighborhood that can be used to develop and execute key strategies.
- Identify resource gaps that must be filled.
- Ensure that Steering Committee members are operating from a common base of information about the conditions of and activities in the area.

Although the importance of site selection cannot be overemphasized, neighborhood assessment is of equal importance. The selection of a neighborhood should be considered a major investment in its people and physical structures (e.g., homes, community centers, schools). The main consideration in any investment is the return. The same thinking should apply to the assessment process.

A systematic community assessment will involve gathering and analyzing information about a wide range of neighborhood characteristics, problems, and resources. It is not limited to a review of criminal activity; rather, it also considers some of the underlying causes of crime problems and the local resources that can be mobilized to combat them. In addition, a community assessment must focus on all the resources that exist in a neighborhood—some of which are often taken for granted. For example, most neighborhoods have residents of all ages. Many of the senior residents may have lived in the neighborhood for many years and are well known throughout the community; they know the neighborhood history and can contribute ideas about resources. They are an important asset that cannot be overlooked, particularly as you move toward developing goals for the community policing component of the Weed and Seed strategy.

A comprehensive community assessment is also critical in evaluating the Weed and Seed effort. It provides baseline information—a description of the community and its crime-related, social, and economic challenges before the intervention of Weed and Seed. Although it will not always be possible to prove that changes are a direct result of Weed and Seed, accurate documentation of neighborhood conditions at the beginning is essential for measuring effectiveness later.

One of the challenges in forming a new Weed and Seed site is the time required to conduct a thorough community assessment. You may be tempted to use previously prepared reports secured from other organizations. Often, city or other community groups have engaged in some type of community assessment for other purposes. Recognizing the time constraints of Steering Committee members, you may find that an

assessment conducted within the past 2 years can serve as a basis to determine what areas need additional analysis to complete the overall Weed and Seed community assessment.

The following steps should be taken in conducting a neighborhood assessment.

Implementation Process

Step 1: Assemble the Team To Conduct the Assessment

After determining whether an assessment has been previously conducted, and, if it has, the extent of the type of assessment, it is time to develop the assessment team. An effective strategy in conducting the community assessment is to involve residents, both young and old, in the data collection process. This mix of team members ensures diversity in the information collected. It is also the first time many residents will have been engaged in a process that seeks their ideas and concerns in helping to build a strong and viable community. This level of participation will serve as a foundation for Weed and Seed as the overall strategies are unfolded in the community.

Why is a distinction being made between the assessment team and the Steering Committee? Depending on the size and diversity of your Steering Committee, the assessment team can be the Steering Committee. If the Steering Committee is large, you may want to create a team of individuals—including representatives from the Steering Committee and other groups or residents—who may ultimately serve on one of the subcommittees. You may also seek expertise from a local educational institution to help provide the framework for the assessment process.

The purpose of the assessment team, if you decide to create one, is to collect and analyze neighborhood data. This information will be submitted to the Steering Committee to develop the local strategy. After the assessment is complete, the assessment team will no longer be needed.

After assembling a team to lead this process, a methodology for collecting the information must be established. A helpful strategy is to convene community meetings to formally introduce the Weed and Seed concept and provide an overview of the importance of conducting the community assessment. During these sessions, surveys can be disseminated. If there are non-English-speaking individuals, you may want to disseminate the survey in two or more languages to secure maximum participation.

It is important for residents to understand that the community assessment is their opportunity to offer their ideas, concerns, and recommendations for the community. As residents recognize that the Weed and Seed strategy is designed to be all inclusive, they will be more open to sharing and contributing to the overall process.

Step 2: Determine the Type of Information To Be Collected

Now that the assessment team is ready, what type of information should the team collect for analysis? One way to determine this is to envision yourself as a detective trying to uncover as much as possible about your neighborhood. What process would you follow? With whom would you talk? For what should you be looking?

For the neighborhood assessment, you should collect both primary and secondary data.

