



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, 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 reimagine, 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 overarching goals:

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

Community engagement is integral to nurturing the health and wellness of people, 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 and skills, and natural resources.

2. Increase youth participation and leadership

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

Challenges that encourage youth to explore, contemplate, and take action to improve the environment empower youth and raise 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 the 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 people with their 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. 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 an 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 - humans and non-human, natural and human-built. Tools are available for download at ironwoodtreeexperience.org/communityactiontoolkit/.

Part IV: Finishing Touches

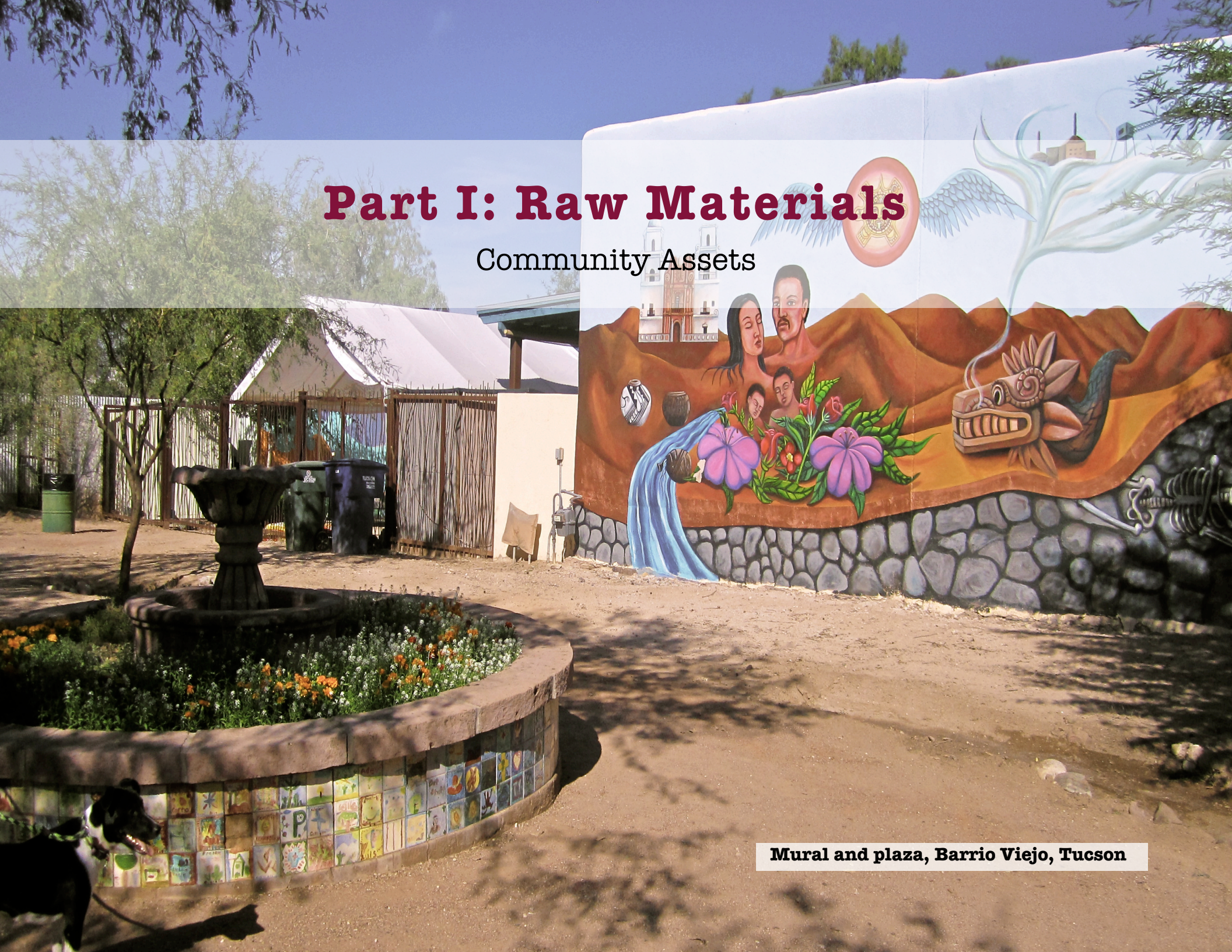
Every project needs those final finishing touches to achieve satisfaction and a sense of fulfilment.

