CREATING COMMUNITY-FORESTRY PARTNERSHIPS

A Participatory Approach

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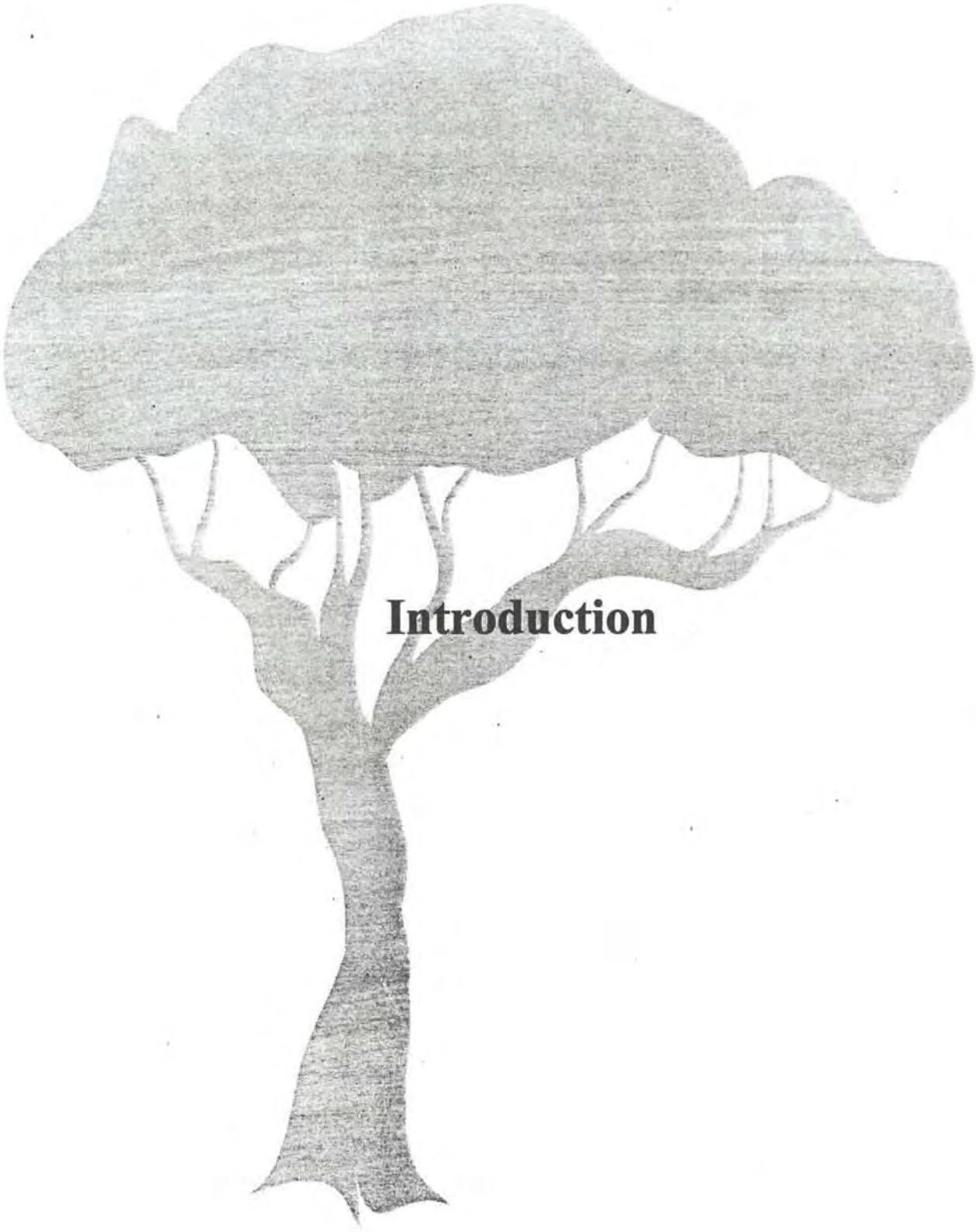


Introduction

INTRODUCTION

> "Urban forestry is the planning for and management of a community's forest resources to enhance the quality of life. ...[urban forestry] integrates the economic, environmental, political and social values of the community to develop a comprehensive management plan for the urban forest."
>
> (United States Department of Agriculture, Forest Service, Urban and Community Forestry Five-Year Plan, 1992)

According to the 1987 National Resources Inventory (NRI) urban forest cover had increased to 50.3 million acres from 46.6 million acres since 1982. Based on that rate of increase, current estimates range from 55-69 million acres. If these estimates are accurate, nearly thirty percent of urban land is currently forested. The urban forest occupies a significant portion of urban land. Any land use representing such a large portion of the urban environment will have a significant impact on the lives of urban residents. Similarly, urban residents have significant impact on urban trees. Despite this direct relationship between the urban human and tree communities, the urban forest has typically remained in the hands of professionals to design, implement and maintain.

The federal role in urban forestry was prescribed in the Urban Forestry Act (UFA) of 1972. The UFA authorized the Secretary of Agriculture to cooperate with state foresters "to provide services to private landowners... with respect to multiple-use management and environmental protection and improvement of forest lands... and establishment of trees and shrubs in urban areas, communities and open spaces." The Cooperative Forestry Assistance Act of 1978 expanded on this mandate by providing $3.5 million for "the planning, establishment, protection and management of trees and associated plants, individually, in small groups or under forest conditions within cities, their suburbs and towns."

Often professionals assume that community residents do not have the skills or knowledge to

participate in urban forestry activities and have little interest in learning them. However, as the impact of trees on the health and vitality of urban communities becomes apparent, it is imperative to incorporate the participation of people who are directly affected in the planning and development of urban forestry programs. As a result, a wider range of benefits can be derived which include meeting some of the economic and social needs of urban communities. Unfortunately, the growing mandate for community involvement is not widely recognized by university and professional training programs which fail to provide urban forestry professionals with appropriate training in developing citizen participation.

Community involvement is part of the ecosystem management of urban forestry. Just as a rural forester must understand the weather patterns, soils, water systems, and plant and animal communities that are part of the rural forest and the human demands on the rural system, it is important for the urban forester to understand the communities, cultures and values of urban forest residents. These elements will be discussed more fully later in this manual. While the forester or arborculturist is an expert in tree management and the impact of urban conditions on particular species, the residents are experts in the values and culture of their community. Many well-intended urban forestry projects have failed because the surrounding community was not involved in the planning and implementation. These plans reflected the preferences and values of professionals rather than those of the communities that were affected by the programs. Because each forester brings to their position their own culture and values, an understanding of the community's needs and values can only come about through the active participation of the local community that will be impacted by an urban forestry project.

Although it is true that most urban residents are unaware of the range of benefits provided by urban trees, it is also true that most professionals are unaware of the range of cultural and personal values surrounding the presence of trees in human communities. Few urban forestry programs make use of the full range of potential benefits that can be derived from the urban forest when managed in cooperation with local communities.

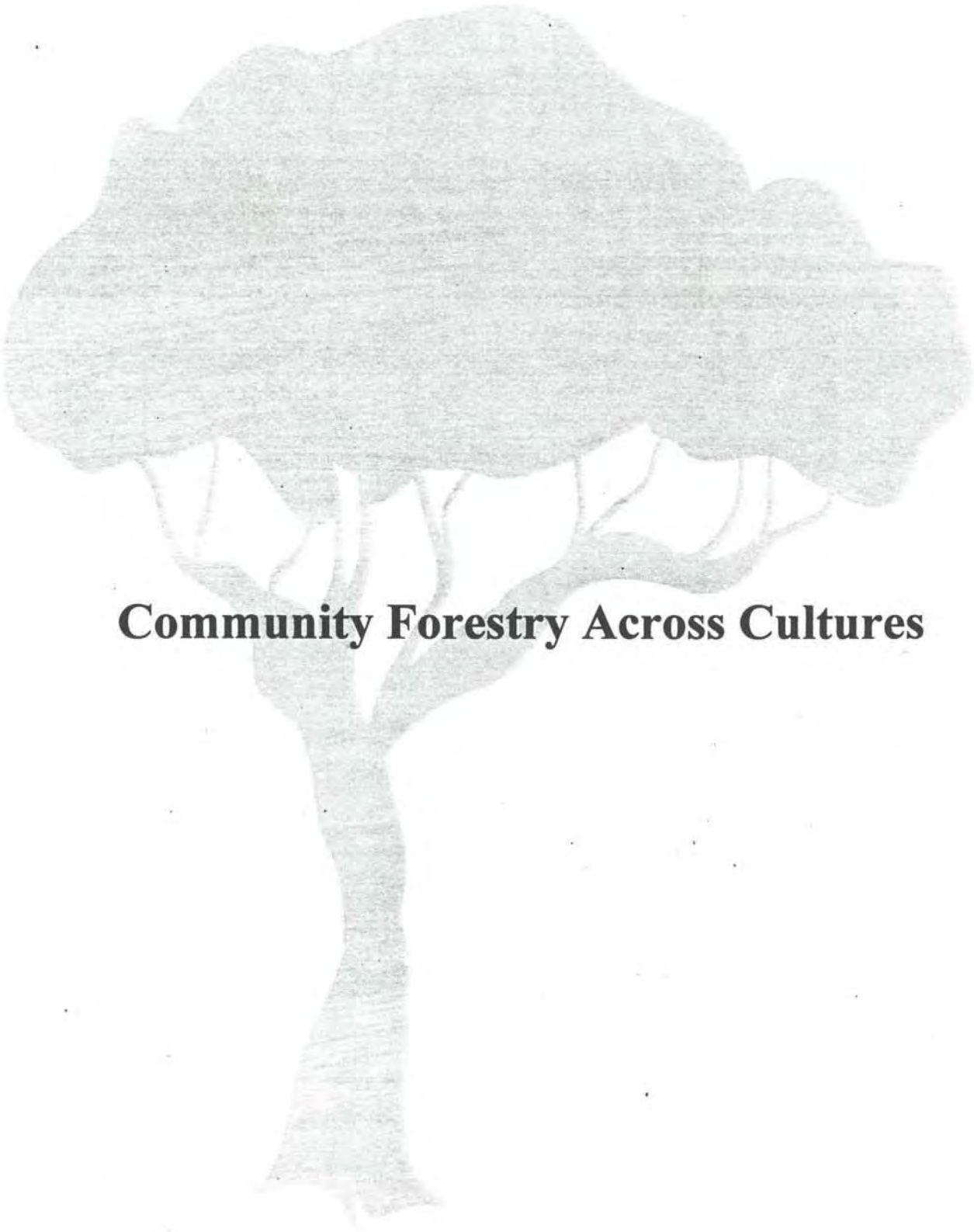
WHAT IS COMMUNITY FORESTRY?

Traditionally, urban forestry professionals have been responsible for the planting, health and maintenance of the urban forest. They have identified areas where they felt trees were needed and have implemented tree planting projects. They have organized community groups to assist them in planting trees. They have been strong advocates for tree care and maintenance especially in difficult financial times when cities and municipalities were cutting back on urban forestry funds. They are responsible for the approximately 60 million street trees in the United States (Kielbaso, 1990).

The role of urban forestry professionals is expanding to include community forestry. Community forestry is an idea borrowed from forestry efforts in developing countries. Community forestry is a response to local needs for access to forest resources and to concerns with long-term sustainability of forestry projects. Community forestry projects may range from agroforestry to community woodlots to community nurseries and orchards but all community forestry projects have four characteristics in common.