Primary data typically involve information collected from one-on-one interviews, focus groups, surveys, and forums. Secondary data include information that has already been published in some form, such as reports, studies, and census information. Most of the information used to select the site comes from secondary data.

Step 3: Take Inventory of the Neighborhood

Understanding the characteristics of the neighborhood is necessary to provide a picture of the community, including the qualities and unique elements that distinguish the designated Weed and Seed neighborhood from others in the city. The checklist provided in this step can be useful in identifying the unique characteristics of a neighborhood. It will serve as a springboard for asking questions and, most important, generating solid answers and information. The checklist contains several overlapping categories and provides a basis for answering these questions. These characteristics should be examined from a positive perspective. Consider each of the following characteristics as possible assets that can be leveraged.

People

- Families (number, size).
- Children (age range).
- Senior citizens (number, ages, needs).
- Single people (number).
- Transients/homeless people (number).
- Ethnic groups.
- Gender makeup.

Housing

- Residences (breakdown).
  - Single-family homes.
  - Apartments.
  - Public housing (number and condition of).
  - Single-room occupancy/transient.

Institutions and organizations

- Faith-based institutions.
- Financial institutions.
- Health care institutions.
  - Hospitals.
  - Medical centers.
  - Specialty clinics.
- Professional organizations.
  - Chambers of commerce.
  - Trade associations.

Businesses

- Microenterprises.
- Home based.
- Small.
- Large.
- Service.
- Retail.
- Wholesale.
- Light manufacturing.
- Heavy manufacturing.
- Industrial.

Public facilities

- Schools.
- Hospitals.
- Libraries.

- Parks.
- Recreation centers.
- Police stations.
- Social services.
- Other city offices.

In looking at these characteristics, the information you should attempt to secure should answer the following questions:

1. What do we know about each group?
2. How many exist in the neighborhood?
3. What do the institutions, businesses, organizations, and public facilities offer the community?
4. Where are they located?

The list provided is a standard list that can be expanded to meet the needs of your neighborhood. Most of the information needed to address the four questions can be obtained through secondary data sources such as city agencies, local libraries, and universities. Much of this information may also exist on the Internet.

After taking inventory of the various characteristics that make up a community, it is time to assess the facilities and resources that are often found in a community and can play critical roles in the implementation of Weed and Seed strategies. These resources include both public- and private-sector resources. The objective is to ascertain to what extent resources exist in the community and how effective these resources have been in serving the residents. Whereas the previous section can be supported by secondary data sources, the next series of questions is both quantitative and qualitative.

After collecting information on the number of facilities and resources that exist in the area (using the checklist as a guide), it is time to find out how useful residents perceive these resources. For example, although a building may be located in a community, if the residents do not feel the services offered in the building are useful or if the building is not accessible, then it is defined only as a potential resource. It exists, but it is not being fully used.

To gather this information, you may want to conduct focus groups. Make sure the meetings are scheduled at times convenient to residents, which may require you to hold multiple sessions at varying hours of the day and evening. If necessary, you may also want to arrange for childcare if the sessions are held in the evening.

In addition to or in lieu of the focus group sessions, you may also want to disseminate a survey. The community survey should be short and simple to understand.

Surprisingly, you may find that what appears to be a useful resource is not perceived that way by residents. You may also find that other resources exist that were not captured through previous scans of the neighborhood. The following are the general categories of resources as well as questions to ask residents. Although there are many questions, do not feel obligated to ask all of them. Use your discretion to determine what is appropriate for your neighborhood assessment.

Public-sector resources and facilities

There are public-sector resources that serve all neighborhoods in each city. The degree to which these services extend into a neighborhood can have a significant impact on the lives of the residents. The following are key resources and questions that should be considered relative to the impact of these resources on the selected neighborhood.

