PLANNING COMMISSION CAPITAL IMPROVEMENT PROJECTS

	Solar Pannels on the Village Office Building	Safe Routes to School	Public Restrooms	Northport Bridge Replacement	Senior Outdoor Fitness Equipment	South Beach Play Equipment	Trail Improvement and Wayfinding Signs	Northport Community Garden	Sidewalks on Waukazoo				
Criteria #1	1	5	4	3	3	5							
Criteria #2	0	0	0	0	0	0							
Criteria #3	5	5	0	0	5	5							
Criteria #4	3	3	3	3	3	5							
Criteria #5	5	5	1	3	1	3							
Criteria #6	3	5	4	5	3	4							
Criteria #7	1	4	5	5	5	4							
Criteria #8	3	5	5	3	3	3							
Criteria #9	3	5	5	3	3	5							
Scoring Date	2022	2022	2022	2022	2022	2022							
Total Score	24	37	27	25	26	34							

Capital Project Worksheet

Date:

Prepared by:

1. **Project title:**

2. **Brief Description of the Project:**

3. **Estimate of Cost:**

4. **Potential sources of funding:**

CAPITAL IMPROVEMENT NEEDS ASSESSMENT FORM

Project name:		Project #:		
Department:		Total score:		
Rater name:	Score range	Rater score	Weight	Total points
1. Contributes to health, safety and welfare				
Eliminates a known hazard (accident history)	5		5	
Eliminates a potential hazard	4			
Materially contributes	3			
Minimally contributes	1			
No impact	0			
2. Project needed to comply with local, state or federal law				
Yes	5		5	
No	0			
* **3. Project conforms to adopted program, policy or plan**				
Project is consistent with adopted city council policy or plan	5		4	
Project is consistent with administrative policy	3			
No policy/plan in place	0			
4. Project remediates an existing or projected deficiency				
Completely remedy problem	5		3	
Partially remedy problem	3			
No	0			
5. Will project upgrade facilities?				
Rehabilitates/upgrades existing facility	5		3	
Replaces existing facility	3			
New facility	1			
6. Contributes to long-term needs of community				
More than 30 years	5		2	
21–30 years	4			
11–20 years	3			
4–10 years	2			
3 years or less	1			
7. Service area of project				
Regional (includes guests/tourists	5		2	
City-wide	4			
Several neighborhoods	3			
One neighborhood or less	1			
8. Department priority				
High	5		2	
Medium	3			
Low	1			
9. Project delivers level of service desired by community				
High	5		2	
Medium	3			
Low	1			

* Master Plan - Recreation Plan

Capital Project Worksheet

Date: *12/15/2015*

Prepared by: Kathy Wessell with information from Kallie Craker

1. **Project title:** Trail Improvement and Wayfinding Signs

2. **Brief Description of the Project:**

Improve and update portions of Northport's existing trail system for non-motorized multi-use including hiking, snow shoeing, cross-country skiing, mountain biking and fat tire biking.

Add and improve way finding signage along the trails and throughout the village to keep users oriented, informed, connected, and safe.

3. **Estimate of Cost:**

$50,000

Cost estimate for mountain bike specific trails — $10,000 to $20,000 per mile

4. **Potential sources of funding:**

Leelanau Township Community Foundation

Tribal 2% Grant

DNR Grants Program

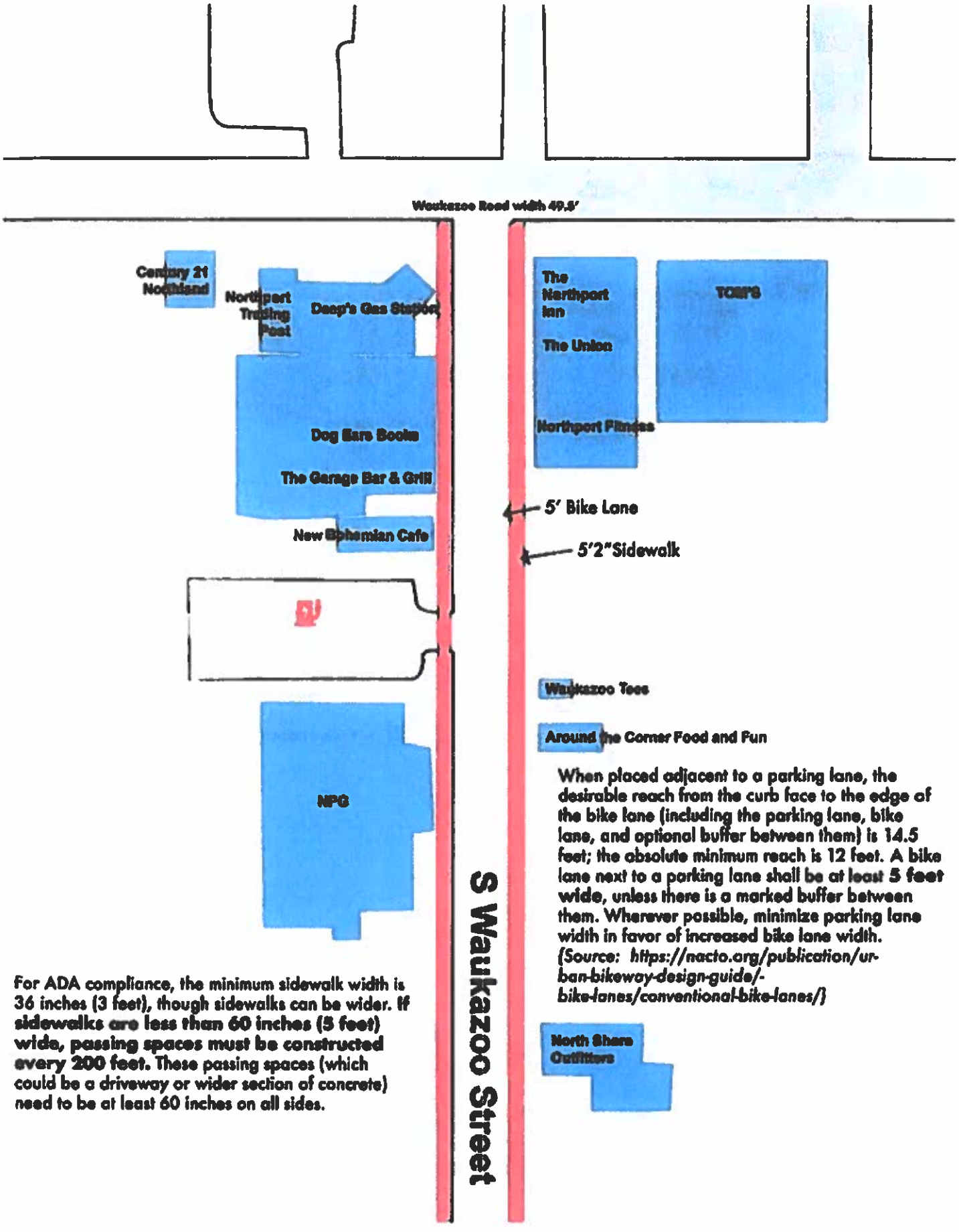
NORTE (Bike-centric, youth focused advocacy organization)

