



Community Action Toolkit

For Neighborhoods and Schools

By: Ironwood Tree Experience





Ironwood Tree Experience



Created In Collaboration with Wallace Research Foundation

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Ironwood Tree Experience (ITE)

ITE is a 501c3 non profit organization that connects youth with their community through experiences in nature. Young people, ages 14-22, engage in Stewardship projects that connect them with the places they call 'home'. ITE lives in Tucson and operates in the urban and wild places of the Sonoran Desert.

All ITE experiences integrate active lessons in natural history, ecosystem services, sustainability, urban ecology, green infrastructure, systems thinking, and outdoor and adventure education. Our work has shown that youth maintain a high level of engagement when they are involved in experiences that encourage them to take an active role in improving their community.

Stewardship

ITE programs foster stewardship practices through backcountry research and monitoring with scientists, to urban stewardship projects where teens, neighbors, and professionals share knowledge, skills, and experiences to actively identify, design, plan, and create natural habitat in urban spaces.

Community Action Toolkit

The Community Action Toolkit (CAT for Neighborhoods and Schools works with people of all ages, backgrounds, abilities, and interests to implement "do-it-together", community-driven projects. Projects engage diverse members of a community, increase youth engagement, practice a holistic and sustainable approach to project development, and foster a sense of place.

The CAT provides the steps to re-imagine, transform, and refresh underused outdoor spaces into exciting components of a community, such as schoolyard outdoor classrooms, social gathering spaces, wildlife habitat, artistic expressions, and much more!

The Toolkit provides a protocol of best practices and resources that support a community action project. These projects occur in shared public spaces, and in partnership with Ironwood Tree Experience student leaders and staff.

ITE teen participants, staff, and volunteers sincerely hope that you will use the CAT, in its entirety, or in parts, in Tucson, AZ, and beyond.

Let's do-it-together!

Goals

"CAT for Neighborhood and Schools" has four over-arching goals:

1. Engage diverse members of a community - human and non-human

Community engagement is integral to nurturing the health and wellness of people and nature, and to the overall quality of our water, land, and air.

To experience community engagement at its best, include a diversity of people, project ideas, experiences, skills, and natural resources.

2. Increase youth participation and leadership

Youth character development is strengthened by meaningful, engaging opportunities in local urban and wild areas.

Challenges that encourage youth to explore, contemplate, and take action to improve the environment. And that empower youth and raise their expectations for themselves and their community.

3. Practice sustainable and holistic approaches to project development

Sustainability has three pillars: ecology, social-culture, and economics. Projects must actively include all three pillars in projects to be considered sustainable.

Holistic or holism, is concerned with the whole, or complete, system, rather than with the 'parts' of a system.

4. Foster a sense of place

To have a sense of place is to be aware of, and value, characteristics of your community. A sense of place connects us with our community and motivates us to care for and nurture our community. CA Projects are one way to foster a sense of place.

Structure: The CAT is structured into four main parts:

Part I: Raw Materials

Raw materials are the elements, assets, and components found in any community. The five asset categories: People, Places, Nature, Aesthetics, and Infrastructure, ensure a sustainable and holistic approach to project development. Utilizing permaculture principles, such as "stacking functions", moves a singular asset to a synergistic component.

Part II: Blueprints

Twelve projects are provided as examples for CAT projects. These projects include a variety of integrated components.

Part III: Nuts, Bolts & Tools

The CAT takes 6 steps toward a sustainable and holistic community action project. These steps model how easy it is for community members of diverse ages, abilities, and interests to implement a "do-it-together" community-driven project. The end results are a greater sense of place and connection with others, including humans and non-humans, in natural and built environments. Tools are available for download at ironwoodtreeexperience.org/communityactiontoolkit/.

Part IV: Finishing Touches

Every project needs those final, finishing touches to feel complete and satisfactory.

Resources & References include a complete account of materials, websites, and literature that have informed the CAT goals, best practices, and tools.

Glossary includes key words and concepts that are present throughout the CAT.