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 and are underlined throughout the CAT.

Part I: Raw Materials

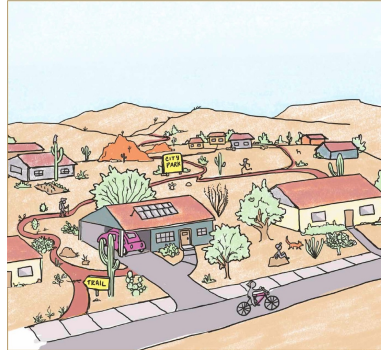
Community Assets



Mural and plaza, Barrio Viejo, Tucson

Raw Materials: Elements, Assets & Components

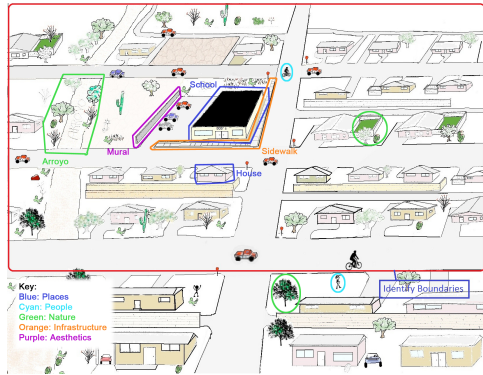
Children, adults, parks, school, trees, birds, lizards, walkways, murals, arroyos, neighborhood pools, vacant lots, in a community are collectively known as **"Elements"**.



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".

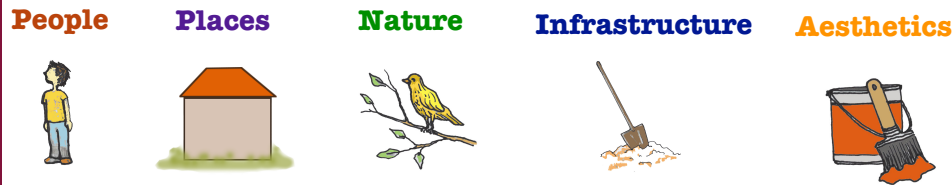
Components symbolizes the do-it together community-spirit. Overtime, components may become so much a part of the community that it is seen as an element rather than a collection of assets. Hence, cycle repeats itself (see graphic below).



Elements that are valued positively are called "Assets".

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

Five Asset Categories



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!

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



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 vacant lot, may not be viewed as an asset and 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 an 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 maintained 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 manmade 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.



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. 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) and pathways walking and wheelchairs, 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://goexplorenature.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 bustop, 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 establish neighborly bonds.
-  Places - establishes the neighborhood or school as an important place worthy of care and nurturing.
-  Nature - gets people outdoors interaction with the seasonal smell, sounds and sights of their community
-  Aesthetics - programs may specifically focus on beautification or mainting a healthy environment
-  Infrastructure - maintaining structures (benches, statues, or signage) and pathways for cycling, walking, or other activity, 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) and corridors or pathways for cycling, walking, or other activity, 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 involved 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) and corridors or pathways for cycling, walking, or other activity, 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 and beautification • Calms traffic • Sense of Place

References & Research

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



Adobe Tile Bench

Dunbar/Spring Neighborhood, Tucson,
AZ

Functions

- artistic, 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 on-line application.