Transportation. A critical question is what type of public transportation system exists in relation to the neighborhood. Many communities are in urban environments, and public transportation

is accessible. Despite the accessibility, some limitations to or concerns about the safety of these systems may exist. Nonetheless, the following questions about public transportation are important:

- How do most residents get around?
- What modes of public transportation are available to residents?
- Is the transportation privately or publicly owned or operated?
- Is public transportation viewed as expensive or inexpensive?
- Are routes and daily schedules convenient for residents?
- Are the services considered safe?
- To what other parts of the city or surrounding areas does public transportation connect the designated neighborhood?
- Are residents dependent on private modes of transportation? If so, what do they use?
- Are there alternative forms of private transportation such as private senior citizen vans, bicycles, etc.?
- How do children get to school?
- What streets and highways enter the neighborhood or pass through it?
- Is the selected neighborhood easily accessible to other parts of the city?
- Does the city's street grid facilitate drive-by shootings?
- Can drug traffickers get into and out of the neighborhood easily?
- Is access to the neighborhood difficult because of natural or artificial barriers?
- Is the area bordered by a river or railroad tracks?
- Does a freeway effectively cut off most forms of access into the neighborhood?
- Are there plans for expansion or improvements to the current transportation system?
- Are there traffic safety problems?

Public safety, fire, and social services. One of the key elements of Weed and Seed is the involvement of public safety officials. Most communities have either a police precinct, public safety substation, or firehouse. In addition, other city social service offices can be located in communities to increase accessibility to these services. Not only is the physical condition of these buildings important, but the inclusion of these facilities as community resources is significant because they are often used for community meetings.

- Is there a firehouse or police precinct in or near the neighborhood?
- What city services are offered from locations directly in the community?
- Do these facilities offer outreach services to the community?
- Are there plans for expansion or upgrades to the current facilities?

- Are buildings being used for activities other than the intended city services?
- Is there garbage collection? Who provides the service—the city or private operators? Are there signs of disorder, such as garbage, visible in the streets and yards?
- Are buildings in serious disrepair?
- Are there abandoned and boarded-up buildings?
- Are there abandoned cars in the area?

Employment skills and resources

From an employer's perspective, it is vital to know what skills residents possess if plans are being considered to expand into a certain area of the city. The percentage of residents who are employed and unemployed and the skills both groups possess that can be used as untapped or undertapped resources are also considerations. Knowing the skills base of the designated Weed and Seed community is critical to determining whether alternative neighborhood restoration strategies should be implemented. The following information would also be helpful:

- What types of businesses currently operate in the community?
- Do these businesses typically employ residents from the community?
- How involved are business owners in community activities?
- Are resources such as chambers of commerce operating to promote business development?
- What percentage of the adult population is unemployed?
- What resources exist to help increase the skills of residents?
- What are residents' educational and skill levels?
- What legitimate employment opportunities exist for teenagers?
- Has there been an increase or decrease in the number of small businesses in the community?
- Are major corporations in or near the community?
- What types of skilled labor do these firms require?
- What types of businesses or industry might be interested in moving to the neighborhood if crime and blighted conditions were improved?
- In what ways is the city prepared to help these potential businesses?
- What role does the Small Business Administration play in the community?
- Are employment programs operating in the community to assist residents in securing employment?

Community-serving institutions

Public and private institutions play vital roles in every community. While you may have identified several institutions in your community through the secondary data scan, and these institutions often possess facilities that can be used by residents. It is important to understand how residents perceive these resources and whether they are accessible to residents. Numerous questions can be posed:

- What schools serve the selected neighborhood?
- What is their physical condition?
- What percentage of students complete high school and go on to college?

- What special services and programs are available to students during school hours and after school?
- To what extent are the schools involved in drug education and prevention and adult education?
- Are schools accessible to community organizations after school hours?
- How are local colleges and universities involved in the designated community?
- Are Head Start or other preschool programs available to low-income families?
- Do the religious institutions offer programs and services to residents in the community who are nonmembers?