HOW THIS MANUAL CAN HELP YOU

Urban and community forestry professionals have significant technical knowledge about trees and the urban forest. They often have less experience working with communities where local people are full participants. The purpose of this manual is to help you more effectively transfer your knowledge to local communities. The first section focuses on the differences in the way groups of people think about trees and forests and suggests ways urban and community forestry professionals can more effectively communicate across cultural groups. The second section provides information on participation and the process for developing community-forestry partnerships based on active community participation. The third section outlines alternative funding sources for community forestry projects and ways that urban and community forestry professionals can assist communities in accessing these funds. The final section suggests tree species suitable for community forestry projects in Zones 4 and 5. This list of tree species is a compilation of suggestions from the Working Tree Center at the Rodale Institute and community forestry projects implemented in Detroit through the Michigan State University Urban Resources Initiative Project (URI/MSU).



Community Forestry Across Cultures

COMMUNITY FORESTRY ACROSS CULTURES

ARE THERE DIFFERENCES?

Forestry is a response to the needs and wants of society. Nowhere is this more evident than in urban areas that, by their nature, are concentrated areas of human habitation. Typically, urban areas are racially, ethnically and culturally diverse. What is socially desirable for one group of people may not be socially desirable for another. Urban and community foresters must understand the diverse values given to trees and forests by various groups of people.

It is well documented that minority groups are not represented in the mainstream environmental movement (Taylor, 1990b). A general misconception exists among natural resource managers that minority groups are simply not interested in environmental issues (Taylor, 1990a; 1990b). Understanding the real situation requires a closer look at minority involvement in natural resource issues.

The philosophies of traditional environmental groups have strong roots in the transcendental ideals of the American conservation movement (Letto, 1992; Taylor, 1990a). Those ideals are firmly rooted in the cultural experience of Americans of northern European descent, but they are not necessarily rooted in the diverse cultural experiences of other groups. Taylor (1990a) reported on a 1989 survey of 248 officers of environmental organizations and found an overriding concern with conservation/preservation issues related to endangered wildlife, national parks, international deforestation and similar public land-management concerns. The environmental interests of people of color and the urban poor focused on toxic waste disposal, pesticides, water quality, solid waste management, and other environmental health and quality of life issues. There is clearly a gap

between these interests and those of the traditional environmental organizations that are not primarily concerned with issues associated with poverty and environmental justice (Taylor, 1990a).

Minority groups not only are interested in environmental issues associated with health and quality of life but they form small local grassroots organizations to deal with their concerns rather than participating in large national groups (Taylor, 1990a). At the time of Taylor's study, there were over 3300 grassroots groups comprised primarily of Blacks, Latinos, Asians and Native Americans (Taylor, 1990a). Membership in the Clearinghouse for Hazardous Waste which services local environmental organizations has risen from 3000 in 1990 to 7000 in 1993 (Lanier-Graham, 1991).

THE VALUE OF TREES AND FORESTS

Values are the worth people place on ideas or things. Values tell us what people prefer and what ideas or things they place above others. Values are shared by groups of people and are deep seated representations of our cultural heritage and thus are resistant to change. Values placed on trees and forests in urban settings are only partially a function of their biophysical attributes. More important is the culture of the group of people that is assigning value to urban trees and forests. Foresters may value trees in urban forests in one way while groups of inner city residents may value trees in another way.

Because of the imbedded and resistant nature of values, attempts by urban and community forestry professionals to change urban residents' values are likely to be futile. The solution is to understand differing values.

The values people assign to trees and forests are varied. In addition to uses ranging from fuelwood to building materials to shade, people assign spiritual and cultural values to trees and

forests. Some of the symbolic values given to trees across cultures include the origins of wisdom, life and strength. There are also a wide variety of meanings that people have given to individual tree species (Wassink, 1976). Both use and symbolic values come from the shared meanings that constitute a group's culture.

STARTING AT THE BEGINNING

In order to understand the values people place on trees and forests, we need to first understand the values that underlie forestry as a profession. To do this requires a trip back in time.

The journals and correspondence of the colonists reveal that they brought with them European attitudes toward the wilderness. Wilderness was something to be brought under control. Journals are full of references to "waste, howling wilderness, hideous wilderness, and hellish fiends" (Nye, 1966)! Colonists also viewed the resources of the continent as offering enormous wealth and abundance. The Puritans held the religious view that nature was made available for human use by a helpful God and that there were lessons in morality to be learned from nature above and beyond its practical utility. In the first generation of European settlers, two values associated with nature were well established: nature as a commodity and nature as a source of knowledge and inspiration.

The continuation of these dualistic values can be traced chronologically through several historical periods. The Westward migration and its resulting exploitive practices occurred simultaneously with the Romantic/Transcendental movement associated with Emerson and Thoreau (Nye, 1966). John Muir's preservationist philosophy was juxtaposed with Gifford Pinchot's utilitarian views. In the current environmental debate, the tension between a commodity view of resource management and a more spiritual view based in transcendentalism continues to exist (Devall and Sessions, 1984). While these views may appear to be dichotomous, the roots of

both values are found in the same historical and cultural tradition: the Euroamerican experience. Accommodating these views in urban and community forestry does not represent diversity across cultures but instead represents diverse views within one cultural tradition.

Urban and community forestry professionals need to examine a wider variation in values of forests /trees. Changing demographics nationally compel us to look outside our traditional constituencies. Currently, approximately 25% of the U.S. population is Latin-, African- or Asian-American. The Population Reference Bureau projects that by the year 2080, more than half of the U.S. population will be made up of these groups (Cortes, 1991). While there is some debate about the absolute accuracy of these specific numbers, there is no debate about the trend. This trend is particularly important for urban and community forestry professionals. Some urban centers are already predominantly populated by people of color. The 1990 Census indicates that 80% of black Americans live in urban areas, for example. Rather than discuss how we will convince these groups to plant trees or otherwise adopt our traditional view of the importance of trees in the city, we must figure out a way to bring the values and traditions of these groups together with the technical expertise of urban and community foresters to create new models of urban forestry.

A major roadblock , however, is that we do not understand tree/forest values across the diversity of American society. Although some current efforts are focused on filling this knowledge gap, major studies of environmental values of Americans have included minimal numbers of nonwhite respondents. For example, less than 2% of the respondents to Milbrath's (1984) influential and widely quoted national study were people of color. Olsen, Lodwick and Dunlap (1992) had only 5% ethnic minorities among their respondents. Smaller studies of the environmental attitudes of ethnic minorities do exist but they provide little information.

SIT DOWN AND LISTEN!

What can we do if we do not yet understand the values diverse groups place on trees and forests? We can sit down with people and listen. Communicating with people from other cultures requires a multicultural approach. The term "multicultural" is often overused or maligned. Yet it has a very rich meaning. A person who is multilingual is fluent in more than one language. While they are a native speaker of one language, they are comfortable conversing in several languages. Being multicultural is similar to being multilingual. A multicultural person understands and is fluent in more than their native culture. Being multicultural means having the ability to communicate and feel comfortable with people from another culture. This is not a suggestion that it is possible for someone outside a particular culture to completely understand another culture, but that it is possible to become cross-culturally literate.

WHAT IS CULTURE?

Culture is the learned rules of behavior. Cultural rules are generally learned when people are very young. These rules are used to guide our own behavior and to interpret and evaluate the behavior of others. Often our use of these rules is unconscious. Our interactions with people from different cultures are fraught with the potential for misunderstanding because different cultures give different weight to such things as interpersonal relationships, time and use of space.

Most of us expect to find cultural differences in the way people do things when we travel to another country. But the diversity of cultures present in the U.S. means that we need to be alert to differences in our interactions with other Americans. The broad classifications that are assigned to racial and ethnic groups mask the diversity that exists. The Hispanic population in the United States includes people from 26 nations such as Mexican-Americans, Puerto Ricans, Cubans, and

Central and South Americans (Castex, 1994; Griffin, 1992). The term Asian- American encompasses 10 major groups such Chinese, Japanese, Korean, Thai, Laotian, Hmong, Cambodians and Filipinos (Worsnop, 1991). There are 576 federally recognized tribal groups of native Americans. Native Americans live in all 50 states and have sizable populations in metropolitan areas like Los Angeles, New York, Phoenix and Oklahoma City (Worsnop, 1992).

There is an American culture and there are values that most Americans share to varying degrees. These include individual achievement above inheritance, a work ethic, and equality for all (Gollnick and Chinn, 1990). But the United States is a kaleidoscope of cultures with an "endless variety of variegated patterns" (Fuchs, 1990). An individual American is a member of multiple cultural groups based on the region where they live, religion, gender, race, class, ethnicity and age. People also belong to cultural groups based on their occupations. Urban and community forestry professionals, for example, share values, norms and ways of doing things because of their training as members of this particular occupational group.

BECOMING LITERATE ACROSS CULTURES

Think about the frustrations you have in communicating with people you know well. Now add to that difficulties you might encounter by crossing cultural lines. The prospect is daunting! How can you learn the rules of behavior of another culture? There is no simple answer to learning the rules of behavior of another culture because an individual is a member of several cultural groups that may influence his/her behavior. The key is to tune in and be aware of factors that may influence a particular communication encounter so that it becomes as effective as possible. You become aware of the structure of another culture by watching and listening. Be observant! Be aware that you have cultural blinders when you interpret the behavior of others. Remember that

culture is learned. Our culture appears to be the logical and natural way to organize life only to us.

It is not possible to list all of the things to be aware of when communicating across cultures, however, a sample of some key issues follows.

Decision making

While some cultures stress individual achievement and competition, others stress loyalty to the group. In these collectivist cultures, the needs of the group are more important than the needs of the individual (Kluckhon, 1963; Rosenfeld and Culbertson, 1992). In Hispanic cultures, for example, helping and cooperation are emphasized much more than in cultures of European origin (Rosenfeld and Culbertson, 1992).

Collectivist cultures tend to make decisions by consensus rather than by a vote of the majority. Consensus is reached through a series of informal private discussions between people who trust each other. These groups are reluctant to take a public position on an issue or debate issues publicly. This is in direct contrast to the communication style required at public hearings.

Ambiguity

There are differences between cultures in the directness of their messages. Some groups are very direct and others are more indirect. Often people from cultures that communicate more directly view others as obscure or poor communicators. People from groups that have a high level of ambiguity in messages view those from direct cultures as rude. These differences are also demonstrated in how messages are interpreted. What is ambiguous to one person may be perfectly clear to another. In Anglo cultures saying directly what you mean is a virtue. Some cultures such as the French and Japanese value opinion and hearsay. Still other cultures place a higher value on

avoiding conflict. In troublesome situations, a Chinese person may act as if nothing has happened. Showing anger is not acceptable in other cultures. For the Japanese, to show anger is to admit loss of control and face. In Hispanic groups, verbal confrontation in face to face situations is avoided.

Language

Language also reflects culture. Expressions and words differ across cultures and the meanings of words vary even within a single language depending on the cultural group using the language. Language is a cultural shorthand. The culture of forestry is reflected in the language it uses. For example, forestry professionals understand such terms as DBH, d-tape, cruising, silviculture, board feet, tolerance and site index and use them to communicate with each other. Others not familiar with this language are excluded from this communication.