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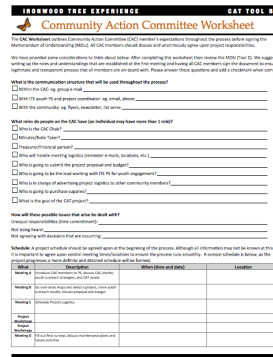
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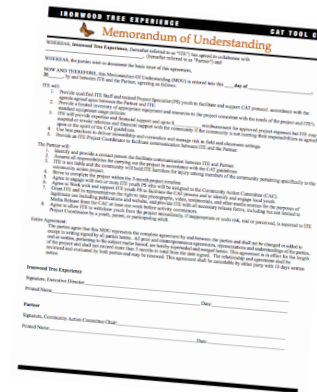
6



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.

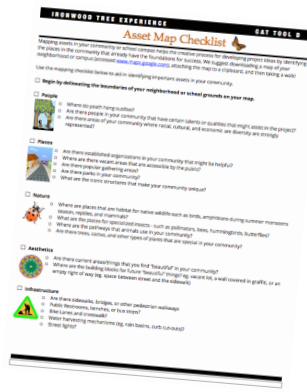
Project Step 2

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

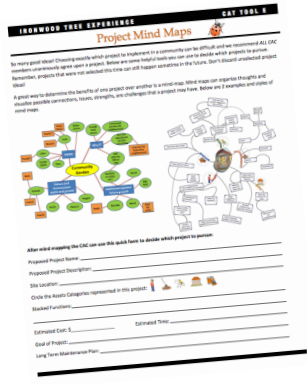
The kickoff meeting is an opportunity for introductions, distributing copies of the CAT, discussing logistics, and building enthusiasm. Topics to be covered include:

- ✓ Personal introductions, introduce ITE. PS lead introductions
- ✓ CAC present the community's history, demographics, challenges, and opportunities.
- ✓ Review CAT, Tools, and introduce key concepts. PS presents CAT and facilitates 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.

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6



Tool E: Project Mind Maps



Tool D: Asset Map Checklist

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 Step 3

Project Proposal: Information Sharing at Second CAC meeting

In the second meeting, CAC members share asset maps, proposed projects, and PSs share youth engagement information. Topics to be covered include:

- CAC proposes possible projects. Projects are vhetted 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

HOMework:

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 on line]. 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

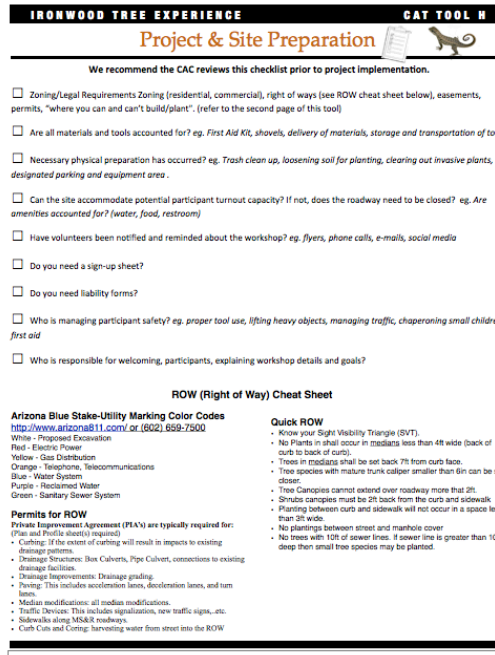
At the third CAC meeting, the nuts and bolts of the project's implementation phase will be planned.

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 is ready for participants.

PS will assist and take a lead in aspects of the project and help recruit youth to participate.



Tool H: Project & Site Preparation

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Project Step 5

Project Implementation: Project Workshops

The project implementation phase the CAT project is called "workshop". The term is used to imply a feeling of informality and shared learning for all participants. Community stakeholders across age, economic, cultural and racial demographics is a goal of the CAT and can be achieved by making the workshops skill-focused and inclusive. Workshop activities should be led by people with experience and passion!

- 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.



Project: Straw-bale Benches for a Bus Stop.

Workshops 1: a 1/2 day straw-bale bench building workshop with a local expert .

Workshop 2: local artists lead decoration of the dried benches with paint and tiles.