Health and recreation resources

Healthy communities begin with healthy residents. Where hospitals and other health-related services were once considered separate from the community, these institutions now realize they are critical anchors to communities. In addition, a correlation often exists between the level of recreational resources in a community and the level of youth-related criminal activity. Communities without health or recreational partners can exhibit signs of stress. The following information will give insight into the neighborhood's situation:

- Are health care services available in the neighborhood?
- If so, what types of facilities are available—hospital, clinic, community health-care center?
- Is drug treatment or mental health care available?
- Are screening services offered for HIV or lead poisoning?
- What types of afterschool programs exist in the community?
- Is the city's parks and recreation department involved with the neighborhood?
- Does the neighborhood have parks and recreational facilities?
- Are community-based organizations involved in drug- or gang-prevention activities?

Crime and disorder

Although the other types of data or information collected thus far have been viewed as assets or resources that can positively affect a community, documenting the types of crime occurring in the area is also important. This information will be useful as you prepare to develop a crime and asset map for further analysis and strategy development.

The police department maintains the bulk of the information relative to criminal activity. In fact, police calls for service generally provide a picture of order or disorder in the neighborhood. The following are some of the things you should know:

- What appears to be the greatest type of crime being committed in the area?
- Do the calls to police reflect a high frequency of violence or high rates of victimization of particular groups?
- Are the police frequently called to resolve disputes?
- If citizens do not call for police assistance, why?
- Are citizens fearful or distrustful of police?
- Has there been a rise in any particular type of crime?

- Has there been any change in the age, race, or gender of the individuals committing crimes?
- Are residents of the neighborhood afraid to walk the streets at night?
- Who is out at night, and in what types of activities are they engaged?
- To what extent are children and teenagers part of the drug and crime problem?
- Are gangs present in the target area?
- Are gangs involved in drugs and crimes of violence?

Although some of the information can and should be thoroughly documented, additional information can be gleaned from police officers who do not patrol the streets. Do not hesitate to make contact with these individuals to gain additional insight into crime and disorder in your community.

Step 4: Develop a Crime and Asset Map

What can you do with the information you have collected? How can you turn the answers to your questions and the resources you have identified into two pictures of your community—before and after Weed and Seed?

The information can be incorporated into a crime and asset mapping process, which enables a community to locate the geographic boundaries of a neighborhood and plot the resources and threats (crime). Results include identifying current and potential criminal hot spots, opportunities for business development, potential Safe Havens and economic zones, and important buildings such as schools, hospitals, social service agencies, and public housing developments. In addition, you will also have information about the individuals who reside in the community. Collectively, this information will help answer the following questions:

- What do we know about ourselves as residents?
- What do we know about the buildings in our community?
- What do we know about the level of local, State, and Federal resources being directed into our community?
- What do we know about the criminal elements in our community?
- What do we know about the stakeholders in our community?
- What do we know is missing but needed in our community?
- What do we know are our key strengths as a community?
- What do we know are our key threats as a community?
- What do we know about the organizations that serve our community?

When you incorporate the answers into your crime and asset map, you will have a better sense of the key gaps and opportunities. Typically, these gaps or opportunities can be addressed with the additional resources you identify as you implement the Weed and Seed strategy.

The community assessment process will provide an inventory of both assets and needs. An asset can be a program, building, or service in the community that meets or has the potential to meet the needs of residents. A need can be the requirement of additional resources that do not exist in the community but are essential to its well-being. Another form of need can be the acquisition of resources to confront a criminal challenge that is causing unnecessary stress on the residents and the community as a whole. Based on the complete inventory of assets, the

community team must begin to prioritize the critical challenges facing the community. Although some of these challenges may not be addressed in the Weed and Seed strategy, they must be recorded, because other entities, including the city, may be able to address them while the Weed and Seed strategy is being executed.

Step 5: Identify Existing Resources and Develop New Ones

To the extent that gaps in resources are identified, it is time to find what existing resources can be brought into the community and what new ones must be developed. To accomplish this, the Steering Committee must

- Determine the type and extent of potential resources.
- Integrate the desires of the community to develop new resources.
- Define the resources in specific terms.
- Determine when the resources are needed.
- Determine what goals the resources are expected to achieve.

The first step in identifying existing resources is to develop an inventory of all resource providers and identify the type and extent of available resources (see exhibit 4–1). The list of providers begins with the agencies and organizations represented on the Weed and Seed Committee.