Style of communication

Groups of people vary in their style of communication. Style includes such features as the amount of interrupting that is acceptable, the level of informality and greeting and leave-taking patterns. For example, whites tend to open conversations with strangers by asking for information about numbers of children or jobs and do not think they are prying. Blacks consider this improper and intrusive (Kochman, 1981). Athabaskans Indians in Alaska value deference in social interactions with strangers and so remain silent or speak little. Whites and others often see them as unfriendly and hostile while Athabaskans see whites as too boastful and talkative (Scollon and Scollon, 1988). The acceptability of asking questions is yet another example. In hierarchical or collectivist cultures, people viewed as subordinates do not ask questions of or challenge those viewed as experts or superiors even if they do not understand the message. Those from

individualist or egalitarian cultures may think they are communicating very clearly because no questions are asked or may ask questions in a public forum that cause a person from a different culture to lose face and be publicly embarrassed (Mead, 1990).

Choice of channel

Messages can be delivered through spoken (one to one conversations, meetings, telephone), written (letter, report), or pictorial (photographs, video, charts and graphs) channels (Mead, 1990). There are cross cultural differences in preferred channels. For example, in some cultures it is common and accepted for people to use the telephone to introduce themselves to strangers. In other cultures, this is considered quite rude because introductions to strangers must come through personal channels. Some cultures

ONE HUNDRED YEARS OF MISCOMMUNICATION

Hispanic subsistence farmers in northern New Mexico have long had difficulties communicating with the Forest Service over land and water rights.

Then

In Spanish American communities during the late 1800's, significant areas of land were held communally. Each family had rights to use these lands. In contrast, land was held in private ownership by Anglo Americans. Questions of land ownership were decided in Anglo courts by Anglo judges unfamiliar with different land tenure traditions. When national forests were established in the early 1900's, the USFS did not recognize these traditional land uses. They included Spanish American land within forest boundaries based on the principle that common lands belong to no one. Access to those lands also became restricted. Common lands became national lands. There was little communication between the USFS and Spanish American communities due to language barriers and the failure of the USFS (and other land management agencies) to recognize cultural differences in decision making (Knowlton, 1972).

Now

In northern New Mexico, Hispanic subsistence farmers and the USFS are in conflict over water rights (Brown and Ingram, 1987). Water is an important part of cultural cohesiveness in these farming communities. Community organization is based on the management of the water ditch or acequia. Water rights are communally owned and shared. Water is not viewed as a commodity to be bought and sold. The view of the state and federal government is one of private ownership rights. The USFS public involvement process is not culturally appropriate for the farmer because of language and decision making differences.

have a strong oral tradition and prefer spoken communication such as personal contacts and word of mouth rather than written communication. For these groups, sending everyone a letter about an upcoming meeting is likely to be ineffective. Written communication without a personal contact is discourteous. Anglo cultures tend to select communication channels aimed at minimizing time and expense. More collectivist cultures choose channels that maintain relationships.

Time

How time is used and interpreted is a very significant cross cultural variable. Monochronic cultures see time as linear. Time dominates decisions in these cultures and also molds relationships with others. Monochronic cultures value doing one thing at a time, scheduling, and promptness. Polychronic cultures, on the other hand, do several things at once and stress involvement of people over scheduling and promptness. Polychronic cultures such as that of the Hopis feel no compulsion to complete certain jobs within a specified time. Concepts of time are very important in community forestry. Urban and community forestry professionals tend to be from Monochronic cultures which do not like to "waste time." Community groups with other cultural backgrounds may not be in such a hurry to complete a project. This is why it often takes time to get to know other groups and it may take them time to develop their ideas and implement a project. This may be one of the hardest things for urban and community forestry professionals to do because concepts of appropriate use of time are very deep-seated in all cultures.

Other nonverbal cues

Nonverbal communication is very powerful. The literature is clear that when people are confronted with verbal and nonverbal messages that are contradictory, they believe the nonverbal

message. In a typical conversation, less than 35% of the meaning is actually carried by the words. The rest is carried nonverbally. The following are examples of nonverbal cues.

Clothing does more than cover the body. Groups vary in the way they dress and what is considered appropriate dress for certain occasions. Some cultures value individual expression in dress more than others (Kochman, 1981). Others believe more in uniformity (Mead, 1990). In her book Wouldn't Take Nothing For My Journey Now , Maya Angelou (1993) tells a story about her love for colorful and dramatic clothing and her young son's desire that she dress more like the other mothers who all wore matching sweater sets. In different cultures, dress signals formality or informality. There are also clothing stereotypes associated with different occupations. Flannel shirts and suspenders are often associated with forestry, for example, and this conveys a nonverbal message about the profession.

Body language includes facial expressions, gestures, eye contact, and movement. Some cultures value direct eye contact while others avoid visual involvement. Each culture has its own ways of sitting, standing, and gesturing. Smiling does not always indicate pleasure, humor or agreement. In some Asian cultures, for example, a smile means embarrassment and that the subject should be dropped. Appropriate distance between people when they are talking varies widely across cultures. White Americans prefer a conversational distance of about 21 inches. Arab, Latin and southern European cultures stand much closer together while Asians and northern Europeans stand farther away (Gollnick and Chin, 1990). In some groups, people touch each when they greet and/or touch each other during a conversation. In others, even handshaking is avoided. How loudly a person speaks is also a form of nonverbal communication. In Thai culture for example, it is polite to speak very softly even in a large group setting.

The steps in the dance

The communication behaviors described above do not occur randomly. Cultural groups have rules of behavior that place in order who does what when, very much like the choreography of steps in a dance. Actions have different meaning depending on their sequencing in a chain of behaviors. The sequence of behaviors is often binding because people break off communication if the cues are not correct. Often cues are incorrectly read by other cultures because they are out of sequence for the observer's culture. Hall (1976) gives an example of miscommunication over dispute resolution between Anglo ranchers and Hispanic farmers in the Southwest United States. In this case, the Anglo rancher sees force as a last resort and believes communication has been terminated while the Hispanic farmer sees the use of force as a way to communicate the seriousness of the situation.

The Anglo dance has 5 steps based on the linear nature of Anglo culture.

Step 1: Nonverbal cues and body language that indicate anger.

Step 2: Verbal hints via a third party.

Step 3: Verbal confrontation.

Step 4: Legal action.

Step 5: Force as a last resort.

The Hispanic dance has 2 steps because face to face confrontation is to be avoided.

Step 1: Nonverbal cues and body language that indicate anger.

Step 2: Force as a form of communication.

The rules of behavior have been violated for both groups so communication is ineffective. This interferes with the possibility of resolving the dispute between them.

WHAT IS NEEDED FOR EFFECTIVE COMMUNICATION

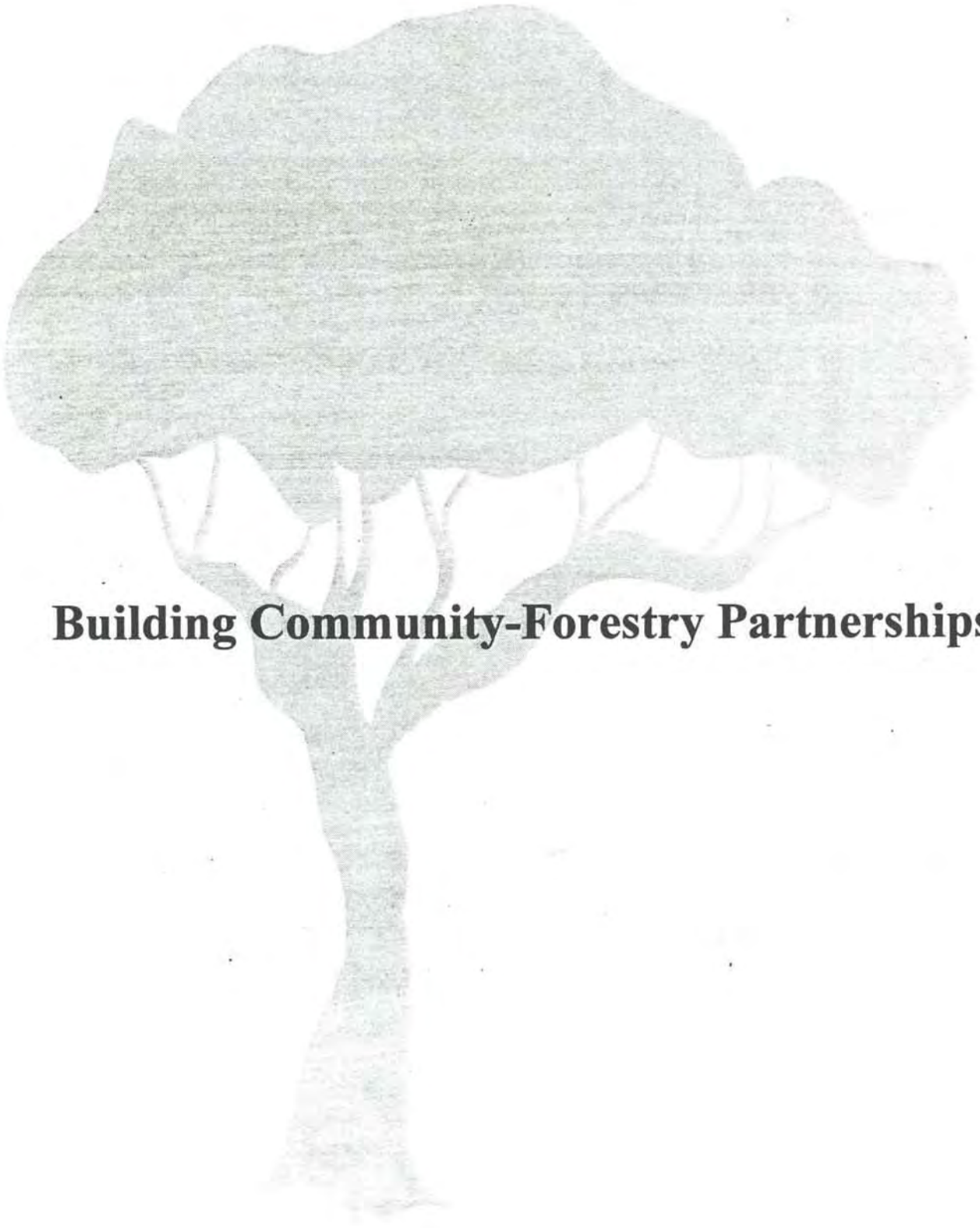
By this time, you may be holding your head and thinking that communicating with people of different cultures is an impossible task. While it is certainly challenging, it is definitely not impossible! Communicating across cultural groups can be viewed as either an obstacle or an opportunity. To be successful, you must be flexible, patient and curious and have a sense of humor, curiosity, a willingness to listen to others and respect for differences. Ask people to help you understand. Take the time to learn. As you work with communities to develop forestry projects, remember these four "rules" (Hoopes, 1979).

Listen

Seek feedback

Resist judgement

Take risks



Building Community-Forestry Partnerships

BUILDING COMMUNITY-FORESTRY PARTNERSHIPS

ARE COMMUNITY TREE PLANTINGS "PARTICIPATORY FORESTRY?"

Although there is a great deal of discussion about what constitutes citizen participation, there is some consensus on what does not. While many approaches allow for community input or involvement, they do not constitute true participation. Among these non-participatory community-involvement strategies are:

- ✔ **Public hearings**

  Held by many politicians for input in decision-making and policy development, this non-binding form of community involvement is not true participation. This forum is often inaccessible or inappropriate for many members of a multicultural community.