Part I: Raw Materials

Community Assets



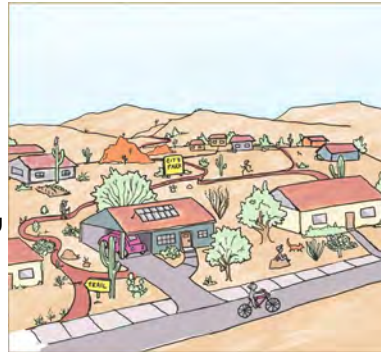
Mural and plaza, Barrio Viejo, Tucson

Raw Materials: Elements, Assets & Components



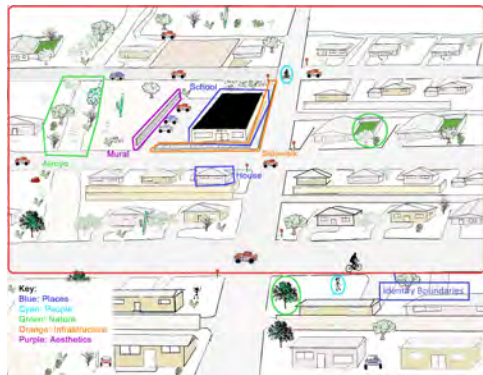
Children, adults, parks, school, trees, birds, lizards, walkways, murals, arroyos, neighborhood pools, and vacant lots, in a community, are collectively known as "**Elements**".

Elements within a community can be valued as positive, negative, or neutral.



A community action project that is composed of 4 or more asset categories becomes a "**Component**".

Components symbolize the do-it-together community spirit. Overtime, components may become so much a part of the community that it is seen as an element rather than a collection of assets. Hence, cycle repeats itself (see graphic below).



Elements that are valued positively are called "**Assets**".

Each asset falls into one of five asset categories: People, Places, Nature, Infrastructure, and Aesthetics.

Five Asset Categories

People



Places



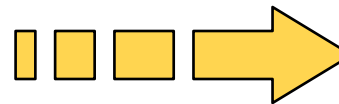
Nature



Infrastructure



Aesthetics



Practice sustainable and holistic approaches to project development by following the five asset categories icons throughout the CAT.

Strong projects have at least 4 asset categories.

Element
street trees

Asset
street tree casting shade

Component
CAT project to plant native trees in basins, with the help of a neighborhood landscaper, in order to cool an adjacent walkway so kids can walk to school!



Asset Category: People



A holistic project begins with the people who live, learn, work, and play in a community! With a little investigation and an open mind, we may be surprised to discover the diverse ages, cultural backgrounds, knowledge, skill levels, and interests of our neighbors, classmates, and peers.

What are the Benefits?

A holistic CAP benefits a diversity of people through a range of opportunities, from leading workshops and digging holes, to planning a budget. Youth can benefit by becoming an asset to the community.

What are the Challenges?

Integrating underserved populations in a CAP is a challenge. Over the past 40 years, youth have become increasingly sedentary, and fewer parents feel comfortable sending their kids outside for unstructured play. As a result, children may not be recognized as the fabric of their neighborhood because they are rarely seen and heard.

Asset Category: Places



Places include homes, school rooms, ball fields, gardens, and parks. Places do not need a recognizable address or legal designation to be an asset.

What are the Benefits?

Places ground people to their neighborhood or school, and provide an identifiable venue for community action projects. Identifying places in the school community that are underutilized or previously unacknowledged as assets increases a community's value and potential.

What are the Challenges?

The value of places can be personal. A place that one individual may identify as an asset may be considered an eyesore or hazard to someone else. An informal place, such as a vacant lot, may not be viewed as an asset, and could be met with resistance to further development or change by neighbors.

Asset Category: Nature

Nature represents an ecological system of plants, animals, air, water, soil, geology, climate, and weather. Often unappreciated, trees may go unnoticed until in bright bloom, bird songs can be lost among traffic noise, and insects may seem a nuisance. That being said, few would argue that a community with no trees, birds, butterflies, and flowers is desirable.

What are the Benefits?

Studies show that schools that integrate nature into their campus and curriculum have students with higher comparable test scores and reduced levels of stress for kids and teachers!

What are the Challenges?

Some people are concerned about close encounters with animals such as insects, reptiles, and mammals. Insects and arachnids are often generalized as pests rather than assets. People who are fearful of certain animals are less interested in representing these animals in community projects or creating habitat which may encourage native fauna.

Asset Category: Aesthetics

Aesthetics is the philosophy of sensory values, especially in art, beauty, and nature. While painting a mural is an act of beautification, it is the location, design, colors, and subject of the mural that is aesthetics. Research has demonstrated that humans everywhere have a similar sense of aesthetics based on a long evolutionary relationship with nature.

What are the Benefits?

Aesthetic elements integrated into a campus are an indicator of the health and wellness for students and teachers. Natural elements, such as wildflowers, trees, and cacti; or hardscape, such as boulders and pathways; along with art in the form of murals, street painting, and sculptures; serve as important visual campus identifiers. Art can represent historical and cultural values of the community, and eventually serve as a historical markers for the era that it was created and the people who participated in the project.