Agencies should be listed that already serve the community, including both law enforcement and social services—the weed and seed agencies. The U.S. Attorney, for example, might include attorneys and support personnel who prosecute cases of gang-related violence. Other law enforcement agencies might list surveillance units, increased patrol, or the police athletic league. The major seed agencies serving the community are also readily identifiable: nonprofit agencies such as community development corporations, community action agencies, United Way, Big Brothers and Big Sisters, and numerous government service agencies. Most agencies keep detailed lists of the types and extent of services they can provide. If in doubt about what agencies to consider, use the Yellow Pages as a starting point. In addition, organizations such as United Way may publish a full listing of social service agencies that can be used as a reference.

Exhibit 4–1. Inventory of Possible Resource Providers

Organization/ Entity	Resource Provided	Type of Organization	Member of Steering Committee? Yes/No	Comments

Some of these organizations may not have been found during your initial inventory of the neighborhood. Although they may not be in the neighborhood physically, they serve the residents. You should first identify whether such resources exist in the city, then determine whether they serve your neighborhood. If so, they should be categorized as an existing resource.

Once the Steering Committee identifies current resources, it should determine the providers' potential for additional resources. The additional resources could be delivered through reallocation, more efficient use, or new resources. Members of the Steering Committee should be encouraged to use their network of colleagues to find out whether the organizations listed would be interested, available, and willing to provide additional services and additional resources to the neighborhood. From the weeding perspective, the creation of the task force (discussed earlier) will help identify and bring new resources to the table. From the seeding perspective, citywide organizations might consider establishing an office in the neighborhood. You cannot know whether these resources can be redirected unless you ask.

At this stage, there is not enough information to determine how to use new resources. Instead, the Steering Committee should be looking at the general level of additional resources needed. All potential resources must be reconciled to determine which are most important from the neighborhood perspective. Resources are most effective when they are used as leverage to enhance existing community plans. The Steering Committee should consider an organized session with community residents so that they can set their own agenda for needed resources or empower police officers to work with residents to develop the list. These meetings may result in deviations from the Steering Committee's assumptions about the use of resources.

Once the needs are reconciled, the potential resources should be identified more specifically. For example, a resource identified to provide transportation for newly employed workers must be defined, such as "a 15-passenger van, Monday through Friday, for 2 hours in the morning and 2 hours in the afternoon, from the neighborhood shopping center to city hall." It is impossible for any agency, especially private-sector companies, to commit resources to a program without this level of specificity.

Agencies and organizations that are logical prospects for participation in Weed and Seed can be assigned to one of several categories.

Step 6: Document Resources

Given the depth of organizations—both public and private—that exist or support communities, developing a chart to capture all the resources that have been identified and how they can be used for your local Weed and Seed strategy may be helpful. Although all the organizations may not have representatives on the Steering Committee, many organizations are willing to pledge certain resources to support a community strategy. This combination of organizations and pledged resources can be leveraged to generate additional resources.

If you are seeking monetary support from area financial institutions, private business owners, or foundations, these organizations need to know what resources have already been leveraged and the gap they will be filling to complete the overall strategy requirements. Based on the identified gaps, it would be useful to develop a chart to show organizations what gaps in services or resources exist and how you see each respective organization contributing to filling those gaps. If you can show organizations that you have identified their roles through a detailed resource allocation, it may be easier to gain their support. As expressed later in this manual, providing examples of Memorandums of Agreement to the organizations is also useful in helping to secure needed resources.

Implementation Issues

The concept of data collection and analysis may be intimidating, but it is a learning experience. You must evaluate the assessment team's capacity to carry out this type of analysis (if a full assessment needs to be completed). Determine who will be the point person for the assessment team, and establish a realistic start and end date. People need to have a sense of how long the process will take. If it takes too long, they may lose interest. In attempting to complete this process, you may not uncover all the resources. Do not worry if this happens because new resources will undoubtedly be found as you move forward with your Weed and Seed strategy. Continue to document new resources and disseminate the information to the appropriate committee.