Munson Healthcare Foundation - Outdoor Activity Grants

People for Bikes Community Grants

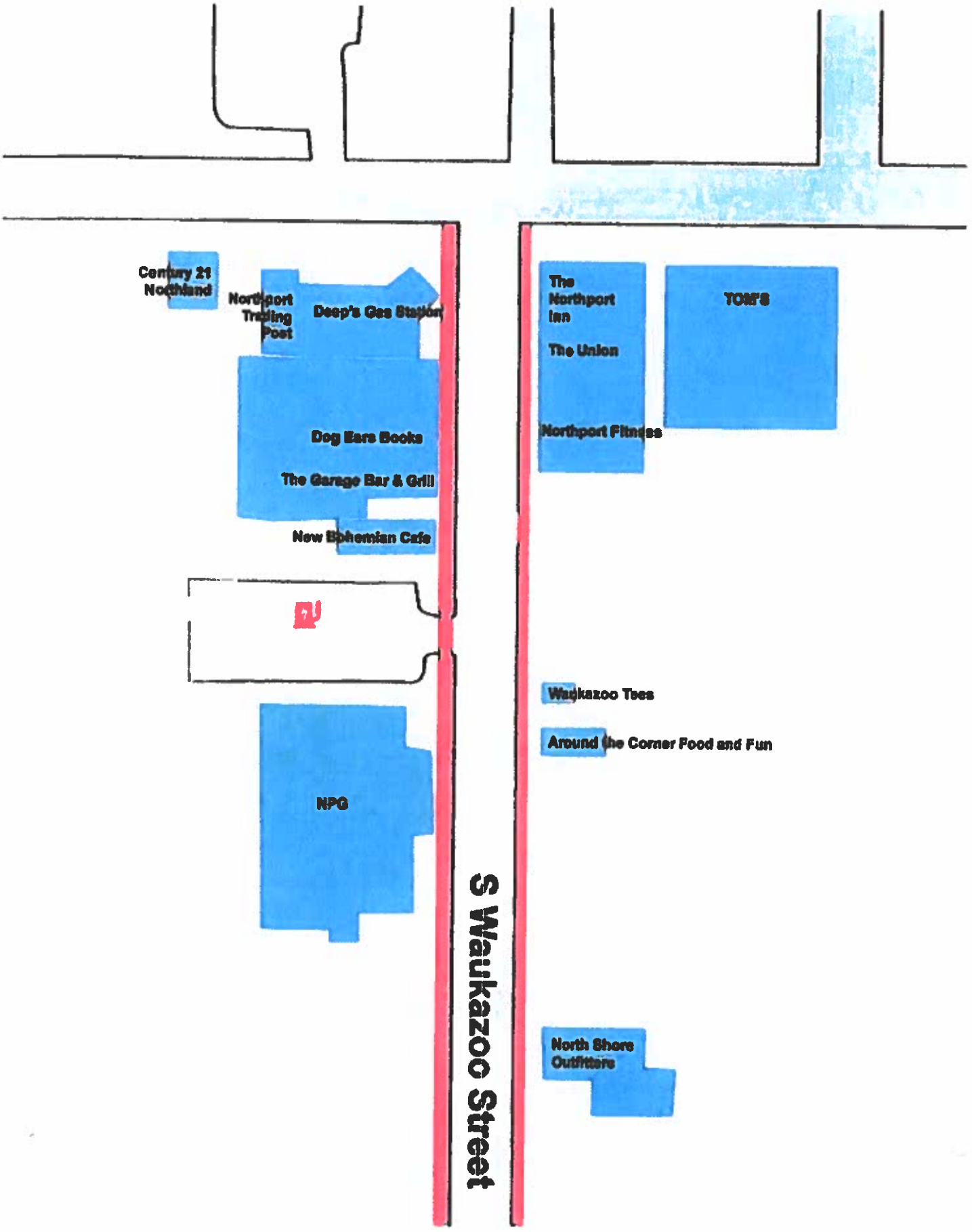
DALMAC Fund (Tri-County Bicycle Association)

EPA (Recreation Economy for Rural Communities Assistance Program)



When placed adjacent to a parking lane, the desirable reach from the curb face to the edge of the bike lane (including the parking lane, bike lane, and optional buffer between them) is 14.5 feet; the absolute minimum reach is 12 feet. A bike lane next to a parking lane shall be at least 5 feet wide, unless there is a marked buffer between them. Wherever possible, minimize parking lane width in favor of increased bike lane width. *(Source: https://nacto.org/publication/urban-bikeway-design-guide/bike-lanes/conventional-bike-lanes/)*

For ADA compliance, the minimum sidewalk width is 36 inches (3 feet), though sidewalks can be wider. If sidewalks are less than 60 inches (5 feet) wide, passing spaces must be constructed every 200 feet. These passing spaces (which could be a driveway or wider section of concrete) need to be at least 60 inches on all sides.


Century 21 Northland
Northport Trading Post
Deep's Gas Station
Dog Ears Books
The Garage Bar & Grill
New Bohemian Cafe
NPG
The Northport Inn
The Union
Northport Fitness
TOM'S
Waukazoo Tees
Around the Corner Food and Fun
North Shore Outfitters
S Waukazoo Street

Capital Project Worksheet
Date: 12/10/21
Prepared by: Laura Cavendish

1. Project title: Northport Community Garden

2. Brief Description of the Project: A communal space designed for members of the community to grow food, flowers and herbs in the company of friends and neighbors. Enjoying the outdoors, exercising, learning, sharing experiences amongst the varying age groups in our community, supporting local food banks, potentially increasing surrounding property values, and more.

The location would need some discussion, and would likely best serve the community if it were on village property. It also would need to be an area that has access, or could gain access to water and has full sun.

A number of online resources developed by other communities and gardening organizations are available online, and could be used as a guide to implement our own community garden. I have attached some of those relevant resources to this document.

3. Estimate of Cost: Could be started with as little as $700 for tilling, soil, compost, water bill, and online system for registration and upkeep/watering schedule, and could increase up to $10,000 if we work to install fencing (fairly critical due to local wildlife), raised beds, water access, shed, and outdoor seating. However, many of those aspects could be phased in over time as

the garden develops.

4. Potential sources of funding:

Community Fundraising/Donations - seeking experienced gardeners in the community, as well as local garden centers for donations of soil/nutrients and possibly seeds/equipment. We also could create a donation fund similar to the tree lighting and fireworks.

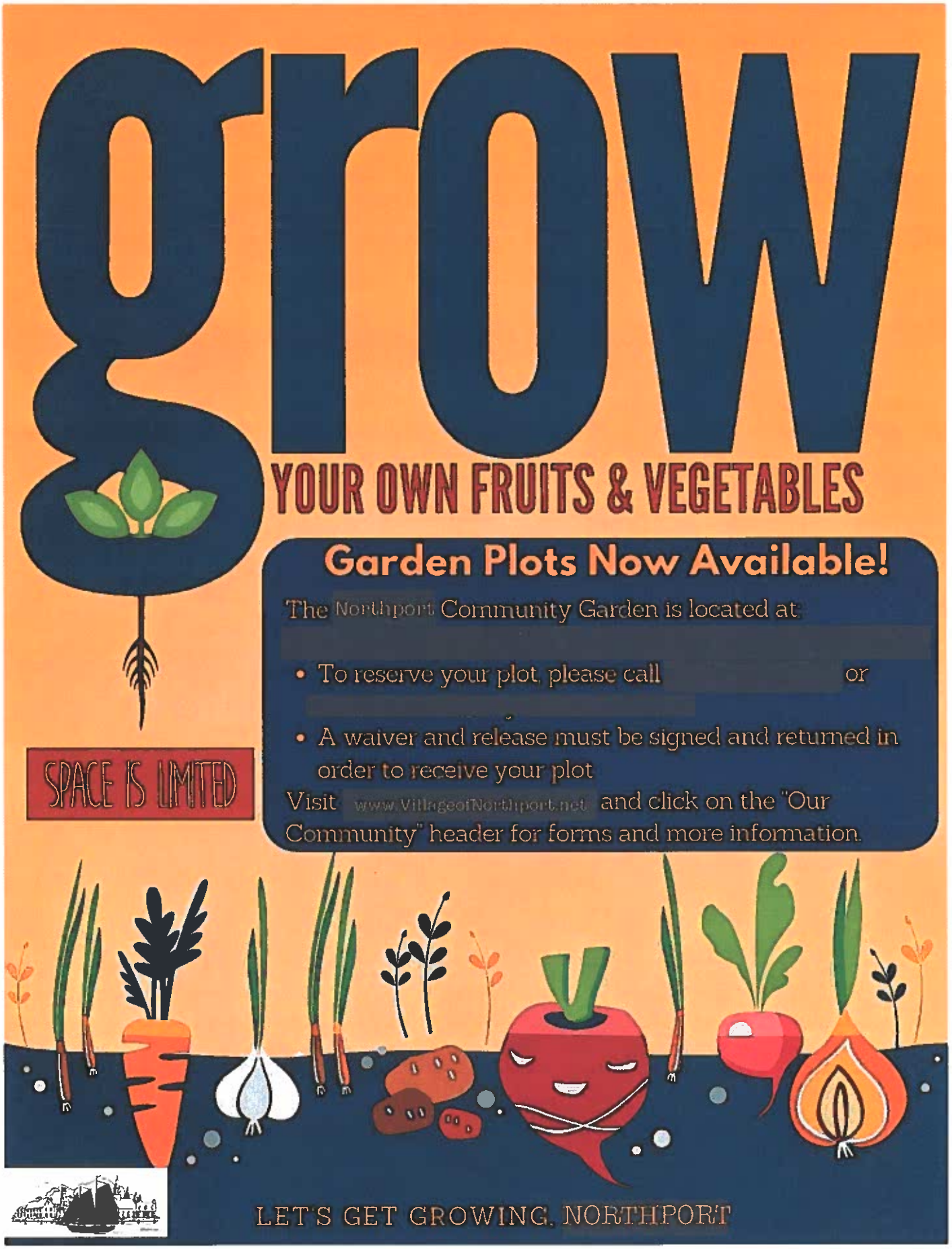
Leelanau Township Community Foundation Grant

Michigan State University (MSU) Extension Garden Mini Grant program aka "Growing Together in Michigan" Grant - $500-1000

4H Mini Grants
If we connect with our 4H for leelanau county, there are special 4H community garden grants as well: https://mi4hfdtn.org/grants/ Online contact for Leelanau listed as: Rosali Collier, 4-H Program Coordinator, collierr@msu.edu

1. Michigan 4-H Legacy Grants – 2 grants available for $1,000 each
2. Supports development of a new program or initiative or to strengthen, enhance or expand a current program that's making a difference. Funded by the Michigan 4-H Legacy Fund Endowment
3. 4-H On-Target Grants – 1 grants available for $500 each
4. Supports county 4-H Shooting Sports programs enhance existing programs, develop a new program or offer a special experience related to 4-H Shooting Sports. Funded with support from Thomas Cobb, former Michigan 4-H Foundation president, and the Michigan 4-H Shooting Sports Endowed Fund.
5. The Collins 4-H Youth Horticulture Grant – NOT AVAILABLE UNTIL 2022
6. This grant opportunity is for 4-H youth clubs only to advance club work in plant science and horticulture activities locally. This grant is made possible by the William J. and Ruth D. Collins Endowment Fund to advance 4-H youth horticulture and gardening programs.
7. 4-H Educational Garden Grants – 1 grants available for $1,000 each
8. Supports the creation of local 4-H educational gardens in Michigan. Funded by the Albert A. Albright Endowment for 4-H Plant Science and Gardening Education.
9. Michigan Farm Bureau (MFB) 4-H Excellence in Agriculture Award – 3 awards available for $1,000 each (please use this form to nominate a volunteer)

SAMPLE PROMO/NEWSLETTER



What is a community garden?