What are the Challenges?

Without maintenance, what was once an appealing asset may turn into an eyesore. Floral landscapes require more maintenance than other aesthetic projects due to the ephemeral nature of plants. Installation of plants and their selection may require guidance from experts!



Asset Category: Infrastructure

Infrastructure involves man-made public and private systems designed to facilitate human society. Infrastructure systems include communication, safety, transportation, sanitation, and commerce. Often, public infrastructure is provided and maintained by city, county, state, or federal government as a public good.

What are the Benefits?

School budget constraints can lead to a higher degree of cooperation between the departments and school clubs to maintain and improve infrastructure, empower youth, and reduce costs. Because green infrastructure does not always require specialized equipment or expensive resources, projects are much more accessible by community members.

What are the Challenges?

Infrastructure projects that are done incorrectly can have a negative and sometimes costly impact on the school community and natural systems. Permits may be required when directly or indirectly affecting systems. Projects in the right of way (ROW) follow specific codes that do require permits or professional evaluation. Early and frequent communication with facility school grounds managers is recommended with projects involving infrastructure.



Using Asset Categories & Stacking Functions

CAT projects can be as diverse as the people involved, and can span a broad range of creative ideas. ITE encourages members to walk the neighborhood or school grounds, map assets, and choose projects that include multiple asset categories. Having multiple asset categories increases the value of a project by increasing its functionality. It also meets a CAT goal: to practice a sustainable (benefits ecology, social-culture, and economics of a place) and holistic (considers the whole, instead of the parts) approach to project development.

Stacking functions is a term often used in permaculture (a technique of regenerative, holistic land management) and it refers to maximizing the functions, or outputs, of any one element. Stacking functions creates asset synergy and results in a greater range of benefits for the whole community.

How can you stack functions in your next community action project? Here is one example: A community group decides to improve their neighborhood by planting street trees. Planting native trees stacks functions in five asset categories:



1. People - a diverse group of neighbors can work together to plant and care for the neighborhood trees.



2. Places - even the forgotten, or overlooked places, like street margins and right of ways can be enhanced into a community asset.



3. Nature - the use of native trees provides essential habitat for native wildlife (a diversity of native wildlife can live, eat, find shelter and raise young in and around native trees).



4. Aesthetics - native trees add natural beauty and fragrance, and are an ecological and cultural symbol of the land and its people.








5. Infrastructure - trees cast shade and transpire moisture, cooling the surrounding ambient temperature. During hot summer days, tree-lined streets or sidewalks are inviting to those who prefer to walk, bike, skate, or roll.

Stacking functions benefits people, places, and the environment. The following pages highlight 12 community action projects with components that include multiple asset categories. The CAT suggests projects to be completed within three-months. This is a short period of time, yet the benefits are diverse and long-term.



Part II: Blueprints (Community Action Projects)

Pocket Parks are small, creative public components in urban neighborhoods. Despite their size, they pack in many elements that stack functions within the five asset categories.

-  **People** - a place for socialization, solitude, education, and connection with nature.
-  **Places** - a place where neighbors gather for work, recreation, or relaxation.
-  **Nature** - increase habitat for native plants and wildlife and help restore ecological services.
-  **Aesthetics** - maximize a neighborhood's natural, artistic, historical, cultural, or educational elements.
-  **Infrastructure** - physical structures (benches, statues, or signage), walking pathways and wheelchair ramps, and green infrastructure for capturing rainwater.

Pocket Park Components



Community Garden Signage

Las Milpitas de Cottonwood Farm,
Tucson, AZ

Functions

Graphics artist and info locally sourced • Sign construction on site with staff and volunteers • Provides public info, promotion, and sense of place

References & Research

<http://history.sd.gov/preservation/OtherServices/CHTInterpretiveSignRecommendations.pdf>



Schoolyard Garden

Miles Exploratory Learning Center,
Tucson, AZ

Functions

Food for school lunches • wildlife habitat • adobe structures • Outdoor learning classroom • Sense of Place

References & Research

<http://goexplore nature.com/2010/09/25-ideas-for-turning-a-neighborhood-walk-into-a-nature-adventure.html>



Little Free Library

Little Free Library, Coronado Heights, Tucson, AZ. Est. 2012






Functions

Community maintains library • Near bus stop, encourages reading • Beautification and use of local artists • Sense of place

References & Research

<https://www.library.pima.gov/blogs/post/tucson-loves-its-little-free-libraries/>

Service Programs are regular educational and recreational events designed to meet specific objectives for a group of people. Service programs range from periodic neighborhood clean ups to weekly family nature walks!