- ✔ **Information mining**

  Despite providing researchers a wealth of information about community attitudes, beliefs and values, community surveys and discussions often fail to provide complementary benefits to participants

- ✔ **Community tree-planting events**

  Often the community provides tree-planting labor for projects that meet the goals and vision of planners and professionals. While the community may receive some benefits from the project (i.e. air pollution abatement, microclimate control) the plantings are often not focused on the issues with which the community is most concerned.

WHAT IS *TRUE* PARTICIPATION?

> "...the federal role is one of facilitative leadership:.. vesting leadership in urban and community forestry with the people who live and work in our cities and communities. It is not about forcing urban forestry management on a community... People who view themselves as part of the urban forest and who are actively involved in its restoration and care develop a sense of empowerment that translates into socially, culturally and economically stronger cities, communities and neighborhoods."
>
> (Frederick J. Deneke, Director, USDA Urban and Community Forestry Program)

If participation in information gathering, planting and maintenance activities does not inherently constitute community participation, what does? Community forestry projects must reinforce the strengths of the given community rather than reinforcing a dependency on professionals or government personnel. The projects must "vest leadership with the people who live and work in our cities and communities" (Deneke, 1993). While the professional certainly has a role in developing the project and providing the technical assistance and professional knowledge necessary to ensure that the community's goals are successfully implemented, the process must be truly participatory. To ensure this, true community forestry projects share several characteristics:

- ✔ **The project is community-centered.**

  While traditional forestry practices are "tree-centered," focusing specifically on meeting the needs of the trees, community forestry projects are "people centered." Their focus and purpose is to meet the needs and interests of the surrounding community.

- ✔ **The process is community-driven.**

  While professionals contribute specialized information, training and technical assistance, the goal of the program is to meet the needs and interests of the community *as defined by the community*. The professionals accept the expertise

of residents in determining the needs and interests of their communities as well as the constraints on their participation and the types of projects and activities that will be acceptable within their community.

✔ **Decision-making is shared.**

The relationship between the professional and the community is a partnership. The residents have *at least* equal weight in decision-making at all points in the process. Despite the potential frustration for professionals, this decision-making power *must* include the power to decide *not* to participate! As discussed above, the community is likely to share certain values that may not reflect the personal or professional values of the urban and community forester. In these cases, the community must retain the right to determine the acceptability of the proposed project and their appropriate role in its development, implementation and maintenance in accordance with their preferences and values. The community residents are the experts in the community's goals, values, resources and constraints. All decision-making regarding the potential community forestry project must incorporate this knowledge.

✔ **An equal partnership between the community and professional organization is forged and equal status of the partners is respected.**

The existing structure of the community is respected by professionals. For example, true community leaders, community organizations and community values are identified and serve as guides in developing the project. The community's range of skills and expertise is fully recognized. Processes for developing and maintaining this partnership will follow. Additional resources and references for

organizations that can help community groups build skills and develop organizing abilities is included in the "Organizational References" appendix of this manual.

BUILDING COMMUNITY-PROFESSIONAL PARTNERSHIPS

In order to develop community forestry partnerships, it is first important to understand what constitutes a community. Communities are social systems made up of a set of interlocking social institutions like schools, government, and formal and informal organizations (McDonough and Parker, 1994). A community may be a city, village, neighborhood or even one block as long as the residents view themselves as a community with shared goals and interests. In addition to geographical boundaries defining a community, this definition includes considerations of group or class and of common interest. Most people perceive themselves as members of several communities. Communities may be defined geographically (e.g., the Detroit community) or by shared interest, belief, heritage, characteristic or circumstance (e.g., a religious community, the gay community, or the African-American community). People may view their town or city as a community, but feel a closer affiliation with residents of their block or neighborhood than with other residents of the municipality. The term "community," as used in this manual, refers to a group of persons living in close proximity, under the same government and often working together in self-defined community organizations to address common goals and interests.

Community-A group of persons living in close proximity, under the same government and often working together in self-defined community organizations to address common goals and interests.

By working in partnership, the community and professionals "agree to share planning and

decision-making responsibilities." While this may sound rather straightforward, it is surprising how many forms partnership can take, some of which will be discussed below. True partnership must involve the sharing of real power. All members must have equal voice and share equal responsibility for the outcome (Arnstein, 1977).

There are many models of community participation and partnership development and some debate about the appropriate role for the professional in initiating any community-based project. Many urban forestry programs are initiated in a "top-down" approach. For example, trees are often planted within a community with no participation or approval from residents. This approach is unacceptable in community forestry. At the other extreme is the belief that all projects must be initiated by residents of the community and the professional's role is to provide information and resources *only* upon request of community residents. While some communities may already have ideas and resources to develop and implement a community forestry project, most communities have never considered the potential uses of forest resources in addressing community interests. Relying solely on community initiation can result in withholding opportunities from communities which are not already aware of the options available. This often has the unintended effect of providing additional resources to communities which are already benefitting from governmental and non-governmental programs and leaving other less well-connected communities further alienated from potential resources. Most natural resource-based programs fall somewhere along a continuum between these two extremes as illustrated.

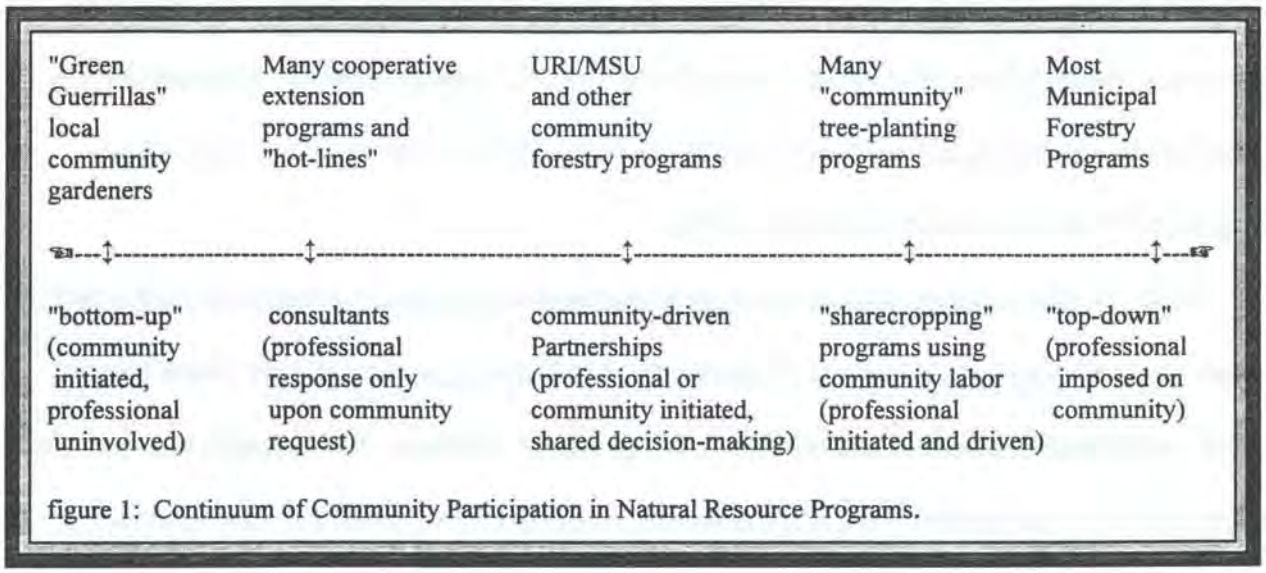


figure 1: Continuum of Community Participation in Natural Resource Programs.

Community forestry programs such as URI/MSU attempt to find a balance between professionally imposed programs and professional unresponsiveness by developing a partnering relationship with community residents and organizations. The discussion that follows is based on that model of developing community-driven professional/community partnerships in which the expertise of both community residents and participating professionals is utilized and respected. The guidelines included below are based on an extensive review of the literature pertaining to voluntary participation in a wide range of settings as well as the personal experiences of URI/MSU staff during development of community forestry projects in Detroit.

ENTRE

One of the most important steps in building the community-professional partnership and securing community participation in professional-initiated relationships is successfully gaining entre into the community. Although it may be possible to overcome a poor introduction to the

community, achieving entre through a respected channel will greatly improve the likelihood of gaining true participation and approval of the local community. Identifying an appropriate channel, however, can be a painstaking and time-consuming process. Although certain channels may consider themselves valid and acceptable to the community, the community may not share that view. For example, some communities may have close and positive relationships with representatives of local government while others may be skeptical of projects introduced through those offices. Therefore, introduction to the community through governmental offices may introduce an element of mistrust with some communities, although government representatives are unlikely to recognize or admit to that factor!

***COMMUNITY FORESTRY IN DETROIT*: GAINING ENTRE**

In order to ensure appropriate entre, URI/MSU staff spent almost a year meeting with representatives of Detroit city government, non-governmental organizations, community organizing agencies and natural resource agencies. Through these meetings, we were able to identify areas within the city which would be interested in URI community forestry projects and the appropriate organizations to introduce URI/MSU to the community groups within those areas.

Although this process was time consuming, it was vital to ensuring the city's cooperation in granting land-tenure to the participating organizations and in ensuring development of a healthy partnership between URI/MSU and participating communities.

DO YOUR HOMEWORK!

It is vital to have a thorough working understanding of the governmental and non-governmental agencies and offices which work within the community and which influence activities in the neighborhood. Done well, this process can be among the most time-consuming components of developing successful community forestry projects, but it is time well spent. Understanding the relationships between the community and other agencies working within it can

facilitate entre and foster trust between the professional and community residents. Failing to understand those relationships can threaten any success of the community forestry program.

In order to maintain trust and create positive relationships within the community, it is important not to interfere with the ongoing work of an organization that is already functioning within the community. Having identified other organizations with similar missions will allow you to be sure you are taking an unfilled niche within the natural resource community and help identify communities which are not already participating in such programs. These organizations can also serve as allies and partners in gaining entre and developing community education and participation programs.

- ✔ **Get to know the city government including:**
  - ☞ offices that have tenure over the land you hope to use for the projects;
  - ☞ offices which are responsible for enforcing zoning laws;
  - ☞ agencies which have contact with, or help organize community groups and block clubs.
- ✔ **Identify other natural resource-focused agencies, organizations and program such as:**
  - ☞ Global ReLeaf or other tree-planting groups;
  - ☞ local environmental groups;
  - ☞ community or school-based programs;
  - ☞ cooperative extension projects.

- ✔ **Identify existing community organizations that might be interested in participating in community forestry projects to meet a range of local needs and interests including:**
  - ☞ neighborhood associations;
  - ☞ religious organizations and networks;
  - ☞ community and youth centers.

IDENTIFYING PARTICIPANTS

Many programs seeking community involvement identify participants and build participation by seeking out "innovators" and opinion leaders within the community. As described in the adoption/diffusion literature, technology or innovation adopters as fall along a continuum. On one end of the continuum are those on the "cutting edge" who are likely to try out new technologies and ideas long before the "mainstream" of the community. These "innovators" are often considered eccentric by the community-at-large. Next are the early adopters. These people are often community opinion-leaders. They are likely to take a chance on new ideas, but are also viewed as making sound decisions. They are followed by the majority of the community who will adopt the new technology only if the early adopters have proven it preferable to old approaches. Finally, the resisters will avoid acceptance of a new technology until absolutely necessary (Rogers, 1962).