Introduction

A community garden means many things to many people. For some, a community garden is a place to grow food, flowers and herbs in the company of friends and neighbors. For others, it's a place to reconnect with nature or get physical exercise. Some use community gardens because they lack adequate space at their house or apartment to have a garden. Others take part in community gardening to build or revitalize a sense of community among neighbors.

Community gardens also take many shapes and forms. From a 50-by-50-foot church garden that supplies a local food pantry with fresh produce to a vacant city lot divided into plots and gardened by neighbors, community gardens reflect the needs and the desires of people directly involved in their management and upkeep. As such, there are many, many ways to organize and manage a community garden.

Regardless of why people choose to take part in a community garden or how a garden is organized, the activity of gardening with others can be both rewarding and challenging. Our hope is that this guide will help you manage the challenges that come your way and experience the rewards of community gardening. This guide is intended to be a resource for gardeners, garden organizers, extension staff and other agency professionals who want to start a new community garden, enhance an existing garden or assist community members with starting and managing their own community garden.

experience: BUILDING COMMUNITY

Benton-Stephens Neighborhood Garden, Columbia, Mo.

Neighborhood leader Kip Kendrick explains that starting a community garden in the Benton-Stephens neighborhood laid the foundation for building community and empowering neighbors to work together. As a newcomer to the neighborhood, Kendrick noticed that the community was very active when confronted with a pressing issue. However, there didn't seem to be ongoing conversations about the state of the neighborhood. Nor was there much effort to mobilize action around less immediate issues such as distressed properties or inadequate sidewalks.

By starting a community garden on a vacant piece of land and by involving as many people as possible, Kendrick and other neighbors launched a number of successful efforts to improve the entire community. The group now hosts a monthly "coffee shop" where neighbors get together to meet, talk about issues and dream about their neighborhood; a partnership is forming with the local elementary school to build raised gardening beds on the school's property; a neighborhood-wide campaign was started to build a sidewalk to connect the neighborhood to an adjacent park; and the city has expanded its Neighborhood Response Team's territory to work with neighbors whose properties violate city codes.

The neighborhood's efforts have even caught the attention of city hall. With Kendrick's help, the city is offering a neighborhood leadership training course to cultivate more grassroots efforts to build community in other neighborhoods.

Characteristics of neighborhood community gardens

This guide provides a framework for organizing and managing different types of community gardens with a primary focus on neighborhood community gardens, which typically share the following characteristics.

First, neighborhood community gardens are typically located on land that is divided into different plots for individual and family use. The land may be borrowed, rented or owned by the gardeners, and gardeners generally prepare, plant, maintain and harvest from their own plots. Gardeners and their family, friends and neighbors usually consume produce from the gardens rather than selling it. Gardeners often share tools, water and compost, along with seeds and plants.

Second, neighborhood community gardens are often organized and managed by the gardeners themselves, have one or more identified leaders responsible for managing the day-to-day activities of the garden and have some type of a garden committee to share in the work. Because community gardens come with a host of responsibilities that range from making plot assignments and keeping the grass mowed to resolving conflicts and enforcing the rules, things tend to

run more smoothly when one or more people are in charge and gardeners themselves take an active role keeping the garden in shape.

Finally, in addition to occupying vacant neighborhood lots, neighborhood community gardens are sometimes found at churches, social service agencies and other nonprofit organizations, including food pantries and food banks. These gardens may involve both neighbors from the surrounding area and the members or clients of a particular agency or institution. They sometimes incorporate educational, job-training and entrepreneurial programming.

Other types of community gardens

In addition to the typical neighborhood community garden where plots are subdivided and cared for by individuals or families, community gardens exist in a variety of other forms to serve a number of functions. The examples below represent different types of community gardens that are distinguished in part by their purpose and participants.

Other gardens are distinguished more by their location and less by their purpose. These gardens may combine elements of a neighborhood community garden with other community garden models. Examples include, but are not limited to: public agency gardens, community center gardens, senior gardens, church gardens, apartment complex/public housing gardens and prison gardens.

Rural community gardens

Although community gardens are often associated with urban areas, they exist in many rural areas as well. However, because of the unique characteristics of rural places, they often take on different forms and serve different functions. Research conducted by Ashley F. Sullivan (1999) from the Center on Hunger and Poverty at Tufts University identified a number of

Types of community gardens

- **Youth/school gardens** expose young people to gardening and nature, give them the opportunity to do some of their own gardening and/or educate them in a variety of subject areas. These gardens are typically associated with a formal or semi-formal program that incorporates classroom lessons with hands-on gardening activities. Gardens may be located on school grounds, at a community center, in neighborhoods or on other parcels of land.
- **Entrepreneurial/job training market gardens** are typically established by nonprofit organizations or other agencies to teach business or job skills to youth or other groups. They grow and sell the produce they raise. Proceeds from the sale of garden products are used to pay the participants for their work. Programs typically rely on outside sources of funding to offset costs.
- **Communal gardens** are typically organized and gardened by a group of people who share in the work and rewards. Plots are not subdivided for individual or family use. Produce is distributed among group members. Sometimes produce is donated to a local food pantry.
- **Food pantry gardens** may be established at a food pantry, food bank or other location. Produce is grown by volunteers, food pantry clients, or both and donated to the food pantry.
- **Therapy gardens** provide horticultural therapy to hospital patients and others. A trained horticulture therapist often leads programs and classes. Gardens may be located at hospitals, senior centers, prisons or other places.
- **Demonstration gardens** show different types of gardening methods, plant varieties, composting techniques and more. Demonstration gardens located at working community gardens are often open to the general public for display and classes. They may be managed and maintained by garden members or a participating gardening group such as extension Master Gardeners, community members who receive training in home horticulture and then serve as volunteers to educate the public about gardening. **For more on MU Extension's Master Gardener program, visit** *mg.missouri.edu*.

*Adapted in part from: *From Neglected Parcels to Community Gardens: A Handbook*, Wasatch Community Gardens (*wasatchgardens.org/gardenresources.html*).

ways in which rural community gardens differ from their urban counterparts. Her research uncovered different types of rural community gardens along with obstacles to community gardening in rural areas.

Sullivan identified seven different types of rural community gardens in her study. They included the following:

- Traditional neighborhood-type gardens with individual and family plots;
- Gardens that provide demonstration and education to gardeners at neighborhood gardens and home gardens;
- Communal gardens tended collectively with the produce going to a local food pantry;
- Educational gardens that offer classes to the public;
- School gardens that incorporate gardening and nutrition education;
- Community-assisted home gardens where an experienced gardener mentors novice gardeners in their home gardening efforts;
- Gardens affiliated with an existing agency, apartment complex or church.

Sullivan identified obstacles to community gardening in rural areas as well. Obstacles include a high rate of gardener and volunteer turnover, animosity between "outsiders" and community members, lack of gardening skills and lack of transportation.

Sullivan also offers recommendations for overcoming some of these obstacles:

- Do not assume that the traditional neighborhood community garden model will work in rural areas.
- During the planning stages, identify obstacles to starting a community garden in a rural area.
- Identify solutions to the obstacles.
- Respect the values of the community and incorporate those values into the garden's design.
- Be flexible when deciding how to organize a garden; incorporate different models into a plan to see which one works best.
- Help gardeners cultivate a sense of ownership for the garden.
- Take time to look at all of the factors that might hinder participation.
- Involve local organizations and businesses.

The history of community gardening

1890. Community gardens have been used in American cities since the 1890s, with the first gardens appearing in Detroit. During the initial phase of community gardening, a variety of groups, including social and educational reformers, along with those involved in the civic beautification movement, were responsible for promoting community gardening. Community gardens began as a way to provide land and technical assistance to unemployed workers in large cities and to teach civics and good work habits to youth.

1918. During World War I, the government promoted community gardens to supplement and expand the domestic food supply. The federal government embarked on an unprecedented effort to incorporate agricultural education and food production into the public school curriculum through a Bureau of Education program called the United States School Garden Army. According to the USSGA, several million children enlisted in the program, 50,000 teachers received curriculum materials and several thousand volunteers helped lead or assist garden projects.

1930. During the Great Depression, community gardens provided a means for the unemployed to grow their own food. During this time, private, state and local agencies provided individuals with garden plots and employment in cooperative gardening. More than 23 million households, growing produce valued at $36 million, participated in various garden programs in 1934 alone.