-  **People** - an opportunity for positive interaction and re-establishment of neighborly bonds.
-  **Places** - establishes the neighborhood or school as an important place, worthy of care and nurturing.
-  **Nature** - gets people outdoors, interacting with the seasonal smell, sounds, and sights of their community.
-  **Aesthetics** - programs may specifically focus on beautification or maintaining a healthy environment.
-  **Infrastructure** - maintaining structures (benches, statues, or signage), pathways for cycling, walking, or other activities, or waterways for healthy, clean water.

Service Program Components



Mural

Bronx Wash, Northwest Neighborhood,
Tucson, AZ

Functions

Artistic - Historical - Enhances potential
eyesore

References & Research

<http://tucsonmurals.blogspot.com/>



Neighborhood Nature Walk

Santiago Hills, Tucson, AZ

Functions

Outdoor experiential lab for families,
teachers, and students - Establish
sense of place - Education

References & Research

<https://www.thenatureofcities.com/2016/01/31/the-value-of-urban-trails/>



Neighborhood Tidy-Up

Coronado Heights, Tucson, AZ

Functions

Re-engage neighbors monthly -
Beautification - Get outside - Maintain
infrastructure - Sense of place

References & Research

<http://lancaster.unl.edu/community/articles/cleanneighborhood.shtml>

Pedestrian Pathways are designed for people to walk safely from one location to another. Pathways should be free of hazards, be accessible to all, connect people to places they want to go, be easy to use, have multiple uses, be economical, and enhance the look and feel of a neighborhood.



People - a place for socialization, solitude and connection with nature.



Places - a place where neighbors gather for work, recreation, or relaxation.



Nature - increase habitat for native plants and wildlife and help restore ecological services.



Aesthetics - maximize a neighborhood's natural, artistic, historical, cultural, or educational elements.



Infrastructure - physical structures (benches, statues, or signage), corridors or pathways for cycling, walking, or other activities, or waterways for water flow.

Pedestrian Pathway Components



Tree Planting

KidsCorridor, Coronado Heights Neighborhood, Tucson, AZ

Functions

Activate neighbor labor • Beautify the streets • Encourage people to walk • Cool the neighborhood • Attract native wildlife

References & Research

http://www.walkable.org/download/22_benefits.pdf



Raised Pathways

GreenLot, Country Club and Broadway, Tucson, AZ

Functions

Activate neighbor labor • Create water harvesting basins, berms, and swales • Encourage people to walk • Removes pedestrians from traffic area

References & Research

http://www.walkable.org/download/22_benefits.pdf



Curb Cuts and Basins

Dunbar/Spring Neighborhood, Tucson, AZ

Functions

Activate neighbor labor • Cleanse and reduce storm water runoff • Irrigate native street trees • Softening hard urban edges

References & Research

<https://www.exopermaculture.com/2013/10/16/in-tucson-arizona-curb-cuts-to-side-basins-gift-monsoon-rain-to-thirsty-sidewalk-trees/>

Bus Stops The municipality often provides public funds for permanent public transport infrastructure. In contrast, bus stop locations for school transport tend to be temporary since they are based on a fluctuating student need (that changes yearly).



People - a place for youth socialization; design and construction involves community.



Places - an almost daily secure and reliable destination for youth.



Nature - Bus stop design can include natural building material or even nature inspired art.



Aesthetics - maximize a neighborhood's natural, artistic, historical, cultural, or educational elements.



Infrastructure - physical structures (benches, statues, or signage), corridors or pathways for cycling, walking, or other activities, or waterways for water flow.

Bus Stop Components



Ramada

Barrio Buena Vista, El Paso, TX

Functions

Encourages public transport •
Shelter from elements •
Information kiosk • Artistic
expression

References & Research

<https://www.pps.org/reference/busshelters/>



Street Mural

Dunbar/Spring Neighborhood,
Tucson, AZ

Functions

Multi-age neighbor labor • Artistic
expression • Calms traffic • Sense
of Place

References & Research

<http://www.cityrepair.org/street-painting-examples/>



Adobe Tile Bench

Dunbar/Spring Neighborhood,
Tucson, AZ

Functions

Beautification - Public seats -
Encourages people to sit and
observe the plants and animals

References & Research

<http://www.livingearthstructures.com/past-projects>



Part III: Nuts, Bolts, & Tools

(Project Steps & Resources)

6 Steps to Project Completion!

"Do-It-Together" works great with a plan. The CAT provides a protocol of 6 steps that facilitate a fun and successful project that reinforces stewardship of the places, people, nature, infrastructure and aesthetic assets that make up our community.