Fleigel warns that these approaches have occasionally had the unintended consequence of denying resources to those communities most in need because they are also least likely to have the time and financial resources to experiment with new technologies. If utilizing adoption/diffusion

approaches to identify appropriate participants, it is important to include financial and technical support for communities which do not have those resources. Another problem with adoption/diffusion approaches is the potential for discounting indigenous knowledge in favor of "new technology" (Fleigel, 1993). Resistance to technology adoption may mean that the technology is simply not appropriate for the community. The urban and community forestry professional must respect the community's knowledge and expertise in determining whether to modify the program to better fit the community or to choose not to participate.

The ideas from adoption/diffusion are often utilized to identify appropriate targets for gaining entre into a particular community. Professionals attempt to identify early adopters or community

COMMUNITY FORESTRY IN DETROIT:
MEETING WITH NEW ORGANIZATIONS

In Detroit, neighborhood associations are collectives of fifteen to two hundred block clubs. Most neighborhood associations meet monthly to discuss the resources available through the city and other community-based agencies as well as to develop neighborhood-wide activities and campaigns. The meetings are usually attended by presidents and other officers of block clubs and other community organizations. Therefore, by presenting URI/MSU at these meetings, we were able to reach many community organizations at once through a trusted source. Attendees who were interested in gaining further information or having a URI/MSU representative attend a block club meeting were encouraged to sign up at those meetings. Contact information for URI/MSU was also provided for attendees who did not wish to be contacted by our staff. The outcome of this process was that URI/MSU staff only entered communities where we had been invited by representatives of the local organization. In addition to fostering a trusting relationship with the local group, this process also conserved staff time and resources as the groups indicated a pre-existing interest in the program by inviting the presentation. Few organizations which hosted a URI/MSU staff presentation later chose not to take part in developing a community forestry project.

Upon invitation to attend a block club or community organization meeting, a member of the URI/MSU staff presents a basic overview of the project, its history, ideas of projects other communities have undertaken and some of the interests and needs they were developed to address. The staff member answers all questions and then allows the community organization to follow its own decision-making process in determining whether to participate in the URI/MSU community forestry program.

opinion leaders to secure community involvement. Adoption/diffusion techniques can be quite useful in identifying appropriate community liaisons. If using these approaches, it is especially important to identify *true* community leaders. Identify leaders who are trusted by local residents rather than self-identified opinion leaders or those identified by government or non-governmental agency personnel who may have close relationships with those agencies but are unknown or mistrusted within the community.

Just as government officials or non-governmental agencies may believe they have more trust within the community than they really do, leaders within the community may overestimate their influence with local residents. Again, a full understanding of the structure and organization of the community will help ensure identification of appropriate community leaders. Get to know the community you are interested in working with. Identify community organizations such as block clubs, neighborhood associations, parent-teacher associations and other school-related organizations, local churches with strong community involvement and other community-based organizations. Potential liaisons may include:

- ✔ block club presidents and active members;
- ✔ neighborhood association officers;
- ✔ church elders or active members;
- ✔ active participants in school activities;
- ✔ presidents, officers or active members in other local clubs and organizations.

Utilization of adoption/diffusion techniques may also be important when disseminating the community forestry project beyond the initial participant communities. The continuum does not

only apply to individuals. Communities can also be early adopters or innovation resisters. Some communities are likely to participate in new programs and to try new technologies whereas others are more conservative in their acceptance of change. Communities participating in the community forestry program may become disseminators of information regarding the program to other communities.

COMMUNITY FORESTRY IN DETROIT:
DISSEMINATION BY COMMUNITY PARTICIPANTS

One of the first organizations to participate in the URI/MSU community forestry program was the Prairie Street Block Club. Members of the group had been interested in addressing the vacant lots in their community for some time and jumped at the chance to participate in the URI program after hearing about it at their neighborhood association's informational presentation. Following implementation of the Prairie Street community forestry project, the group introduced their neighbors of the Burnett Street Block Club to URI/MSU personnel. The Burnett Street group implemented their community forestry project the following autumn.

NEEDS ASSESSMENT

Once you've met with the community organization, conduct a needs assessment. This process may be formal or informal depending on the scope of the project. The purpose of the needs assessment is to identify the full range of benefits the community is seeking to derive. These may be traditional benefits from forest resources such as pollution abatement, micro-climate control, aesthetic improvement and economic returns. However, trees can also be vehicles for meeting other community needs not traditionally identified by natural resource professionals. For example, benefits of community forestry projects can include increased participation among youth and young adults, decreased crime and violence, improved access to city government and awareness of alternative resources. A community organization is more likely to participate in a community forestry project to achieve these alternative benefits of the urban forest. Although professionals

COMMUNITY FORESTRY IN DETROIT:
NEEDS ASSESSMENT

If the group chooses to participate in the URI/MSU program, the first step is an in-depth needs assessment. Through the assessment, participants express what they feel the most important problems facing the community are, their greatest strengths, their greatest needs, the resources they already have available, and any other concerns or interests they wish to include.

URI/MSU community needs assessments have identified goals such as increased inter-generational cooperation, decreased crime, fundraising for other community project and preventing illegal garbage dumping and drug dealing on vacant lots as among the most common goals of participating community groups. Through the URI/MSU project, we have met individuals with backgrounds in landscape design, horticulture, nursery and greenhouse management and tree planting.

All of this information is considered as the team of community residents and URI/MSU staff members design a community forestry project and skills training plan which will address the needs and interests of the local community.

may consider the planting of trees an end in itself, community residents may consider trees a nuisance or even a safety hazard in some instances. The needs assessment should include a discussion of the community values and perceptions regarding trees and forested areas in the community. When working in high crime areas, for example, residents are likely to object to planting hedgerows or dense thickets where potential muggers or drug dealers are easily concealed. However, other forms of tree plantings can be an overt sign that residents of the community are actively involved in improving their community. This can reduce crime in the local area. By incorporating the real concerns of community residents and educating residents on the wider range of potential benefits, a community forestry project that truly meets the needs and interests of the community can be developed and successfully implemented.

PARTICIPATION OF COMMUNITY RESIDENTS

In addition to identifying the benefits the community may wish to accrue through community forestry projects, there are several questions most individuals ask themselves when deciding whether to personally participate in any organization or activity. Each of these considerations has implications for the development and implementation of a community forestry program. Many of these concerns can best be addressed through the participation of community residents in the determination of project goals and development, implementation and maintenance of the project. Other concerns indicate necessary components of community forestry programs such as training programs tailored to meet the specific needs of individual communities. In order to maximize participation among community residents, consider the following:

? **Do the residents already have the skills they perceive to be necessary or are they offered opportunities to develop those skills by participating in the community forestry project?**

- ✓ Identify skilled residents of each community and create opportunities for them to serve as trainers for participating neighbors.
- ✓ Incorporate additional training opportunities to meet the full range of needs the community will face to successfully implement, maintain and realize the full range of benefits of the community forestry project.
- ✓ Be able to provide evidence of the availability or of your ability to develop and provide such training during your initial meetings with the community groups.

? **Do they believe the effort is likely to be successful in addressing the issues of concern?**

- ✓ Provide evidence of past successes and similar or related programs elsewhere in your city and elsewhere in the country (refer to Appendix C for history and

development of several community forestry projects in Detroit).

- ✓ Ensure appropriate training of participating residents.

? How do they perceive and think about the problem?

- ✓ Find out what issues are currently facing the neighborhood.
- ✓ Show the connection between community forestry and existing interests and needs.
- ✓ Be sure to address the concerns residents may have about urban trees.
- ✓ Work with residents to develop a community forestry project that directly addresses these needs and interests.

? Do they agree with the project goals?

- ✓ Be sure to determine the goals individually and in partnership with each community. Residents will be more likely to participate if the project addresses widely recognized community-defined needs and goals.

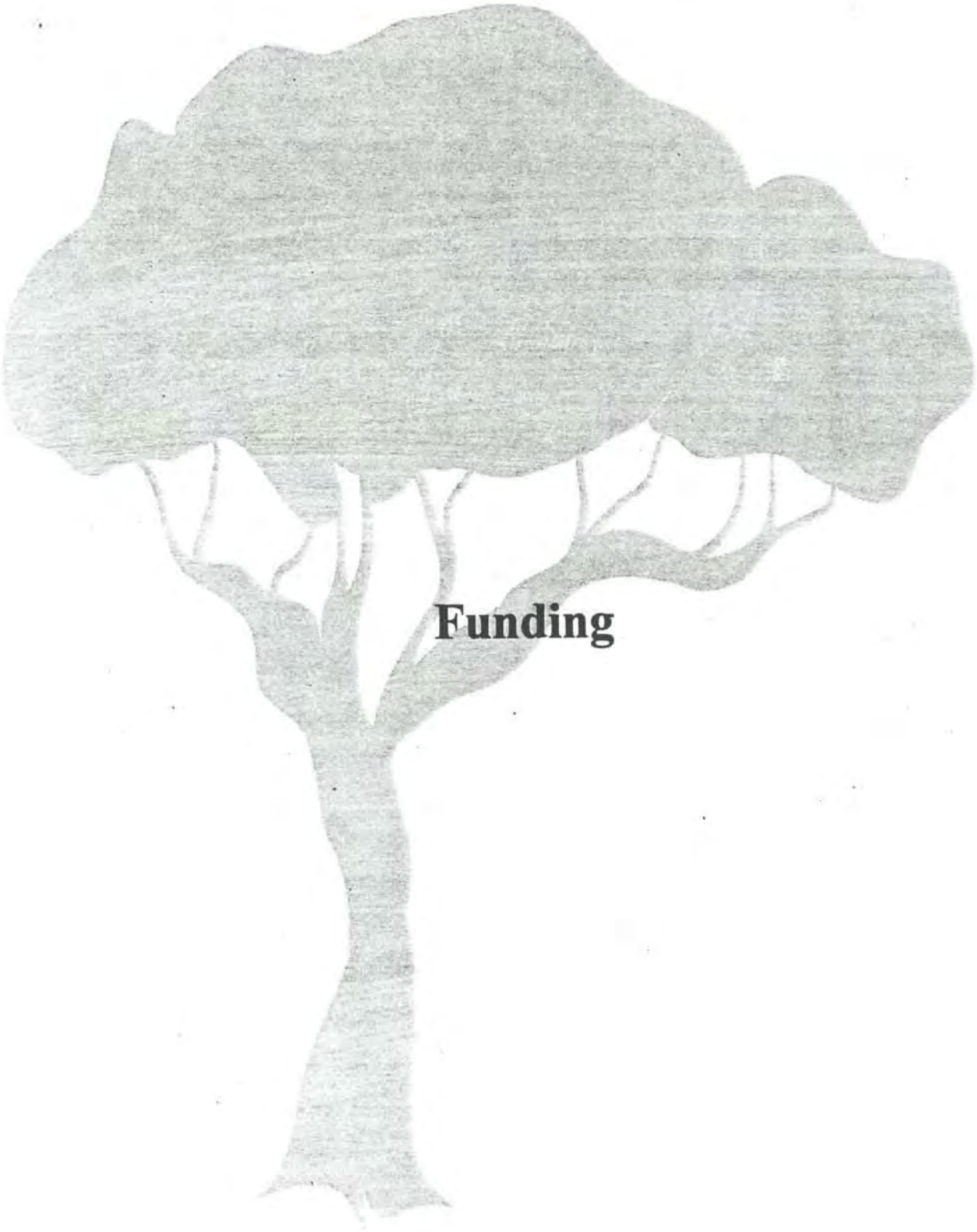
? Do they feel a sense of duty toward their community or to participate in the organization?