Other neighbors help plant landscape plants and hardscape.

Celebrate the effort and outcomes of the project and get the community excited for more!

IRONWOOD TREE EXPERIENCE **CAT TOOL 1**

Liability Release

Volunteer Acceptance of Risks & Acknowledgment and Release

Date of Activity/Workshop: _____
 Name of Neighborhood Association: _____
 Name of Partnering Organization: www.ironwoodtree.org

All participants must sign this document. For youth under 18 years of age (hereafter "minor child"), this document must be signed by at least one parent or guardian (hereafter "parent").

Part I. Assumption of Risk
 I am freely participating in this activity as a volunteer and I assume and accept full responsibility for myself, or my child, for the absence or other child (both known and unknown) as a participant for any injury, damage, death, or other loss, suffered by me, or my minor child, resulting from these risks.

Part II. Release
 By signing this release, I hereby grant ITT and its professional partners the right to take photographs and videos of me, and/or my minor child, and to use the finished images in any legitimate uses that the www.ironwoodtree.org, ITT or its professional partners, their images, including but not limited to, websites, and social media forums. Furthermore, I authorize ITT and its professional partners, their images, and videos, in any form (including but not limited to, print, radio, television, and other media), to be used in any way to promote the mission of the Ironwood Tree Experience, ITT or its professional partners, the right to publish and/or release to the media information about myself, or my minor child, as it relates to the specific activity, program, or event.

Part III. Acknowledgment and Release
 I have carefully read Part I and Part II, and I understand and voluntarily sign this document (Volunteer Acceptance of Risks & Acknowledgment and Release) and understand that I am surrendering certain legal rights to ITT as follows:

Print Name	Signature	Name of Accompanying Minor

Tool I: Liability Release Form

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6

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.

This is a project completion checklist titled 'Project & Site Maintenance' from 'Ironwood Tree Experience'. It contains several numbered questions with 'Yes/No' options and a table for tracking tasks. The questions cover: 1. Daily/weekly tasks, 2. Volunteer coordination, 3. Future 'community maintenance' days, 4. Specific maintenance materials, and 5. Upkeep of the project. A table at the bottom has columns for Name, Contact, and Task.

Name	Contact	Task

Tool J: Project & Site Maintenance

This is a reimbursement request form titled 'Reimbursements' from 'Ironwood Tree Experience'. It includes fields for Name, Date, and Name of Person Submitting. Below this is a table for listing items to be reimbursed.

Approved ITEM	\$ Amount	Where Purchased	Brief Description
			\$ TOTAL

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			
<i>Interim time for CAC to identify assets and PSs to connect with youth</i>							
				Meeting B			
<i>Interim time to finalize and submit project proposal</i>							
Month 2	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				Meeting C			
<i>Project Implementation Workshops</i>							
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. The CAC is 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 Specialist to get youth involved
- Makes an effort to communicate well among members and with 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 budgeted
- Signs off on Proposal
- Submits reimbursement requests

CAC Secretary

- Takes meeting minutes and distributes
- 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 that translates into English as 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 bers 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.

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- human benefits 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 local the 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.

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

The PSs complete a training program covering the CAT, positive project development and 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 environemnt. 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.



"Bronx Wash Mural"
Beautify and Unify-2009

Lead Artist: Michael B. Schwartz

Created by the Northwest Neighborhood Association
Funded by Pro Neighborhoods Thank You Prescott College, Northwest
Neighborhood Center, Brooklyn Pizza, Tucson Fire Dept.

Participants: Jodi, Dan, Tennyson, William, James, Leona, Shelly, Dan, Ben,
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Anabell V, Kayla P, Carolina G, Arianna N, Zuhey F, Margarite L, Andy R, Brandon H, Ramon V,
Ray R, Danica G, Gloria V, Dale L, Tamra P,

**Bronx Wash Mural in Northwest Neighborhood,
Tucson in partnership with Tucson Art's Brigade**