Please use the following pages (pp.19-24) as a guide to the 6 steps for completing a CAT project. Each page explains the nuts and bolts of the step and tools available for your use.

First Contact

Tool A: CAT Application

Tool B: CAC Worksheet

Tool C: CAT Memorandum of Understanding

1

Project Foundation

Tool D: Asset Map Checklist

Tool E: Project Mindmap

2

Project Proposal

Tool F: Project Proposal

Tool G: Sample Budget Spreadsheet

3

Project Plan

Tool H: Project & Site Preparation

4

Project Implementation

Tool I: Sign-in Media Liability Release

5

Celebration & Next Steps

Tool J: Maintenance Guide

Tool K: Reimbursement

6

Project Step 1

First Contact: How to connect with ITE and begin a CAT project!

- ☒ School or Neighborhood representative contacts the ITE Director or Project Coordinator. Contact email is admin@ironwoodtreeexperienceorg or by phone 520-829-7001.
- ☒ School or Neighborhood representative(s) set up a meeting with ITE Project Coordinator to learn about CAT project process and details, and then decide whether to complete an application.
- ☒ School or Neighborhood representative(s) complete and submit an online application.

Tool A: Application

Tool B: CAC Worksheet

Tool C: MOU

HOMEWORK:

- ☒ After the application has been approved and before first CAT project meeting, the CAC works through the CAC Worksheet [Tool B] and both the CAC and ITE completes Memorandum of Understanding [Tool C].
- ☒ Set a date for the first CAT project meeting.

Project Foundation: First CAT project meeting with the Community Action Committee (CAC) and ITE Project Specialists (PS).

The kickoff meeting is an opportunity for introductions, distributing copies of the CAT, discussing logistics, and building enthusiasm. Topics to be covered include:

- ✓ Personal introductions, introduce ITE. PS lead introductions.
- ✓ CAC present the community's history, demographics, challenges, and opportunities.
- ✓ Review CAT, CAT Tools, and introduce key concepts. PS present CAT and facilitate discussion.
- ✓ Youth engagement in the project. PS and CAC discuss youth engagement strategies.
- ✓ Confirm regular meeting time and location that was proposed in the CAC's project application.



Tool D: Asset Map Checklist

Tool E: Project Mind Maps



HOMEWORK:

Before second meeting, the CAC should complete a community asset map and prepare results for next meeting. Asset mapping can be done in groups or individually. PS begin work to connect with community youth.

Project Proposal: Information Sharing at Second CAC meeting

- ☒ CAC proposes possible projects. Projects are vetted according to criteria using Tools D & E.
- ☒ Choose a project.
- ☒ The PS share information about youth in the community and ways to engage them in the project.

The Toolkit provides a proposal template which can be used to sketch together the rough project plan.

Tool F: Project Proposal Template

Tool G: Budget Example

Before third meeting, the CAC will check for price quotes, contacts, etc., and put together the confirmed details into a complete proposal [Tool F & G - available online]. This proposal will be submitted to ITE and, upon approval, the project's budget is ready for funding!

Project Plan: Detailed workshop schedule, funds in place for buying materials

At the third CAC meeting, the nuts and bolts of the project's implementation phase will be planned.

- ☑ CAC will develop a workshop schedule and determine how many workshops are needed to complete the project within the time parameters.
- ☑ Tactics for procuring workshop materials will be determined (this involves looking at the budget and deciding who will buy what, who will bring what, and who will procure what donations).
- ☑ CAC will review Project & Site Preparation [Tool H] to ensure that the project logistics and site are ready for participants.
- ☑ PS will assist and take a lead in aspects of the project and help recruit youth to participate.

IRONWOOD TREE EXPERIENCE

CAT TOOL H

Project & Site Preparation

We recommend the CAC reviews this checklist prior to project implementation.