- ✓ In communities with a high turn-over rate in residency, renters or other temporary residents may feel less sense of duty to improve or provide for the future of the community. Find longer-term residents or committed community activists to initiate involvement. Often shorter-term residents will participate in specific activities, but not long-term planning efforts.

? Does the program provide necessary individualized training programs to ensure the successful implementation and maintenance of each community forestry project?

- ✓ One important activity that community residents may require training in is proper tree planting. Identify residents with tree planting experience and develop a common understanding of appropriate techniques to maximize the likelihood of tree survival in urban conditions. Then consider having those residents lead a planting-techniques workshop for the entire group on or before planting day.
- ✓ Depending on the skills and experience of local residents, training programs in regular maintenance, pruning, harvesting and marketing techniques may also be important. These trainings must be tailored to the individual community and to the project type (i.e. Christmas tree plantations, community nurseries, agroforestry systems, etc).

Using the community-driven process outlined in this section should foster development of strong community-professional partnerships. These partnerships are key in developing successful community forestry projects which meet the needs and goals of community residents as well as traditional urban forestry objectives.



Funding

FUNDING

Planting trees takes a combination of technical expertise (urban and community forester, aboriculturist, etc.), community initiative/support (neighborhood residents, volunteers) and financial backing (local business, grants, private donors, etc.).

Once a community or neighborhood group has established a project plan, it will need to identify the economic resources to help achieve its goals. Unfortunately, searching for just the right foundation or agency to support a community forestry project in a low-income neighborhood is a complex. There is a maze of information pertaining to foundations that are interested in environmental issues and that support community-organizing efforts. How does a small neighborhood or community group negotiate its way through the maze?

For a small neighborhood or community organization, tapping into available financial resources may seem next to impossible. Large foundations tend to support large or well-known non-profit organizations, which in turn may support community projects. Looking for a foundation whose criteria and requirements meet those of a given community group is a time-consuming task. One alternative to beginning with large foundations is to start small and start locally. If it does become necessary to apply for large foundation grants, they will be impressed with the effort put forth at the local level.

The remainder of this section outlines recommendations that may help consolidate the efforts of community groups in search of funding or looking for partners to support their community work. This section offers some specific funding options, but more importantly it outlines recommendations for alternative approaches to securing financial resources. This

includes how and where to begin at the local level in any given city, town or community and the important process of submitting a grant application to *any* grantmaking institution.

The suggestions put forth are intended as a tool for both the urban and community forestry professional and the community group looking for funding. Beginning with the section titled "Tailoring the Proposal," the recommendations outlined are written in such as way that the pages could be photocopied and given directly to community groups going through this process.

THE URBAN AND COMMUNITY FORESTRY PROFESSIONAL AND FUNDRAISING

The professional urban and community forester can offer technical expertise for the community or neighborhood organizations beginning an urban forestry project. It is important, that the urban and community forester recognize the vital roles she/he must play in other arenas as well. The local community group can and should benefit from the forester's other "roles."

- ✔ The urban and community forester functions as a **liaison**--perhaps attending an initial meeting between the local chamber of commerce or other funding source, and community leaders interested in finding businesses in the area which would be willing to support an urban tree-planting project.
- ✔ An urban and community forester has the potential to offer **institutional support**--giving their verbal or written support of a community's project to a potential donor agency. If university affiliated, they may also access educational institution discounts and resources on a community's behalf.
- ✔ Urban and community foresters can offer **guidance**--direction and advice for community groups that need to find funding to support their tree-planting efforts.

GETTING READY - COMMUNITY GOALS

Any potential funding entity will want some type of written proposal outlining the project to be funded. One of the most important points to remember is that funding agencies will be most interested in projects that meet their criteria as well as the goals of the community. *If the proposal of the community or neighborhood project is not connected to the goals of the funding organization then the proposal will not be considered.* This directive is reiterated by all types of agencies--government, community service and foundations!

Know the Goals of the Community/Neighborhood Organization

By the time the group is ready to seek funding, they should already have defined the goals of their community forestry project. They will need to have the capacity to outline their history, mission, financial data and specific project objectives. This pertinent information will be requested by potential donors. Having a clear sense of community purpose is critical before beginning to research likely sources of funding for any given project.

Many foundations and government agencies will require that the community group have 501(c)(3) tax-exempt status. It may be possible, however, for a community group to be affiliated with a central organization rather than receiving tax-exempt status through the determination of an Internal Revenue Service (IRS) "group exemption letter." This is a ruling issued to a central organization recognizing the exemption under section 501(c)(3) of subordinate organizations on whose behalf the central organization has applied. A subordinate organization is considered a chapter, local, post or unit of a central organization. The IRS Publication 557 entitled, "Tax-Exempt Status for your Organization", contains application procedures and filing requirements. IRS Package 1023 provides the actual application for Recognition of Exemption under section

501(c)(3) of the Internal Revenue Code. Call the IRS directly at 1-800-829-1040 for further questions or to request publications and application forms.

IDENTIFYING FUNDING SOURCES

Compiling a list of potential funding agencies may be one of the most difficult and time-consuming tasks a small neighborhood or community organization undertakes. Having a clearly defined purpose, however, will expedite this process and ultimately increase the likelihood of success.

Local Foundations/Organizations

Community groups should start searching for local foundations and organizations that may fund projects within their community--such as the Rotary Club, Junior League, Kiwanis, local environmental organizations and other community service affiliates. If the city has a community foundation, it is another local grant giving agency, as well as a potential resource for identifying additional funds which may be available in the area. The simplest way to find out whether a local organization will accept a grant proposal is to call and ask. If they do, a copy of their annual report should be requested along with their grant giving guidelines and priorities to determine if the community forestry project fits with the agency's guidelines. It is important to ascertain their deadlines for accepting proposals as well.

City/State Government Offices

Along with local private sources, there are likely to be city and state funds available for community groups. Generally, the government section of the local telephone directory will have a

detailed listing of local and state government offices. It may take a concerted effort to find those departments that are aware of available funds, but perseverance is key. Often departments within the same branch of government will not know what is available right next door! Researching thoroughly and following up on other leads will pay off in the process of compiling a comprehensive list of potential funding agencies. As with local foundations, the community groups needs to fully understand the guidelines and requirements of the agency to which a proposal will be submitted.

Large Foundations

Lastly, community groups might consider larger charitable foundations whose business it is to give away money--money that is competed for by many different non-profit organizations. Finding a foundation that awards grants to small neighborhood or community groups is not easy! Many large foundations are certainly interested in community organizing and environmental efforts, however, they tend to distribute their available funds to larger, more well-known non-profit organizations specializing in working with neighborhood or community groups regionally. There are also some large foundations which give preference to organizations within their state. A thorough search of appropriate foundations may lead to the discovery of regional organizations interested in funding a community forestry project.

The Search for Large Foundations

There are numerous foundation directories--enough to intimidate even the astute scholar! The Foundation Center in New York provides an authoritative source of information on grantmaking institutions. It also provides data on "Cooperating Collections," which are

libraries, community foundations and other nonprofit agencies that have useful reference materials for grantseekers. See this manual for a partial list of reference collection locations.

The Foundation Center
8th Floor, 79 Fifth Ave.
New York, NY 10003
212-620-4230
The Foundation Center can provide a reference location nearest the community/city of the grantseeker.

Rather than searching through numerous general directories, community groups can select (or ask a reference librarian for) those directories targeted to specific issues. These may include State foundation directories or the Environmental Grantmaking Foundations Directory published by the Environmental Data Research Institute, N.Y.. The more specific the directory, the more work that has already been done for the grantseeking organization.

TAILORING THE PROPOSAL

In compiling a list of potential funding organizations, it is imperative to have full understanding of each of their guidelines. These may be become clear in the research process. If they are not, request a copy of the latest annual report and/or project guidelines. Ask whether they would be interested in accepting an application for a community forestry project. This is both acceptable and recommended.

Every money-giving entity will have its own funding priorities. Therefore, "tailoring" a request for each specific recipient is worthwhile. In this instance, tailoring may simply mean emphasizing or highlighting the aspects of the project most likely to be important to a specific foundation or organization or requesting funding for a specific component of the project. For instance, if a foundation emphasizes community organizing and leadership development, request

funds to establish a volunteer program to plant and maintain the community forestry project. If another foundation focuses on environmental issues, apply for funding for the trees, mulch and top soil.

Budget Information

Project applications and proposals will need to include project costs (budget), which may be different from the grant amount requested. Do not overstate the budget or underestimate the costs. Account for funds raised thus far and include the value of volunteer labor, goods and services as in-kind contributions. Know the operating budget and financial statements of the neighborhood or community group.

Matching funds are a potentially important component of the budget proposal. Many grant giving agencies will ask for funds that match or equal those they will contribute. Even those that do not require matching funds will be impressed by community fundraising efforts and contributions. While the foundation contribution may be matched by financial resources, they may also include in-kind contributions or volunteer labor time. Donations might be solicited for trees and shrubs, tools and materials, woodchips and/or refreshments for volunteers. It is important to ascertain specific descriptions of what constitutes in-kind equivalents for matching funds from *each* funding agency.

Outlined below is an example of a project budget. The funding organization listed could be a large foundation, government agency or local business. The local match or contribution might be material contributions or a dollar amount equal to the value of volunteer labor, for example. Checking with similar organizations on going rates of salaries, rentals, etc. is a good way to assign dollar values to donated items. An example of how to assign dollar value could be

$10/hour for adult volunteers and $5/hour for children as acceptable value estimates. These figures may be used in cases where the funding source does not provide guidelines for determining the value of volunteer contributions. *Be sure local matches or contributions are secured* before *the proposal is submitted.*

Example project budget breakdown:

Project: *Community tree-planting project*
Total Project Cost: $3,760

	Funding Org.	Local Match or Contribution
Trees and shrubs:	$1,430	$250
Wood chips:*		$200
Top soil/manure:*		$150
Power equipment:	450	
Volunteer labor:*		$1,200
Refreshments:*		$80
	Total $1,880	Total $1,880

Notes: *Wood chips: 20 cubic yards donated @ $10/cubic yard
*Top soil: 50 bags from City Forestry Dept. @ $3.00/40lb. bag
*Volunteers: 10 adults @ $10/hr. and 10 children @ $5/hr. for 8 hours
*Refreshments: Contributed by residents/local supermarkets

Private organizations may be required to submit additional information such as a complete organization/financial budget, a list of the Board of Directors and a current copy of the organization's IRS tax determination 501(c)(3) status.

THE PROPOSAL--GENERAL CONSIDERATIONS

There are numerous styles and formats that can be followed to produce a well-written grant proposal. Some foundations or organizations will be quite specific in their requests, others will not. While there is no magic formula there are some basic considerations to remember:

- ✔ Include all of the information requested;
- ✔ Indicate the importance of the project both to the community *and the grantor* in the first paragraphs;
- ✔ Be concise and organize the proposal logically;
- ✔ Include a project calendar of proposed activities;
- ✔ Indicate guidelines for evaluation of the project;
- ✔ List specific sources of revenue that will facilitate project continuation and/or independence after grant funds are utilized. Or include projections of harvesting and financial benefits from the project that will eventually make it self-sufficient.