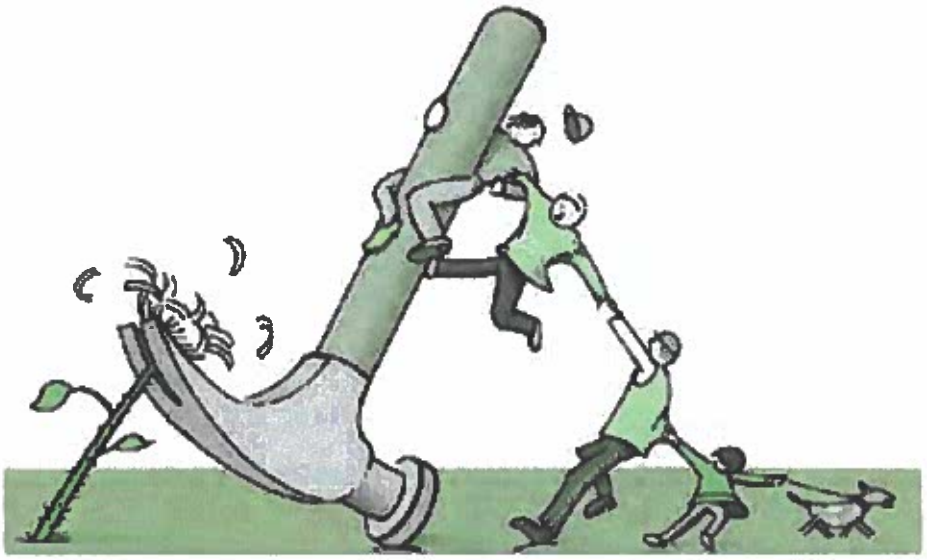
Challenges

A discussion of starting and managing a community garden would be incomplete without a discussion of the challenges encountered by gardeners and garden organizers. Common challenges faced by most community garden groups include:

Management – Community gardens are management intensive. They demand patience, time and the capacity to work with and organize people and projects. They also typically require systems to enforce rules and resolve conflicts.

Maintenance – Community gardens are maintenance intensive. Grass will need to be mowed, equipment will need to be repaired, and plant debris will need to be composted, among other things.

Participation – From year to year, gardeners and garden leaders come and go from community gardens for a variety of reasons. Because of this, it can be challenging to maintain a sense of community and consistency at gardens.



Theft and vandalism – Theft and vandalism are commonplace at many community gardens. As a general rule, theft is the result of adult activity and vandalism is carried out by children.

Gardening skills – Many new and some returning gardeners don't know a lot about gardening. Gardeners who lack gardening skills and have poor gardening experiences may be more likely to give up.

1940. The Victory Garden campaign during World War II encouraged people to grow food for personal consumption, recreation and to improve morale. After the war, only a few gardening programs remained, and it was these remaining programs that gave rise to the rebirth of community gardening in the 1970s.

1970. The rebirth of community gardening in the 1970s was a response to urban abandonment, rising inflation, environmental concerns and a desire to build neighborly connections. City-wide organizations assisted people with acquiring land, constructing gardens and developing educational programming. Local residents, facing a myriad of urban problems, used gardens to rebuild neighborhoods and expand green spaces. Although common themes of food production, income generation, recreation, education and beautification still provided a strong rationale for gardening, a new focus was placed on rebuilding social networks and the infrastructure of blighted urban communities.

Leadership skills – Many gardeners may not have the skills to take a leadership role at their respective garden.

Services and supplies – Plowing, tilling and the delivery of compost and mulch can be challenging services for gardeners to arrange for themselves.

Water – Most gardens need some way to irrigate fruits and vegetables during the summer. Finding a source of water can be challenging. Also, because most community gardens are located on borrowed land, installing a water hydrant may not be feasible or cost effective.

Site permanency – Most community gardens are located on borrowed land. This limits the amount of infrastructure that can be added to a particular site. It may also create an atmosphere of instability among gardeners since the garden could be lost at any moment.

experience: GIVING BACK

Temple Israel, Rogersville, Mo.

Since 2006, Joel Waxman and a group of dedicated volunteers have grown vegetables at a community garden at Temple Israel to donate to the Ozarks Food Harvest. The group, comprised of Master Gardeners, members of various congregations and other community members, has pooled its time, expertise and, above all, commitment to increasing access to fresh vegetables. The group has donated thousands of pounds of garden-grown food to those struggling to make ends meet.

The 4,000-square-foot garden holds an impressive array of vegetables. "Over the last three years, we've learned what works best," Joel said. Eggplant, potatoes, winter squash, okra, yardlong beans and sweet potatoes grow well in the southwest Missouri climate and soils. For mulch, the gardeners use shredded paper, leaves and hay. For watering, the group uses soaker hoses.

Joel is always interested in spreading the word about the Temple Israel garden. Recently, two other congregations in the area expressed interest in starting their own gardens. Joel and his group intend to do whatever they can to help them get started.

The benefits of community gardening

TODAY. Although most community garden programs before the 1970s were generally considered temporary solutions to food shortages, economic depression and civic crises, most advocates today claim that community gardens have permanent, long-term functions that provide a number of benefits to individuals, families and communities. Those benefits include, but are not limited to, the following:

- **Food production and access**. Community gardens enable people without suitable land of their own to grow high-quality fruits and vegetables for themselves, their families and their communities, possibly in places that lack grocery stores or other fresh food outlets.
- **Nutrition**. Some research indicates that community gardeners eat more fruits and vegetables (Bremer et al., 2003).
- **Exercise**. Gardening requires physical activity and helps improve overall physical health.
- **Mental health**. Interacting with plants and having access to nature help reduce stress and increase gardeners' sense of wellness and belonging. (Malakoff, 1995)
- **Community**. Community gardens foster a sense of community identity, ownership and stewardship. They provide a place for people of diverse backgrounds to interact and share cultural traditions.
- **Environment**. Gardens help reduce the heat-island effect in cities, increase biodiversity, reduce rain runoff, recycle local organic materials and reduce fossil fuel use from food transport.
- **Education**. All ages can acquire and share knowledge related to gardening, cooking, nutrition and health. Some gardens have programs that provide training in horticulture, business management, leadership development and market gardening.

- **Youth**. Gardens provide a safe place for youth to explore gardening, nature and community through formal programming or informal participation.
- **Income**. Produce may be sold or used to offset food purchases from the grocery store.
- **Crime prevention**. Gardens can help reduce crime.
- **Property values**. Some research indicates community gardens may increase surrounding property values (Whitmire).

Adapted from *Multiple Benefits of Community Gardening*, by Gardening Matters in Minneapolis. Online at *gardeningmatters.org/Resources/community.htm*

Starting a community garden

Before getting into the nuts and bolts of starting a community garden, it's helpful to lay a foundation for the work at hand.

From the outset, it is essential to understand that community gardening is about more than growing food, flowers and herbs. It's also about interpersonal relationships, group dynamics, planning and organizing, group decision-making and the associated rewards and challenges that come with working with people. In short, community gardening is as much about "community" as it is "gardening."

If community is so important to community gardening, then how do we orient ourselves to the task of starting or enhancing a community garden?

The authors of the *Growing Communities Curriculum* (Abi-Nader et al., 2001) offer a set of suggestions developed by community gardening experts from across the country. These suggestions, written in the form of "core beliefs," can be used to guide the development of your community garden and provide a strong foundation for growth.

Taken as a whole, these core beliefs emphasize the importance of being inclusive, making room for diverse ideas and utilizing local assets when starting a community garden. They also demonstrate the importance of using a bottom-up or grassroots approach when developing a garden. As the authors have learned over the years, most successful community gardens are initiated, established and managed by the gardeners themselves. When gardeners have the opportunity to take ownership in a project, they are more likely to invest their time and effort in making the garden a success.

Additionally, keeping these suggestions in mind may help you overcome some of the challenges that arise when moving forward with a community garden project. For example, the people involved in your project will likely come from different backgrounds and have different ways of relating to each other and the project. They will bring their unique personalities, perceptions, knowledge, skills and experience to a group situation. They will have different ideas about how to accomplish a project. Some group members may learn faster than others. Some will be more pessimistic. Others will be more optimistic. Regardless of these differences, the group should be committed to remaining open and patient with all group members and creating the time and space to facilitate dialogue about the best way to accomplish the tasks at hand.

Five core beliefs of working in groups

- **Core Belief No. 1:** "There are many ways to start and manage a community garden." Although this may be a given, it helps to remember that community gardens can serve many purposes and take many forms.
- **Core Belief No. 2:** "In order for a garden to be sustainable as a true community resource, it must grow from local conditions and reflect the strengths, needs and desires of the local community." Assistance from people or organizations outside of the community can be helpful. However, those who will be using the garden should make most of the decisions about how the garden is developed and managed.
- **Core Belief No. 3:** "Diverse participation and leadership, at all phases of garden operation, enrich and strengthen a community garden." Gardens can be stronger when they are developed and led by people from different backgrounds.
- **Core Belief No. 4:** "Each community member has something to contribute." Useful skills and good suggestions are often overlooked because of how people communicate. People should be given a chance to make their own unique contributions to the garden.
- **Core Belief No. 5:** "Gardens are communities in themselves, as well as part of a larger community." This is a reminder to involve and be aware of the larger community when making decisions.