- ☐ Zoning/Legal Requirements Zoning (residential, commercial), right of ways (see ROW cheat sheet below), easements, permits, "where you can and can't build/plant". (refer to the second page of this tool)
- ☐ Are all materials and tools accounted for? eg. First Aid Kit, shovels, delivery of materials, storage and transportation of tools
- ☐ Necessary physical preparation has occurred? eg. Trash clean up, loosening soil for planting, clearing out invasive plants, designated parking and equipment area.
- ☐ Can the site accommodate potential participant turnout capacity? If not, does the roadway need to be closed? eg. Are amenities accounted for? (water, food, restroom)
- ☐ Have volunteers been notified and reminded about the workshop? eg. flyers, phone calls, e-mails, social media
- ☐ Do you need a sign-up sheet?
- ☐ Do you need liability forms?
- ☐ Who is managing participant safety? eg. proper tool use, lifting heavy objects, managing traffic, chaperoning small children, first aid
- ☐ Who is responsible for welcoming, participants, explaining workshop details and goals?

ROW (Right of Way) Cheat Sheet

Arizona Blue Stake-Utility Marking Color Codes

<http://www.arizona11.com/> or (602) 559-7500

White - Proposed Excavation

Red - Electric Power

Yellow - Gas Distribution

Orange - Telephone, Telecommunications

Blue - Water System

Purple - Reclaimed Water

Green - Sanitary Sewer System

Permits for ROW

Private Improvement Agreement (PIA) are typically required for:

- Curbcut: If the extent of curbing will result in impacts to existing drainage patterns.
- Drainage Structures: Box Culverts, Pipe Culverts, connections to existing drainage facilities.
- Drainage Improvements: Drainage grading.
- Paving: This includes sidewalk, lanes, boulevard lanes, and turn lanes.
- Median modifications, all median modifications.
- Traffic Devices: This includes signalization, new traffic signs, etc.
- Sidewalk along MS&R roadways.
- Curb Cuts and Curbcut harvesting water from street into the ROW.

Quick ROW

- Know your Sight Visibility Triangle (SVT).
- No plants in shall occur in advance less than 4ft wide (back of curb to back of curb).
- Trees in medians shall be set back 10' from curb face.
- Tree species with mature trunk caliper smaller than 6in can be set closer.
- Tree Canopies cannot extend over roadway more than 2ft.
- Shrubs canopies must be 2ft back from the curb and sidewalk.
- Planting between curb and sidewalk will not occur in a space less than 2ft wide.
- No plantings between street and mouth hole cover.
- No trees with 10ft of sewer lines. If sewer line is greater than 10ft deep then small tree species may be planted.

Tool H: Project & Site Preparation

1

2

3

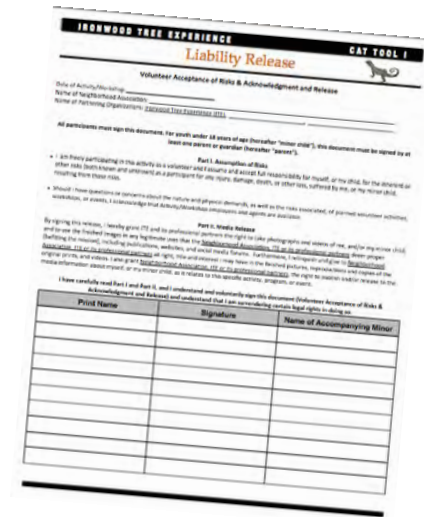
4

5

6

Project Implementation: Project Workshops

- ✓ CAC will develop a workshop schedule and determine how many workshops are needed to complete the project within the time parameters.
- ✓ Tactics for procuring workshop materials will be determined (this will mean looking at the budget and deciding who will buy what, who will bring what, and who will procure what donations).
- ✓ PS will assist and take a lead in aspects of the project and help recruit youth to participate.



Tool I: Liability Release Form

Project Step 6

Next Steps: Wrapping Up Business and Next Steps

This final meeting is an opportunity to tie up any loose ends in finishing the project. As well, it's a chance to review the maintenance guide and add additional thoughts learned in the course of the project. With the maintenance guide, it'll be possible to arrange future care and upkeep.

In the spirit of stacking functions, a completed CAT project is a catalyst for future projects. Therefore, this meeting is also a time to evaluate the project, consider the successes and challenges, review unselected proposals, and think about projects which could be taken up in the future.

INWOOD TALE EXPERIENCE

EAT TALK & LEARN

Project & Site Maintenance

Please circle yes or no in response for each question. If yes, please fill in the maintenance details.