SPECIFIC PROPOSAL CONSIDERATIONS

Specific proposal guidelines will be provided by most potential funding sources. Smaller foundations may not require a detailed or elaborate proposal, but organization and clarity are still imperative. Following directions and including all the information requested is essential. The remainder of this section includes a framework of material to consider for any given grant proposal.

Title page

A concise, but meaningful title will be remembered!

Summary page or cover letter

Initial contact with a foundation may be a letter of inquiry or intent. If, however, a full proposal is submitted initially, the funding organization may request a summary page, including:

- ✔ Name, address and telephone number of community organization.
- ✔ Contact person and title.
- ✔ Date of submission.
- ✔ Title of project or other such identification.
- ✔ Complete project budget.
- ✔ Amount requested.
- ✔ Length of time for which grant is requested.
- ✔ Brief description of project and its purposes, focusing on issues and problems that will be addressed by this project.

Introduction

This section describes the organization or community group and its history. A description of the proposed project should be included as well as the expected accomplishments and beneficiaries (that is, the neighborhood, residents, youth, etc.)

Statement of problem and needs

State the issues the current project is designed to address. Justify and demonstrate the organization's ability to address the stated problem. This section should detail how foundation or agency funding will benefit the program or project.

Statement of anticipated results

This part of the proposal includes the project goals and objectives and how they will address the needs or problem discussed above. The organization should be capable of achieving the anticipated results through the proposed program and expect to demonstrate success with verifiable data collection or case examples.

Description of the project's methods

This is a description of how the organization plans to implement the project. It should define how the project will operate and the methods or techniques that will be used to achieve proposed accomplishments. Include descriptions of personnel positions, supervisors, tools to be used, volunteers, etc.

Evaluation

This section should include a detailed description of how the project will be monitored during the process of meeting the stated objectives as well as how it will be evaluated. This may include descriptions of record keeping, surveys, photographs, etc.

Timetable

The project should be broken down into a schedule of events and activities. A diagram or chart might be useful to give a clear indication of when central project events will occur.

Project budget

This section of the project proposal should break down the total budget into specific

categories and items. A narrative should precede the itemized budget describing items that are not self-explanatory. The itemized budget should be as detailed as possible, highlighting both technical assistance and in-kind contributions already committed to the project and areas in which additional assistance is required.

Future activities/funding

Operating expenses after the grant period has been completed should be described. It should be noted that many foundations will not underwrite continuing operating expenses and are therefore interested in knowing that the project has the potential for being maintained. Any pertinent maintenance arrangements should be outlined. Deriving economic benefits are often a goal of a community forestry project. If the project is likely to become self-sustaining, include projected economic returns and how they will be channelled in continuing operations.

Typical Foundation/Agency Questions

Every foundation will have its own considerations in reviewing community project grant proposals. Listed below are some typical questions for which a foundation or agency may be looking for answers. While this is not a definitive list, it may be useful in the grant writing process.

- ? What issues and problems are being addressed by the project or program and why are they important?
- ? What is the project plan and what are its measurable objectives?
- ? How will the project be evaluated?

? Who does the project affect? How?

? Is the neighborhood association representative of the area it serves?

? How might this project provide benefits beyond those immediately served by it?

? What are some potentially adverse impacts of this project? What is being done to minimize negative effects?

? What plans are there for continued funding if applicable?

ALTERNATIVE SOURCES

Start small and start locally. This is the advice heard from many funding agencies; local, regional and national. There are numerous resources within your area that may want to contribute to your community forestry project. Some of these local associations may also wish to collaborate with other local organizations to help fund the project. The key is start your own network by making phone calls within your locality. Find out which groups are focusing on what issues. Listen to their interests and ask if they would be interested in collaborating with other local organizations.

Listed below are some specific recommendations for agencies that may accept a community forestry project proposal.

Chamber of Commerce

Most cities and villages have an independent local Chamber of Commerce whose primary function is to work with the local business community, promote growth in the community and

attract/retain people and businesses within that community. Some are especially committed to economic and community development. The professional executive of the local Chamber may be able to provide references to businesses in the community with interest in supporting a local tree-planting project. A meeting between community leadership, the urban and community forester and a Chamber executive would be appropriate.

Local Businesses

Business owners are always interested in attracting new business in their area and may be dedicated to the urban environment as well. Community groups could contact local area businesses for in-kind contributions in exchange for advertising in the community's newsletter or a sign on-site recognizing the contributing businesses. Donations can be solicited from nurseries, gardening or tree-planting organizations, hardware or discount stores and municipal agencies for such contributions as trees and shrubs, tools and materials, woodchips and/or refreshments for volunteers. These businesses may also provide financial support, recognizing that both community and business needs can be met through the partnership.

Community Foundations

Many cities now have community foundations. These are charitable trusts for a designated geographical area whose funds are spent on grants and special projects that encourage new solutions to community problems. The director of the local community foundation is likely to be knowledgeable about funding sources within the city or community as well as issues and problems currently facing communities. Many community foundations have specifically created programs to support low income neighborhood organizations. Interested grantseekers should obtain the

foundation's guidelines and then send a letter of intent. If the board of the community foundation is interested, a formal grant application will be requested. They may also have a directory of other foundations within the city. Community foundations can be found in the yellow pages or city government section of the local telephone directory.

Kiwanis

Throughout the U.S., local area Kiwanis organizations work cooperatively with other community agencies providing person power and funding for community projects. Each Kiwanis club is independent, but all are cooperative members of an international organization. To be considered a Kiwanis club, each local group must have four standing committees many of which may be directly relevant to a community forestry project. These typically include some combination of Youth, Community Services and Agriculture/Conservation. Application procedures may vary. Contact the local Kiwanis for time deadlines and proposal guidelines. It is not necessary to be a 501(c)(3) tax-exempt group to receive funding from local Kiwanis chapters.

Lansing, Michigan Local Kiwanis
815 Trenton Road
Lansing, MI 48917
517-325-6405
Alan Bobowski, Secretary

This local Kiwanis is very interested in funding new projects involving the community and the environment! They strongly encourage local neighborhood or community organizations to apply and their application procedure is informal.

Junior League

Many large cities throughout the country have local area Junior Leagues. Their mission is to empower women individually and collectively and to make an impact in the community by

responding to its needs. Each Junior League operates independently and has a multicultural membership, providing volunteer support and funding for designated projects within the community. Collaborative projects with other community organizations are preferred. Check the yellow pages of the local telephone directory for a Junior League in the area. They can provide information on the types of community projects they are currently sponsoring as well as application procedures.

Rotary Clubs

Most cities and towns throughout the country have local Rotary Clubs, all of which are independently administered and organized. These clubs are an integral part of the local community and often welcome local area grant proposals for community projects. Contact the local Rotary Club to find out its guidelines for proposals and its deadlines for submission.

> The Rotary Club of Lansing has a standardized grant process which begins in January and closes March 1st. Funds are dispersed in June. This local club has its own foundation through which all of its grant funds are filtered. At this time they are trying to standardize their funding guidelines.

Urban Leagues

Many cities have a metropolitan urban league committed to working with multicultural communities on a variety of issues. While some urban leagues may focus on one specific issue, such as job placement, others are more diverse and encourage local neighborhood and community groups to contact them directly to find out what resources they offer.

GOVERNMENT PROGRAMS

Local City Government

The government section of a city's phone book will list local phone numbers of pertinent government officials who may be able to provide resources or who should be appraised of local tree-planting projects. These officials may be located under headings such as: the Planning and Neighborhood Development Department; the Parks Division, Recreation Division and/or Forestry Division; or the Public Service Department.

The City or Municipal Forester may be able to provide resources, such as financial assistance or in-kind contributions such as tools or free mulch if it is available. She/he would also want to be kept informed of the details of any urban tree-planting proposal or project. Some cities have ordinances regarding which species can or cannot be planted within the community. The city forester will also be able to inform the group about any such restrictions. If there is not a local city forester, contact the local power company, the area's county extension service or the county's soil conservation district for additional support, resources or information.

STATE OF MICHIGAN
COMMUNITY FORESTRY GRANTS PROGRAM

The Michigan Department of Natural Resources, in cooperation with the USDA Forest Service and the Michigan Urban and Community Forestry Council, has established a community forestry grant program that provides cost-share funds to communities and organizations for urban and community forestry projects. For 1994, a total of $170,000 may be granted with no more than $34,000 available for tree planting projects. While this program is a 50-50 cost share match and other funds cannot come from other Federal funds, there is credit for volunteer labor: Adults @ $10/hour and youth @ $5/hour.

State Government

Within each state, the USDA Forest Service allocates monies to the Urban and Community Forestry Division of the state agency that administers natural resources. This money is

used to fund the Community Forestry Grant Program, which awards grants on a competitive basis to communities and organizations for urban and community forestry projects.

Additionally, each state's natural resource agency will likely have a list of *all* grant and loan programs under its direct or indirect administration. There may well be other applicable funding programs it regulates.

Federal Government

The Community Development Block Grants (CDBG) program provides entitlement grants to central cities of a Metropolitan Statistical Area with populations over 50,000. These are geographically defined areas by the Federal Office of Management and Budget. These grants are administered through the Department of Housing and Urban Development (HUD), which has offices located regionally throughout the country. These grant funds are given for activities that will "principally benefit low and moderate income persons." Entitlement communities develop their own programs aimed at neighborhood revitalization, economic development and community improvement. There is also a Small Cities Program of the CDBG plan, which is administered through the State government (departments vary depending upon the state). This program funds cities with less than 50,000 residents.

Applications for **any** CDBG funds *must* be made by the local unit of government (e.g. city, village or township) to either the State Department (for the Small Cities Program) or the regional office of HUD on behalf of a business or non-profit organization. Groups interested in this program should contact their local unit of government for application procedures.

VALUABLE RESOURCES: NON-PROFIT ORGANIZATIONS

The following resource organizations offer a wide range of assistance for neighborhoods and communities interested in greening activities. Several of these organizations use the term gardening to refer to projects that also incorporate tree planting activities as well. For more information about their full range of services, contact the groups directly.

Boston Urban Gardeners at the Community Farm (617) 522-1259

46 Chestnut Avenue
Jamaica Plain, MA 02130

A non-profit organization working with neighborhood residents and other community groups to turn vacant lots into productive gardens. Boston Urban Gardeners (BUG) involves neighborhood residents in garden design and planning to make sure their community gardens meet their needs. They also distribute seeds, compost and bedding plants as well as providing a wide range of other services.

Boston GreenSpace Alliance (617) 426-7980

44 Bromfield Street, #207
Boston, MA 02108

The primary focus of the GreenSpace Alliance is advocacy--working directly with groups around the city of Boston to help organize their greening projects, connecting them with public agencies or member organizations for advice and technical assistance. The Alliance also helps resolve bureaucratic barriers with city and state government.

Citizens Committee for New York City (212) 989-0909

305 Seventh Avenue
New York, NY 10001

This non-profit committee encourages and supports volunteer action to improve the quality of life in New York city neighborhoods. Its Neighborhood Resources Department provides block and neighborhood groups with a number of programs, including: the Neighborhood Leadership Institute; Building Blocks Awards, which are small cash grants and public recognition to help groups with new organizing efforts and projects; Neighborhood Environmental Action Awards, offering grants and technical assistance for communities in low-income areas to battle environmental problems; and the Mollie Parnis Dress Up Your Neighborhood Contest, a small grant program for volunteer beautification projects.