From idea to action

The *Growing Communities Curriculum* notes that community gardens generally start in one of the following two ways. **Scenario one:** One person or a small group of people has the idea to start a community garden. **Scenario two:** An outside group or local agency has the idea and land available to start a community garden.

Whether you are involved in a volunteer group or part of a local agency, the basic steps for moving from an idea to planting the first seed are the same. The following 10 steps can serve as your guide. *(If your group is interested in involving local agencies, or if you are part of a local agency interested in starting a garden, see page 16 for more information.)*

Ten steps to success

Talk with friends, neighbors and local organizations about your idea.

As you talk to people, collect names and numbers of those who are interested. If people voice opposition or concern, take note and be sure to address these concerns in future meetings. As a general rule, aim to find at least 10 interested individuals or families who want to be a part of the garden before moving to the next step.

Hold a meeting with anyone interested in the garden.

The purpose of this meeting is to determine the feasibility of starting a garden, to brainstorm ideas and to address some basic questions. This meeting can be informal or formal, but at the very least, one person should be responsible for taking notes and

Questions to address at an initial meeting:

- What type of community garden does the group want to create? Will space be divided and gardened by individuals and families, will it be gardened collectively by the group, or a combination of both? Will it take some other form?
- What is the purpose of the garden?
- Who will the garden serve?
- Is land available for a garden?
- What are some of the resources needed for a garden? Can gardeners provide their own resources or will the group need to locate and provide some of them?
- How much gardening experience does the group have?
- Are there individuals or organizations willing to provide materials and expertise?
- Will there be a fee charged to gardeners to cover expenses? Will there be a sliding scale?
- How much time (hours per week) can group members commit to the project?
- How will other people and organizations know about the group and the garden?
- Who is willing to serve on a garden leadership team?
- What is the best way for the group to stay in touch?
- Should the group proceed with finding and evaluating land for a garden? If the answer is yes, then ask for volunteers to work on Step 3 and Step 4.
- When should the next meeting take place?

Purpose, values, vision and action planning

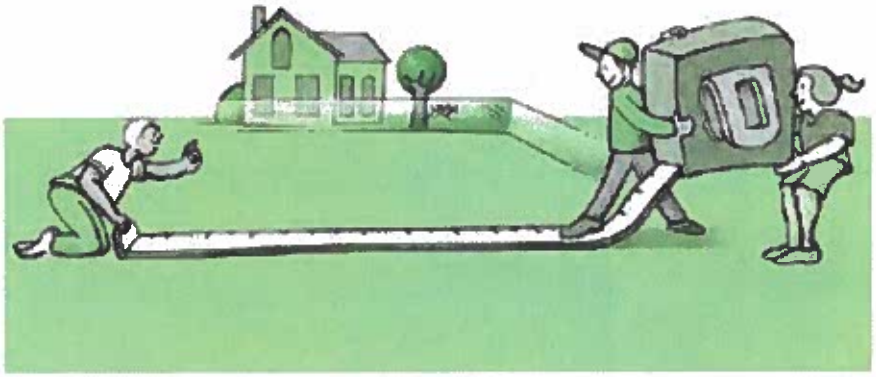
Your first meeting may be an appropriate time to define your group's purpose, values and vision. This can help your group develop a common understanding of why you are embarking on a community garden project (purpose), the beliefs and principles you share that underlie your purpose (values) and the long-term goal or outcome you hope to achieve (vision).

At subsequent meetings, you may wish to draft an action plan to identify steps to take throughout the rest of your garden startup process. This can help your group get organized, stay focused and add a measure of accountability to your process.

The identified action steps can also be the basis for forming garden teams to handle various garden-related tasks.

*For more information, see *Vision to Action: Take Charge Too*, from the North Central Regional Center for Rural Development. Online at *www.ncrcrd.iastate.edu/pubs/contents/182.htm*. To order a printed copy for $25, contact NCRCRD, Iowa State University, 107 Curtiss Hall, Ames, IA 50011-1050, or call 515-294-9768.

sending them to the group after the meeting. Publicize the meeting to individuals, groups and relevant organizations using phone calls, personal visits, e-mails or fliers posted around your community. Some general questions you may want to address at an initial meeting are included in the box to the left.



Step 3 Find and evaluate potential garden sites.

Get on your bike. Go out on foot. Tour the neighborhood with friends and family and talk to your neighbors. Be sure to consider churches, nonprofit agencies and businesses as potential partners. These groups may own land and have an interest in being a part of your garden. Use the questions in the box to the right to evaluate potential sites.

Soil testing

Soil tests can usually be obtained through your local extension office. To search for an office in your area, go to the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service Web site at *www.csrees.usda.gov/Extension/*. In **Missouri, the University of Missouri Soil and Plant Testing Laboratory, online** at *soilplantlab.missouri.edu/soil*, offers nutrient and heavy metal soil tests for gardens and lawns through the Columbia campus and local Extension offices (*extension.missouri.edu*).

Questions to evaluate potential garden sites:

- If you want to grow fruits and vegetables, does the site get at least six hours of direct sunlight per day during the spring, summer and fall?
- Does the site have access to water?
- How big is the site? Does it have enough room to accommodate the number of interested gardeners you've identified and additional gardeners who may want a garden plot?
- Is the site relatively flat?
- How close is the garden to the people who plan to use it? Ideally, gardeners should be able to walk or drive a short distance to the garden.
- Is the site visible? A visible site will be safer and attract more neighborhood support.
- Is the site fenced?
- Can a truck gain access to the lot?
- How was the site used in the past? Do you suspect that the soil may be contaminated? Some urban soils may be poor and contain large amounts of rubble. These sites may require raised beds and fresh soil.
- Can you sample the soil to check its quality and obtain a soil test for nutrients and heavy metals (see sidebar, left) prior to entering into any agreement with a landowner?
- What is the present use of the land? What is the lot's history? Does it currently attract loitering, dumping or drug dealing? Do neighborhood youth use the land for recreation? Consider these present uses and the feasibility of altering the function of the site.
- Can you determine who owns the lot? Often, if you know the address of the potential site you can go to your county tax assessor's office or Web site to find the property owner.

Step 4 Identify local resources needed for starting a garden.

Gardens can require a fair amount of tools, equipment, supplies, infrastructure, knowledge and other forms of support. Gardeners themselves can provide some resources. For other resources, it makes sense for the group to seek out and acquire materials in bulk or solicit donations and support from other groups. The box to the right contains a few questions that can help guide you.

Questions to identify local resources needed:

- Does the group have access to tools and other gardening equipment?
- Will the garden need to be plowed or tilled or can the soil be turned by hand? Is no-till gardening and option?
- Is compost and mulch available?
- Will the group provide seeds and transplants?
- Will the group need a shed for storing tools?
- Will the site need to be fenced?
- Will the site need to be cleaned? How will trash, branches, etc., be removed?
- Will trees need to be trimmed?
- Will the site need to be mowed on a regular basis?
- Will the garden and group need to carry liability insurance?
- Are there existing community gardens in your area that you can learn from?
- Are Master Gardeners or others available to share their gardening expertise?
- Are community organizers available to help facilitate the group's process?
- Are local government departments, nonprofit agencies or businesses willing to sponsor the garden, make donations or lend other types of support?

Step 5 Hold a second meeting.

The purpose of this meeting is to discuss the notes from the previous meeting and hear reports from the people who volunteered to find and evaluate possible locations for a garden (Step 3) and identify local resources for starting a garden (Step 4). If you completed the Purpose, Values, Vision exercise (page 10), you may wish to revisit this document to see if people are still in agreement and to gain input from new group members.

If your group feels like the primary issues have been adequately addressed and enough people are committed to the project, you may be ready to evaluate and select one or more sites to pursue for your garden.

You may also be ready to elect your garden's leadership team. At the very least, you will need to have one or more garden co-leaders and two to three additional people to handle important tasks such as drafting and negotiating the lease agreement (Step 6), leading the planning and preparation of the site (Step 7 and Step 9), and drafting gardener guidelines and the gardener application (Step 8).

Step 6 Draft a lease agreement.

It is in everyone's best interest to have a written agreement that outlines your group's and the landlord's obligations and responsibilities and includes a "hold harmless" clause that states that the landlord is not responsible if a gardener is injured on the property. Try to negotiate a lease that enables your group to use the land for at least three years. See the Sample Lease Agreement on page 23 for an example.

✓ Next: Sample Lease Agreement Page 23, appendix

Asset-based community development

Rather than focus first on a community's needs and deficiencies, the asset-based community development approach takes stock of a community's capacity for change by identifying the "assets, skills and capacities of residents, citizens associations and local institutions" within a given community (Kretzmann and McKnight, 1993). For more information on this approach, check out *Building Communities From the Inside Out* by John P. Kretzman and John L. McKnight from your local library. Also, visit the Asset-Based Community Development Institute's Web site at *sesp.northwestern.edu/abcd*.

Step 7

Develop a site plan.