1. Are there daily/weekly tasks that need to be done for plant watering? Yes No
 Who is in charge of watering tasks? _____
 Name _____ Contact _____
 Name _____ Contact _____

2. Is fertilizing or mulching a concern? Yes No
 Who do you contract if you're fertilizing or mulching crops?
 Name _____ Number _____

3. Is there a need for a "community maintenance" day in the future? Yes No
 a. When should this occur? _____
 b. Who will advertise the event? _____

4. Are there particular tools or materials needed for specific maintenance? Yes No
 a. How will these be provided? _____
 b. Who will be in charge of procuring and returning these items? _____

5. Are additional funds needed for upkeep of project? Yes No

6. Were maintenance funds considered in the budget? Yes No

Tool J: Project & Site Maintenance

[illegible]

Tool K: Project Reimbursement



Example Celebration Flyer



Part IV: Finishing Touches

Sample CAT Project Calendar

Sample Project Calendar (example: CAC meetings/Wednesdays)

| Month 1 | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---------|---|-----|------|-----------|-------|-----|-----|
| | | | | Meeting A | | | |
| | Interim time for CAC to identify assets and PSs to connect with youth | | | | | | |
| | | | | Meeting B | | | |
| | Interim time to finalize and submit project proposal | | | | | | |
| Month 2 | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
| | | | | Meeting C | | | |
| | Project Implementation Workshops | | | | | | |
| Month 3 | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
| | | | | | | | |
| | | | | Meeting D | | | |

1st Half

2nd Half

Notes on the Community Action Committee

The CAC:

The Community Action Committee is integral to the project and a requirement for ITE funding. The CAC can be any size, and must represent the communities' demographics. There must be 3 official CAC members that attend each meeting. CAC members, which are organized by the Chair, have specific responsibilities:

Community Action Committee (CAC)

- Determines budget, manage money, and submit receipts to ITE for reimbursement
- Ensures five asset categories are considered in project development
- Submits formal proposal (form provided) for ITE funding
- Works with Project Specialists to get youth involved
- Makes an effort to communicate well among members and with the Chair

CAC Chair

- Main point of contact between CAC and ITE
- Sets agenda and confirms meeting locations
- Reminds CAC about meetings

CAC Treasurer

- Helps create budget
- Ensures project purchases are budgeted
- Signs off on proposal
- Submits reimbursement requests

CAC Secretary

- Takes meeting minutes and distributes materials
- Assists with community communication

Other CAC Positions & Duties

- Community Youth Liason- work with PS and neighborhood youth
- Workshop Manager - handles the logistics and coordination of workshops
- Asset Manager - ensures that all assets are represented

For school projects, the CAC may consist entirely of the students and teacher participating, or include neighborhood members as well. The CAC should definitely have the students included and the teacher or school adult facilitator able to perform the Chair's responsibilities.

Glossary

Aesthetics (asset category) - Aesthetics is the philosophy of sensory values especially in art, beauty, and nature. Aesthetic elements within the project area can be identified, and mapped as assets for consideration to be incorporated into a project. "Aesthetics is" 1 of 5 asset categories.

Arroyo - Spanish word which, translated to English, means "a dry stream or creek". Also known as "wash".

Assets - in the context of the CAT, assets are defined as elements that are identified by the community as having a unique value. The CAT suggests mapping assets within the project area before submitting a proposal. The CAT identifies five asset categories that need to be considered in a proposal: People, Places, Nature, Infrastructure, and Aesthetics.

Berm - a level space, shelf, or raised barrier separating two areas. In water harvesting projects berms are often used in conjunction with swales to direct water flow.

Biodiversity - a measure of the variation of life forms within a defined area.

Chicanes - an artificial feature creating an extra turn in a road. Often located in the sides of roads or in the middle of an intersection.

Community - a defined area in which there exists a dynamic biotic, abiotic, cultural, and economic relationship.

Community Action Committee (CAC) - a representative group of community stakeholders who are committed to the CAT project.

Community Action Toolkit (CAT) - an ITE urban stewardship program developed through funding by the Wallace Research Foundation. CAT assists communities with self-directed improvement projects through a process of youth engagement, shared learning experiences, and a holistic approach to project management that fosters a sense of place. Program partners may receive project funding and a team of ITE Project Specialists to facilitate the project.

Components - assets that have been developed or identified in a CAP; generally considered project parts.

Glossary

Curb Cuts - ramp graded down from the top surface of a sidewalk to the surface of an adjoining street; an opportunity to collect some water runoff for water harvesting.

Easement - permission to use the property of another individuals' without actually possessing any ownership.

Ecosystem Services - benefits to humans arising from the natural functions of a healthy ecosystem. Ecosystem services can be grouped into four broad categories: 1) provisioning, such as the production of food and water; 2) regulating, such as the control of climate and disease; 3) supporting, such as nutrient cycles and crop pollination; 4) and cultural, such as spiritual and recreational benefits (http://en.wikipedia.org/wiki/Ecosystem_services).