> Make sure that when you develop a survey for residents, it is written at an appropriate reading level. One common practice is to gear a survey to an eighth-grade reading level. If the neighborhood is ethnically diverse, you could develop the survey in different languages.

Have residents distribute and collect the survey. Establish a contest to encourage residents to respond. Continue to communicate the progress of the assessment to residents. Letting them know the steps that have been completed and those that are upcoming will help keep them engaged in this important process.

As you collect the information, plan sufficient time for the assessment team to meet and review it. Look for trends in the secondary data; compare them with information gleaned from the survey responses. Remember, every neighborhood has assets that can be leveraged to create positive change. The role of the assessment team is to figure out the extent of these assets and what other resources exist throughout the city that the Steering Committee can use in developing strategies to respond to the challenges confronting the neighborhood.

Exhibit 4–2. Data "Wish List"—Crime Mapping Research Center

This is a list of potential data that may be available for your area. This is not a complete inventory of data that you may want to collect. Instead, take this back with you and use it as a framework. Place a check by those data layers that you would like to obtain and add additional ones. Fill in whether it is currently available in digital form, who/which agency is a potential source, and how often it is updated. Many of these data are often available from other government agencies, such as county/city engineering, the planning department, the tax office, the department of social services, among many others. Check with as many of these as possible so that you do not end up recreating datasets that already exist. From this worksheet, you can determine what your data needs are. This can be used as the first step in creating complete data specifications and documentation for each data layer. Remember the data layers and the attributes associated with them determine what your agency will be able to analyze within the GIS. For example, if you do not collect (and enter into the GIS) the day of the week a crime took place, then you will NOT be able to map it or analyze it. So, once you return to your agency, establish a group of interested people and take the time to develop a complete list with all of the desired attributes.

Would Like (yes/no)	Data Layer	Potential Attributes (circle those desired and add additional ones)	Currently Available (yes/no/dk)	Source (or potential source)	Updates (how often/who is responsible)
	Street centerline	Address range, name, direction, speed limit, type			
	Police boundaries	Jurisdiction, name			
	Offenses (from RMS)	Code, incident address, reporting address, recovery address, date, time of day, day of week, MO, UCR, suspect			
	Calls for service (from CAD)	Address, date, time of day, day of week			
	Arrests	Address where arrest took place, address of arrest, time of day, day of week			
	Parks	Name, hours of operation			
	Railroads				
	Hydrology (lakes, rivers)				
	Tax parcels	Owner name, owner address, value			
	Census tracts	Tract number, demographic data (population, age, gender, race, etc.), socioeconomic data (income, etc.)			
	Census blockgroups	Blockgroup number, demographic data, socioeconomic data			
	Census blocks	Block number, demographic data, socioeconomic data			
	Neighborhoods	Neighborhood name, names of community organizations			

(continued)

Exhibit 4–2. Data "Wish List"—Crime Mapping Research Center (continued)

Would Like (yes/no)	Data Layer	Potential Attributes (circle those desired and add additional ones)	Currently Available (yes/no/dk)	Source (or potential source)	Updates (how often/who is responsible)
	Police boundaries	Name, number			
	Digital ortho-photos				
	ATM	Address, name			
	Hospitals/ care centers	Address, name			
	Bus stops and routes	Name, hours of operation			
	Conven-ience stores	Name, address, owner, hours of operation			
	Churches	Name, address			
	Schools	Name, address, type, number of students			
	Liquor stores	Name, address, owner			

Exhibit 4–3. Sample Resource Directory

[Site Name] Weed and Seed Program

Resource Requests

Contact Person: _____

Phone Number: _____

Affiliation/Agency: _____

Group Use: _____

Deadline: _____

Resource Category: _____

Item Description: _____

_____

_____

Resource Value: _____

_____

_____

Restrictions: _____

_____

_____

Possible Uses: _____

_____

_____

Comments: _____

_____

_____