The plan for your garden can be as simple or elaborate as you choose. Consider including the following elements in your plan:

- The boundary of the lot
- The location and size of garden beds
- Any trees, shrubs or existing vegetation that will be kept
- Driveways, pathways and open spaces
- Compost bins
- A shed
- The location of the water source
- Common or shared garden areas such as perennial or herb beds, a row planted for donation purposes, a picnic table with chairs, or grassy areas
- Garden sign
- Garden name

Raised-bed gardening

There are a number of advantages to building and using raised beds. According to Christopher J. Starbuck, associate professor with the University of Missouri Division of Plant Sciences, raised garden beds allow for better drainage, are easier to maintain, and can be used on sites with poor soil. Raised-bed gardening may also lead to higher yields and allow for an extended growing season. On the other hand, raised-bed gardens are typically more expensive to build than in-ground gardens because of the cost of materials, compost and soil. Also, where summers are hot, the soil in raised beds may have a tendency to dry out faster. For more information, see *Raised-Bed Gardening*, **MU Extension Publication G6985**, *extension.missouri.edu/explore/agguides/hort/g06985.htm*.

experience: SCHOOL GARDENING

Seed to Table Program, Maplewood Richmond Heights School District, St. Louis area, Mo.

What started as a small program to involve preschool students in growing food and appreciating nature has blossomed into a district-wide effort to integrate gardening, cooking, nature and local food into the entire pre-kindergarten through eighth-grade curricula. Seed to Table Program Director Debi Gibson explains, "Our mission is to promote education, health and wellness by connecting children to the natural world." The program has benefited from the enthusiasm of students, parents, teachers and the commitment of many others. "Our district superintendent truly understands what gardens can do," Gibson says. In addition, the program has been supported by the district's Wellness Policy Committee; the buildings and grounds staff, who received training in horticulture; the St. Louis University Nutrition and Dietetics Program; and the Missouri Foundation for Health.

In many ways, the Seed to Table program is the envy of other schools. The program involves all of the students in the district. It supports one full-time and two part-time staff members. It also has begun to incorporate local food into school meals. With all of this, Gibson is hopeful about the future of the program and the impact it can have. "Our intention is to create a model for other schools and districts to follow," she says. To learn more, visit the Seed to Table program Web site at *mrhsd.org/gardens*.

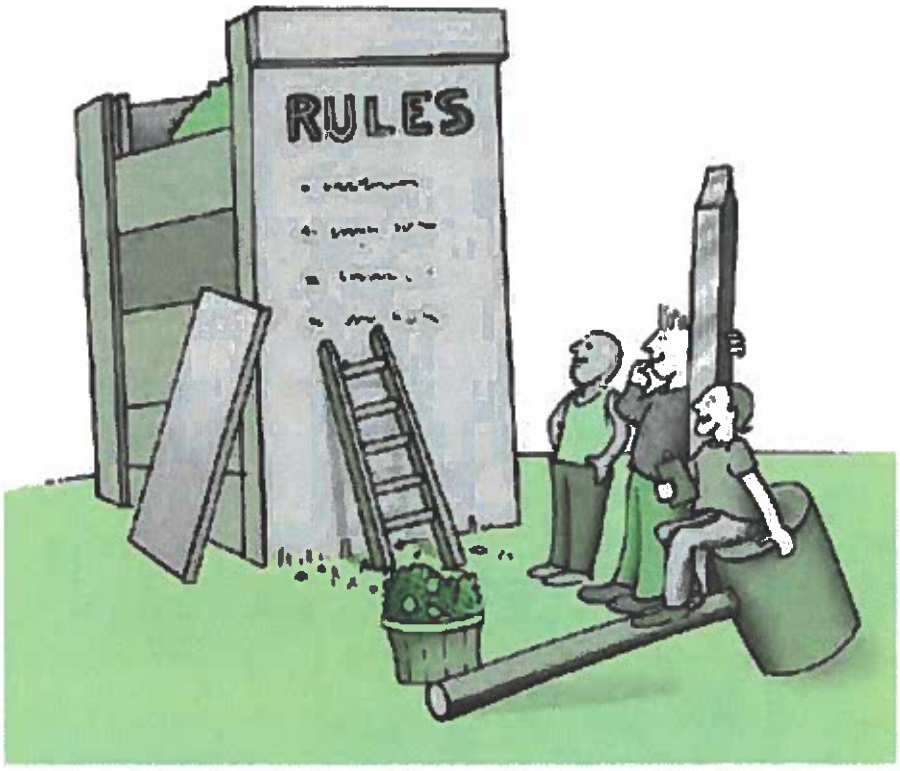
Step 8 Establish gardener guidelines and draft the gardener application.

Just as there are many types of community gardens, there are many types of gardener guidelines and gardener applications. Having clear guidelines for gardeners to follow and an application to collect their contact information will aid in your efforts to keep order among and stay in touch with gardeners.

For starters, let's look at some common issues that most gardener guidelines address in the box below.

For an example of gardener guidelines, see page 22. For an exhaustive compilation of garden rules, click on "Community Garden Rules" at the Gardening Matters Web site at *gardeningmatters.org/Resources/coordinating.htm*.

✓ Read: Gardener Guidelines
Page 22, appendix



Common issues gardener guidelines address

- **Application or membership fee.** Is there a fee to garden? How much is the fee? Is there a sliding scale? When is the fee due?
- **Plot maintenance.** Is there an expectation that plots will be maintained to a certain standard? What happens if a plot is not maintained? Who decides?
- **Garden maintenance.** Are gardeners expected to volunteer for certain chores?
- **Planting restrictions.** Are there restrictions on which types of plants can be grown?
- **End of the season.** Do plots need to be cleaned by a certain date at the end of the season?
- **Composting.** Which materials may and may not be composted?
- **Materials and tools.** Are shared materials and tools available for gardeners to use? How should these items be handled and stored?
- **Pesticides.** Which pesticides are allowed?
- **Other people's plots.** How should gardeners treat and respect others' gardens?
- **Water.** Can the water be left on unattended?
- **Pets and children.**
- **Alcohol and drugs.**
- **Unwanted activities.** How should theft, vandalism and other unwanted activities be handled and reported?
- **Violation of garden rules.** What happens if a rule is violated?

As for gardener applications, most gardens collect the following information:

- Name, address, phone number and e-mail address
- Number and location of plot(s) assigned
- Total plot fee paid
- Sign up for a garden job/chore
- Request for help if the person is a new gardener
- Offer to help if the person is an experienced gardener
- Photo permission
- Phone and e-mail list permission
- Agreement to follow all of the garden rules
- Hold-harmless clause
- Signature and date

For an example of a gardener application, see page 21.

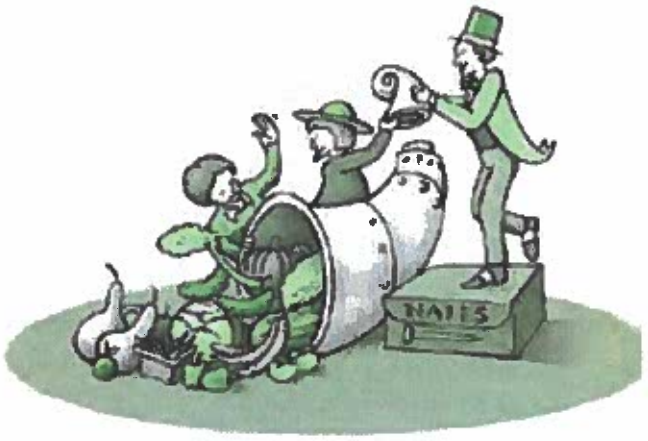
✓ Print: Gardeners' Application
Page 21, appendix

During the planning stage, it may be wise to treat these initial documents as drafts that will be revised by the gardening group after the first season. In addition, after your first season, it is strongly recommend that you create a relatively comprehensive set of written documents that explain how your garden operates and how gardeners can be involved. To aid your efforts in this process, a link to a downloadable **Gardeners' Welcome Packet** is included in this toolkit. For more, see the box below.

Step 9

Prepare and develop the site.

Once you've held the meetings, gained commitments from a number of people, selected a location, identified and assembled the resources, drafted and signed the lease, established the garden rules and made the plans, it's time do the physical work of preparing and developing your community garden.



There are many ways to go about this, and much will depend on the condition of your site. Generally, groups will schedule regular workdays to take care of the initial tilling, trimming and building projects. It is helpful if one or more people can lead various projects and coordinate equipment, supplies and volunteers.

Step 10

Celebrate your success.

Don't forget to take a step back and recognize your accomplishments. Hold a garden party and invite neighbors, local businesses and organizations. Show off the work you've done, and talk to people about your plans for the future. This is a great way to gain community support for your garden.

Gardeners' Welcome Packet

The Gardeners' Welcome Packet is a set of documents that can be edited and revised by gardeners and garden leaders. The packet is intended to be a tool for organizing your garden, introducing new gardeners to the policies, procedures and people that keep the garden running smoothly, and keeping returning gardeners updated and involved. It is also intended to help gardeners find a clear and easy way to play an active role in the garden's management and upkeep. Although these written materials will not take the place of face-to-face communication with gardeners, they can provide a framework for improving communication and increasing involvement at your garden.