Elements - the people, places, and things that make up a neighborhood; during CAP steps individuals are encouraged to walk through their neighborhood early in the process and look at the elements present.

Green Infrastructure - a trend in land-use planning that emphasizes use of environmental elements in developing a sustainable community. Often, green infrastructure has both environmental, economic, and health benefits.

GreenLot - two ITE initiated projects on the Northeast corner of Country Club and Broadway, Tucson, and the 4H High Ropes Course GreenLot. Created to encourage the local community to connect with nature on a daily basis; components include: raised paths, water harvesting basins, native plants, etc.

Identity Anchor - an element of a community individuals feel a sense of connection to; can include: an idea, an ideal, a person, a place, or a thing.

Infrastructure (asset category) - asset category that includes the structural components of a neighborhood that are both stationary and moving. Infrastructure elements within the project area can be identified and mapped as assets for consideration to be incorporated into a project. Infrastructure is 1 of 5 asset categories.

Glossary

Ironwood Tree Experience (ITE) - a Tucson based 501c3 non profit organization with a mission to inspire young people to flourish by engaging with nature and becoming mindful stewards of the environment at home, in their community, and around the world.

KidsCorridor - ITE initiated project in the Coronado Heights Neighborhood, Tucson; implemented to create a safe place for children and community members to connect with nature on a daily basis.

Memorandum of Understanding (MOU) - an agreement between two or more parties indicating an intended common line of action. An MOU is used in cases where parties either do not imply a legal commitment, or in situations where the parties cannot create a legally enforceable agreement. It is a more formal alternative to a "gentlemen's agreement".

Nature (asset category) - includes individual or populations of plants and animals and their habitat. Nature elements within the project area can be identified, and mapped as assets for consideration to be incorporated into a project. Nature is 1 of 5 asset categories.

Pedestrian Corridor - pathways designed for people to walk safely from one location to another.

People (asset category) - that includes individuals in a neighborhood who possess certain skills or abilities beneficial to the community. People are elements within the project area and they can be identified, and mapped as assets for consideration to be incorporated into a project. People is 1 of 5 asset categories.

Permaculture - a branch of ecological design or planning that develops sustainable agriculture modeled from natural ecosystems.

Permit - permission to do something; in regards to CAPs, permits may need to be requested from the city or county officials depending on the scope of the project.

Place (asset category) - homes, libraries, community centers, schools, parks, historic structures, monuments, and businesses help people identify and characterize their community. Place elements within the project area can be identified and mapped as assets for consideration to be incorporated into a project. Place is 1 of 5 asset categories.

Glossary

Place Based Education - using the surrounding environment and community as the curriculum for education.

Pocket Park - small public spaces, often tucked into the nooks and crannies of urban and residential communities, which are designed to serve people at a neighborhood scale.

Project Coordinators (PC) - ITE staff in charge of organizing and facilitating the CAT program. The PC meets with interested communities and introduces the CAT program. The PC is also responsible for assigning a team of PS's to the project. The PC hires, trains and works with PS's to provide support for the projects. The PS's check in regularly with the PC to share updates on project process.

Project Specialists (PS) - specially trained teens who actively participate in, and facilitate youth voice for, Community Action Projects. This work is intended to empower youth directly with hireable employment skills, an income, and strong sense of civic responsibility and connectedness.

The PS complete a training program covering the CAT, positive project development, asset identification, strategies for connecting with community youth, urban ecology, and project nuts & bolts (city restrictions like zoning, blue staking, and set backs).

Regenerative - a practice and process-oriented, systems-theory-based approach, that describes processes that restore, renew, or revitalize their own sources of energy and materials, creating resilient systems that integrate the needs of society with the integrity of nature.

Sense of Place - a community landscape where a person has developed a strong connection, usually through direct experiences.

Stacking Functions - the concept of gaining several outcomes from an individual input. The CAT emphasizes stacking functions in project development in order to achieve maximum results.

Stakeholders - members of a community that are part of, and invested in, a healthy ecological, social, and economic environment. For the CAT, this includes people of all ages, social, and cultural identities, as well as the plants and animals that live there.

Swale - an area of land that has a lower elevation than the surrounding land. They are often designed to manage water run-off.

Water Harvesting - the capturing and storing of water (often rainwater) to irrigate plants, manage runoff, or supply to people and animals.