The Gardeners' Welcome Packet includes the following contents:

- Welcome to community gardening
- Community garden success and security
- Community garden job descriptions
- Roster and map
- Contact list and calendar
- Frequently asked questions
- Gardener guidelines
- Gardener application
- Planting, harvesting, composting, pests, disease and more

✓ Print: Gardeners' Welcome Packet
download pdf or MS Word file

Online at: extension.missouri.edu/explore/miscpubs/mp0906.htm

Additional information for local agencies

interested in starting a community garden, or groups interested in involving an outside organization

As noted previously, community gardens are generally started by individuals or small groups of neighbors or an outside group or local agency. In the latter case, the process of starting a garden is very similar to the process outlined previously, with a few added twists.

First, an outside group or agency needs to be clear about its reasons for wanting to start a community garden. Just as a small group of neighbors should be clear about its purpose and vision for a gardening project, an outside group or local agency should take the time to define its own purpose and vision for the project.

Second, an outside group or agency needs to be clear about its role in the garden's establishment and management. What exactly does the group or agency expect to contribute to the project? Money, staff time, equipment, land, training, other resources? For how long?

Finally, it is very important that the outside group or local agency involve clients and potential gardeners from the beginning. All too often, outside groups or agencies develop well intentioned plans without engaging the people who will be affected by them.

Role of an outside facilitator or community organization

In some cases, a volunteer gardening group will enlist the help of a facilitator or community organization who is not a part of the immediate group. Trained facilitators and organizers, such as university extension staff or other agency professionals, can assist groups as they work through the process of starting a community garden.

However, the garden group and the outside facilitator should be clear about their respective roles. The facilitator's job is to help move the group along and assist with the group process. It is not the facilitator's job to do the actual work of starting and managing the garden. According to Jack Hale, executive director of Knox Parks Educations in Hartford, Conn., facilitators and organizations should use the following guidelines (*Growing Communities Curriculum*, p. 58) when engaging with garden groups:

- Facilitators or organizations should only work with groups that have at least 10 committed gardeners. Expect half of these people to drop out before the project is completed.
- The gardening group should accomplish at least one task — locating potential garden sites, finding out who owns a particular site, checking for water, etc. — before the first meeting.
- At the first meeting, everyone should be assigned a job to complete before the second meeting.

In Missouri, to locate MU Extension resources in your region, visit online: *extension.missouri.edu*.

experience: INTERGENERATIONAL GARDENING

SCHUYLER COUNTY, MO.

The community garden in Queen City, Mo., located at the Schuyler County Nursing Home, touches the lives of many county residents. Local seniors and youth, along with committed volunteers and staff from the local MU Extension office, are all involved in planting and tending the garden.

Nancy McCullum, avid gardener and garden coordinator, explains that food from the garden is donated to the nursing home, seniors in the town and the local food pantry. In addition, Darla Campbell, MU Extension agribusiness specialist, uses half of the garden to teach the Garden 'n Grow program (*extension.missouri.edu/explore/miscpubs/mp0737.htm*) to a group of 8- to 13-year-olds.

The success of the garden is spreading throughout the county. There is interest in starting community gardens in the nearby towns of Lancaster and Glenwood. In Lancaster, a private lot has been identified next to some senior housing. Local nurseries have also committed to donating plants for all of the community gardens.

Additional things to consider while getting started

Growing a garden

Your local extension office can provide an array of resources concerning horticulture, composting, food safety and preservation. To search for an office in your area, go to the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service Web site at *www.csrees.usda.gov/Extension/*.

Creating a garden roster and map

As interest in your community garden begins to grow, it is essential to keep good records of interested gardeners, existing gardeners and plot assignments. Garden leaders will need to collect the names, addresses, phone numbers and e-mail addresses of individuals. They will also need to create a map of the garden, keep track of plot assignments and develop a system for contacting gardeners. All of this can be done with paper and pencil or you can use spreadsheets to create electronic documents.

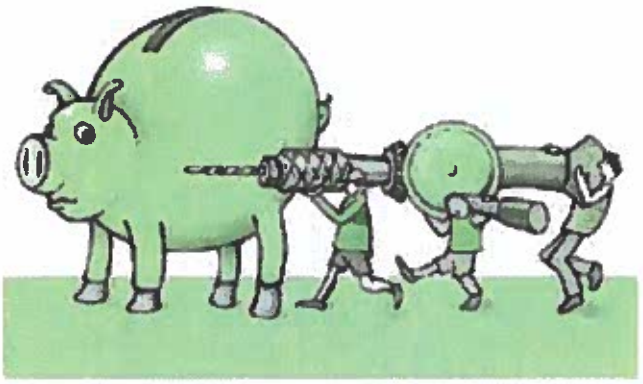
Enhancing opportunities for success

New and returning gardeners may need support and encouragement to keep up with their garden plot for the entire season. Garden leaders can encourage gardeners to take the following steps to enhance their chances of success:

- Visit the garden two to three times a week during the growing season to keep from being overwhelmed by weeds, pests and disease.
- Attend scheduled meetings and workdays and volunteer for a committee to meet other gardeners and contribute to the garden.
- Make friends with other gardeners to share challenges, successes and gardening tips.
- Study, attend classes or participate in an extension Master Gardener program to learn more about gardening.

Security and personal safety

Theft and vandalism can be common occurrences at community gardens, regardless of the height or strength of your fence. The following tips are intended to help minimize theft and vandalism and keep gardeners safe while working at the garden.



- **Know your neighbors.** Learn the names and a little about your non-gardening neighbors. Share some extra produce. Take the time to visit with them about how the garden works if they're not familiar with it. You may be surprised to find that people just assume that they can take food from the garden. "Hey, it's for the community, right?"
- **Harvest produce on a regular basis.** Some thieves use the excuse that "a lot of food is going to waste" to justify taking food from a garden. During harvest season, let other gardeners know if you plan to be out of town for more than a few days. Gardeners can harvest for you and donate the food to a local pantry.
- **Consider growing unpopular, unusual or hard-to-harvest varieties.** Thieves generally go for easy-to-snatch things like tomatoes, peppers and corn.
- **Grow more than you need.**
- **Put a border or fence around your garden or individual plots.** Even a simple barrier can be a deterrent.
- **Use common sense.** Although your garden may be well lit by street lights, only garden during daylight hours. Garden in pairs or keep a cell phone nearby if it makes you feel more comfortable.

- **Report theft, vandalism and unusual activities to garden leaders and the police.** The more people you have looking out for the garden and talking about what's going on, the more success you'll have at being safe and curbing unwanted activities.

Additional tips can be found by clicking on the "Theft and vandalism" tab at the American Community Gardening Web site at *communitygarden.org/learn/resources/articles.php*.

Leadership

Leadership at a community garden is a vital part of any garden's ultimate success. While garden leaders may typically wear many different hats, their primary role is to help other gardeners find meaningful ways to be involved in the garden. All too often, garden leaders take on the responsibility of coordinating meetings and workdays, making plot assignments and drafting and enforcing rules when they could be enlisting the help of other garden members to do those and other jobs. Regardless, learning to be a leader takes time. It also requires the willingness and ability to lead by example. According to *The Citizen's Handbook at www.vcn.bc.ca/citizens-handbook/welcome.htm*, by Charles Dobson of the Vancouver Citizen's Committee, effective leaders are able to:

- Lead by example
- Delegate work
- Appreciate the contributions of others, regardless how large or small the contribution
- Welcome and encourage criticism
- Help people believe in themselves
- Articulate and keep sight of the higher purpose
- Avoid doing all of the work.

More specifically, effective community garden leaders are able to maintain frequent and regular contact and communication with gardeners and enlist the help of other gardeners with the following tasks:

- Forming a team or scheduling regular workdays to complete garden projects and maintain common areas
- Hosting community gatherings to involve neighbors and gardeners
- Planning winter or off-season activities or meetings
- Drafting and enforcing garden rules
- Seeking out funding sources
- Developing a garden budget
- Making sure that both gardeners and interested neighbors know how to become involved

(Adapted from *Great Garden Leader Practices*, Hannah Reinhart and Lauren Maul, Gateway Greening, St. Louis)

Making the garden accessible to all

Community gardens tend to attract a wide variety of people, including those with physical or other challenges. Because of this, it is helpful to think of ways to make your garden accessible to all gardeners. Building accessible raised beds for those who use wheelchairs or have trouble bending over is one way to make the garden more accessible. For more information, see *Raised-Bed Gardening*, MU Extension Publication G6985, at *extension.missouri.edu/explore/agguides/hort/g06985.htm*. Another great publication is *Accessible Raised Beds*, by the Community Action Coalition of South Central Wisconsin at *cacscw.org/gardens/handbook/*.

Donating food

Food banks, pantries and kitchens generally welcome donations of fresh produce from community gardeners. However, it is important to check with them before making a delivery to determine their hours of operation and their capacity to handle fresh fruits and vegetables. For a listing of organizations and agencies in your area that accept food donations, search the Internet or check your local phone book. To become involved in a national effort to increase fresh produce donations to food banks, pantries and kitchens coordinated by the Garden Writer's Association, check out the Plant a Row for the Hungry program at *gardenwriters.org/gwa.php?p=par/index.html*.

Funding

Often, little money is needed to start a community garden. However, it is helpful to think about potential expenses and create a simple budget (see page 20 for a sample) to have an idea of the amount of money or materials needed for your project. Often, gardeners can sustain the garden themselves. They can either provide their own equipment and supplies or they can pool their money to purchase items as a group. In other cases, gardeners

✓ 8 m2 : Sample Garden Budget
Page 20, appendix

may seek donations of money or materials from community members, local organizations or businesses. Partnering organizations can sometimes cover the cost of water, insurance and other supplies. A number of grant opportunities also exist. For an excellent guide that covers the topic of fundraising for community gardens, click on "Fundraising" at the American Community Gardening Association's Web site at *communitygarden.org/learn/resources/funding-opportunities.php*. For information about funding, search the Web for "community garden grants."

Liability insurance for community gardens

In recent years, community gardens have come under increasing pressure to carry liability insurance. Although liability insurance can be quite expensive for individual gardens, larger organizations can often obtain policies for community gardens at a reasonable price or add them to an existing policy. For a more detailed discussion of this issue by Jack Hale, executive director of the Knox Parks Foundation, click on the "Insurance for Community Gardens" tab at *communitygarden.org/learn/resources/articles.php*.

Starting a community gardening organization

Once your garden is up and running, you may be interested in exploring the possibility of starting an organization to support community gardening in your area if one doesn't already exist. For more information, click on the "Starting a New Gardening Organization" tab at the American Community Gardening Association's Web site at *communitygarden.org/learn/starting-a-community-garden.php#new*.

Policy and advocacy

There are many resources concerning policy and advocacy on the "Advocacy" page of the American Community Gardening Association's Web site at *communitygarden.org/take-action/advocacy.php*.

In addition, check out American Community Gardening Association's Community Greening Review, Volume 10, 2000, titled *Making policy: Steps beyond the physical garden*, at *communitygarden.org/learn/resources/index.php*. The publication includes information about how to craft and use policies to support community gardens. It also includes information about how to

lobby government officials.

Also, an article from Legislation and Public Policy, Volume 3:351, titled *Community development through gardening: State and local policies transforming urban open space*, by Jane E. Schukoske, can be found at *communitygarden.org/take-action/advocacy.php*. This scholarly article contains research about the value of community gardens, legal issues faced by gardens and an evaluation and summary of state and local ordinances concerning community gardens.

Evaluation

At some point, you may wish to evaluate your progress, either for your own benefit or to apply for a grant. A sample community garden evaluation form for adults and youth can be found under the "Sample Evaluation Tools" heading on the American Community Gardening Association's web site at *communitygarden.org/learn/tools.php#evaluation*.

Networking

To connect with other community gardeners in the United States and Canada, consider joining both the American Community Gardening Association (*communitygarden.org*) and its e-mail discussion list (*communitygarden.org/connect/sign-up-for-listserv.php*).

Sample Community Garden Budget

Line Items	1st Year	2nd Year	3rd Year
Revenue/Income			
Plot Fees			
Grants			
Fundraiser			
Donations			
Balance from previous year			
Total Income			
Expenses/Costs			
Water hydrant			
Water bill			
Hoses			
Shed			
Tools			
Compost			
Mulch			
Lease			
Liability insurance			
Tilling			
Raised beds			
Seeds			
Transplants			
Printing			
Garden sign			
Fencing			
Bulletin board			
Total Expenses			
NET INCOME (Income - Expenses)			

Adapted from Gardening Matters, CG Startup Guide, September 2007
gardeningmatters.org/Resources/coordinating.htm

Gardener Application

Adapted from the Community Action Coalition of South Central Wisconsin Community Garden Organizer's Handbook online at cacscw.org/gardens/handbook/index.htm

1. Gardener: _____
2. Gardening partner: _____
3. Gardener address: _____
4. Gardener phone: _____ Partner phone: _____
5. Gardener e-mail: _____ Partner e-mail: _____
6. Did you have a plot at this garden last year? Yes ____ No____
7. Number of plots this year_____ Fee per plot $_____ Total plot fee paid $_____
8. Please sign up for at least one of the garden jobs/crews listed below.

- ☐ Garden leader
- ☐ Registrar
- ☐ Grounds crew
- ☐ Maintenance crew
- ☐ Supply crew
- ☐ Composting crew
- ☐ Events crew
- ☐ Treasurer
- ☐ Communications crew
- ☐ Outreach and community relations
- ☐ Horticulture advisors
- ☐ Monitors
- ☐ Security
- ☐ Translation
- ☐ Organizing committee

9. If you are a new gardener, would like an experienced gardener to help you? Yes ___ No ___
10. If you are an experienced gardener, would you like to help a new gardener? Yes ___ No ___
11. Photo permission: From time to time, gardeners, garden leaders and the media will take photos of the garden. Please check here (☐) if you do not give your permission for your photo to be published. If you do not give your permission, please let photographers know when you encounter them at the garden.
12. Phone and e-mail: All gardeners are required to share their phone number and e-mail address with garden leaders. In addition, a gardener phone and e-mail list is shared with all gardeners. Please check here (☐) if you do not give your permission to share your phone number and e-mail with all gardeners.

By signing below, I agree that I have read and understand the Gardener Guidelines and plan to abide by all of the garden rules. I understand that neither the garden group nor owners of the land are responsible for my actions. I therefore agree to hold harmless the garden group and owners of the land for any liability, damage, loss or claim that occurs in connection with use of the garden by me or my guests.

_____

Signature Date

appendix

Gardener Guidelines

Adapted from the Community Garden Coalition (cgc.missouri.org) Gardener Guidelines.

The following guidelines have been established by the members of this garden. Please read the guidelines and direct any questions or comments to the garden leaders.

1. All gardeners are required to complete an application form. An application fee of $_____ is due by _____.
2. All gardeners are required to sign up for at least one garden job/crew listed on the application. Please contact the garden leaders for more information.
3. Garden meetings and work parties are scheduled throughout the season. Please plan to attend to get to know your fellow gardeners and assist with garden upkeep and special projects.
4. Keep your plot and the adjoining pathways tended. If your plot appears to be untended for a period of time and you haven't contacted the garden monitor, you will be contacted and your plot may be assigned to another gardener. Call your garden monitor if you need help or if you will be out of town for an extended period of time. If you plan to discontinue use of your space, please let the monitor or registrar know as soon as possible so that your plot can be assigned to another gardener.
5. Plant tall plants and vines in places where they will not interfere with your neighbor's plot. Planting illegal plants is prohibited.
6. At the end of the gardening season, all dead plants and non-plant materials (string, wire, wood, metal, plastic, etc.) must be removed and disposed of properly and all gardens left neat and tidy. If your garden is not cleaned-up by _____, you could lose your gardening privileges for the next season or be reassigned to a new, smaller plot.
7. Pick up litter when you see it.
8. Please put weeds and dead plants into the compost bin provided. Do not leave them in the pathway. Any diseased plants or seedy or invasive weeds are to be bagged and put in the trash so as not to contaminate the gardens. Old woody plants are to be placed in the brush pile to be carted to the recycling center.
9. Do not apply anything to or pick anything from another person's plot without their express approval.
10. Please do not leave the water on unattended. When finished gardening for the day, please roll up the hose at the faucet area, return tools to the shed and lock the shed before leaving the garden.
11. Smoking and chewing tobacco is not allowed. Tobacco can transmit a lethal virus to tomatoes and cigarette butts are loaded with toxins.
12. Pets, drugs (including alcohol), radios, boom boxes and fires are not allowed.
13. Please supervise children in the garden.
14. For your safety, only garden during daylight hours. Consider gardening in pairs or keeping a cell phone nearby if it makes you feel more comfortable.
15. Report theft, vandalism and unusual activities to the garden leaders and police.
16. Use common courtesy, be considerate of your gardening neighbors and ENJOY.
17. Violation of gardener guidelines: If any of the guidelines are violated you will be contacted by phone or e-mail and have one week to address the violation. After one week, if the violation has not been remedied, you may lose your gardening privileges.

(Garden Organizers: For an exhaustive compilation of garden rules, click on "Community Garden Rules" at the Gardening Matters Web site at *gardeningmatters.org/Resources/coordinating.htm*.)

Sample Form: Permission for Land Use

The following form is intended as a guide only; be sure that the final agreement you use meets the needs and details of your group and the property owner.

I,_____give permission to
(property owner's name)

_____ to use the property located at
(community garden project)

_____ as a community gardening project, for the
(site's street address)

term of____ years beginning_____ and ending _____.
(start date) (ending date)

This agreement may be renewed with the approval of both the property owner and the community garden organization at the end of the agreement period. All questions about the community garden, its nature, risks or hazards, have been discussed with the garden coordinator to my satisfaction.

The community garden agrees to indemnify and save harmless the property owner from all damages and claims arising out of any act, omission or neglect by the community garden, and from any and all actions or causes of action arising from the community garden's occupation or use of the property.

As the property owner, I agree to notify the community gardening organization of any change in land ownership, development, or use 60 days prior to the change in status.

_____

Property owner's signature Date

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Gardeners' Welcome Packet

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