Global ReLeaf of Michigan, Inc. (800) 642-7353
P.O. Box 9043
Livonia, MI 48151

A non-profit volunteer tree planting organization, whose aim is to educate the public on the value of trees along with proper selection, planting and maintenance. They assist with local community groups interested in local tree planting projects. May provide volunteer training, technical assistance and up to 50% of the funding for a Neighborhood Tree Planting. Call for further information or a Neighborhood Tree Planting Application.

The Green Guerrillas, Inc. (212) 674-8124
625 Broadway
New York, N.Y. 10012

Organization of volunteers providing technical assistance and distributing free trees, shrubs, bulbs, flowers and containers to New York City communities. Offers workshops, newsletters and seasonal meetings.

The Greening of Detroit (313) 821-8733
415 Burns Drive
Detroit, MI 48214

Helps citizen groups organize and implement neighborhood planting projects. Conducts educational sessions for youth and adults and offers resource materials on tree planting, neighborhood beautification and citizen/neighborhood organizing.

Openlands Project (312) 427-4256
220 South State Street, Suite 1880
Chicago, IL 60604

A non-profit membership organization committed to improving life in northeastern Illinois by increasing the quantity and enhancing the quality of open space. There is an Urban Greening Division which works with community gardeners in the city of Chicago. Contact them directly for detailed information on their other services as well as a copy of *Urban Greening*, a quarterly newsletter of the urban greening program.

Operation Green Thumb (212) 788-8059
New York City Department of General Services
49 Chambers Street, Room 1020
New York, NY 10007

Operation Green Thumb leases city-owned vacant lots for $1.00 per year to eligible community groups for gardening projects which may include tree and shrub planting. They provide free technical and design assistance, fencing, tools, lumber, soil, fruit trees and shrubs. Many vacant lots have become abundant vegetable and flower gardens, incorporating open space and play areas for children with sitting areas for adults.

Philadelphia Green (215) 625-8280
The Pennsylvania Horticultural Society
325 Walnut Street
Philadelphia, PA 19106

This organization works primarily in Philadelphia's low and moderate income neighborhoods, developing green lots and blocks that physically improve the neighborhood and contribute to its social fabric through the cooperative effort of residents.

The Twin Cities Tree Trust (612) 920-9326
6300 Walker Street
St. Louis Park, MN 55416

A private non-profit organization established to employ and train disadvantaged youth to reforest public and low-income properties devastated by Dutch elm disease. Their mission has expanded to include employment of disadvantaged adults and more projects for communities such as tree plantings and landscape construction.

COOPERATING REFERENCE COLLECTIONS: NORTHEASTERN REGIONAL DIRECTORY

CONNECTICUT

Danbury Public Library
170 Main Street
Danbury 06810
203-797-4527

Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-293-6000

D.A.T.A.
25 Science Park
Suite 502
New Haven 06511
203-786-5225

DELAWARE

University of Delaware
Hugh Morris Library
Newark 19717-5267

ILLINOIS

Belleville Public Library
121 East Washington Street
Belleville 62220
618-234-0441

DuPage Township
241 Canterbury Lane
Bolingbrook 60439
312-759-1317

Donors Forum of Chicago
53 W. Jackson Blvd.
Rm. 430
Chicago 60604
312-431-0265

Evanston Public Library
1703 Orrington Avenue
Evanston 60201
312-866-0305

Sangamon State University Library
Shepherd Road
Springfield 62794-9243
217-786-6633

INDIANA

Allen County Public Library
900 Webster Street
Fort Wayne 46802
219-424-7241

Indiana University Northwest Library
3400 Broadway
Gary 46408
219-980-6580

Indianapolis-Marion County
Public Library
40 East St. Clair Street
Indianapolis 46206
317-269-1733

MAINE

University of Southern Maine
Office of Sponsored Research
246 Deering Ave., Rm. 628
Portland 04103
207-780-4871

MASSACHUSETTS

Associated Grantmakers of Massachusetts
294 Washington Street
Suite 840
Boston 02108
617-426-2608

Boston Public Library
666 Boylston Street
Boston 02117
617-536-5400

Western Massachusetts Funding
Resource Center
Campaign for Human Development
73 Chestnut Street
Springfield 01103
413-732-3175

Grants Resource Center
Worcester Public Library
Salem Square
Worcester 01608
508-799-1655

MICHIGAN

Alpena County Library
21 North First Avenue
Alpena 49707
517-356-6188

University of Michigan-
Ann Arbor
209 Hatcher Graduate Library
Ann Arbor 48109-1205
313-764-1149

Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313-943-2337

Wayne State University
Purdy-Kresge Library
Detroit 48202
313-577-4040

Michigan State University
Libraries
Reference Library
East Lansing 48824-1048
517-353-8818

Farmington Community Library
32737 West 12 Mile Road
Farmington Hills 48018
313-553-0300

University of Michigan-
Flint Library
Reference Department
Flint 48502-2186
313-762-3408

Grand Rapids Public Library
Business Dept.
60 Library Plaza NE
Grand Rapids 49503-3093
616-456-3600

Michigan Technological
University Library
Highway U.S. 41
Houghton 49931
906-487-2507

Sault Ste. Marie Area
Public Schools
Office of Compensatory Education
460 W. Spruce Street
Sault Ste. Marie 49783
906-635-6619

MINNESOTA

Duluth Public Library
520 W. Superior Street
Duluth 55802
218-723-3802

Southwest State University Library
Marshall 56258
507-537-7278

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
612-372-6555

Rochester Public Library
11 First Street, SE
Rochester 55902-3743
507-285-8002

St. Paul Public Library
90 West Fourth Street
Saint Paul 55102
612-292-6307

NEW HAMPSHIRE

New Hampshire Charitable Fund
One South Street
Concord 03301
603-225-6641

Littleton Public Library
109 Main Street
Littleton 03561
603-444-5741

NEW JERSEY

Cumberland County Library
800 E. Commerce Street
Bridgeton 08302-2295
609-453-2210

The Support Center
17 Academy Street, Ste 1101
Newark 07102
201-643-5774

County College of Morris
Masten Learning Resource Center
Route 10 & Center Grove Rd.
Randolph 07869
201-361-5000 x. 470

New Jersey State Library
Governmental Reference
185 West State Street
Trenton 08625
609-292-6220

NEW YORK

New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518-474-5161

New York Public Library
Bronx Reference Center
2556 Bainbridge Avenue
Bronx 10458
212-220-6575

Brooklyn in Touch
One Hanson Place
Room 2504
Brooklyn 11243
718-230-3200

Buffalo and Erie County
Public Library
Lafayette Square
Buffalo 14202
716-858-7103

Huntington Public Library
338 Main Street
Huntington 11743
516-427-5165

Levittown Public Library
One Bluegrass Lane
Levittown 11756
516-731-5720

SUNY/College at Old Westbury Library
223 Store Hill Road
Old Westbury 11568
516-876-3156

Plattsburgh Public Library
15 Oak Street
Plattsburgh 12901
518-563-0921

Adriance Memorial Library
93 Market Street
Poughkeepsie 12601
914-485-3445

Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica 11432
718-990-0700

Rochester Public Library
Business Division
115 South Avenue
Rochester 14604
716-428-7328

State Island Council
on the Arts
One Edgewater Plaza
Staten Island 10305
718-447-4485

Onondaga County Public Library
at the Galleries
447 S. Salina Street
Syracuse 13202-2494
315-448-4636

White Plains Public Library
100 Martine Avenue
White Plains 10601
914-682-4480

Suffolk Cooperative Library
System
627 N. Sunrise Service Road
Bellport 11713
516-286-1600

OHIO

Public Library of Cincinnati
and Hamilton County
Education Department
800 Vine Street
Cincinnati 45202-2071
513-369-6940

The Public Library of Columbus
& Franklin County
96 S. Grant Avenue
Columbus 43215
614-645-2275

Dayton and Montgomery County
Public Library
Grants Information Center
215 E. Third Street
Dayton 45402-2103

Toledo-Lucas County Public Library
Social Science Department
325 Michigan Street
Toledo 43623
419-259-5245

Ohio University-Zanesville
Community Education and Development
1425 Newark Road
Zanesville 43701
614-453-0762

Stark County District Library
715 Market Avenue North
Canton 44702-1080
216-452-0665

PENNSYLVANIA

Northhampton Community
College Resources Center
3835 Green Pond Road
Bethlehem 18017
215-861-5360

Erie County Public Library
3 South Perry Square
Erie 16501
814-451-6927

Dauphin Co. Public Library
101 Walnut Street
Harrisburg 17101
717-234-4961

Lancaster Co. Public Library
125 North Duke Street
Lancaster 17602
717-394-2651

The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215-686-5423

University of Pittsburgh
Hillman Library
Pittsburgh 15260
412-648-7722

Economic Development Council
of North Eastern Pennsylvania
1151 Oak Street
Pittson 18640
717-655-5581

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence 02903

VERMONT

Vermont Dept. of Libraries
Reference Services
109 State Street
Montpelier 05602
802-828-3268

WISCONSIN

Marquette University
Memorial Library
1415 W. Wisconsin Avenue
Milwaukee 53233
414-288-1515

University of Wisconsin-
Madison Memorial Library
728 State Street
Madison 53706
608-262-3242

The Vincent Astor Foundation
405 Park Avenue
New York, New York 10022-4456
Tel: 212-758-4110 Fax: 212-421-6351

Focus. The Foundation supports established institutions and neighborhood programs that broaden the opportunities, enrich the lives and sustain the vitality of New York City's population.

Application process. Initial contact including: letter of inquiry; project description; description of sponsoring agency; budget; other potential funding sources.

When to apply. Anytime; request annual report which includes "Grant Policies".

Emphases. *Recipients:* Nonprofit organizations. *Geography:* New York City.

Limitations. *Recipients:* Education institutions (private). *Activities:* Advocacy, social services, research.

Mary Reynolds Babcock Foundation, Inc.
102 Reynolda Village
Winston-Salem, North Carolina 27106-5123
Tel: 919-748-9222 Fax: 919-777-0095

Focus. The Foundation favors programs that address emerging social needs as well as those that propose new approaches to old problems. Current grant-making areas are: early childhood development, economic development, education, environment, government accountability, grassroots organizing, public policy and other.

Application process. Initial contact by telephone call, letter or full proposal (5 page maximum).

When to apply. Deadlines are March 1 and September 1; request annual report which contains application information and application form.

Emphases. *Recipients:* Nonprofit organizations, especially grassroots. *Activities:* Advocacy, citizen participation, education, innovative programs, litigation, networking, policy analysis/development, technical assistance. *Types of support:* Operating costs, program-related

investments, seed money. *Geography:* Primarily the southeastern United States.

Limitations. *Recipients:* Individuals. *Activities:* Audiovisual materials. *Types of support:* Facilities, fellowships, scholarships. *Geography:* Individual community or county efforts unless there is potential for regional or statewide replication.

Mary Flagler Cary Charitable Trust
350 Fifth Avenue, Room 6622
New York, New York 10118
Tel: 212-563-6860 Fax: 212-695-6538

Focus. The Trust considers proposals in the program areas of Music, Conservation of Natural Resources, and Urban Environment. The Urban Environment Program supports community initiatives and helps develop local leadership to work on environmental problems within low-income New York City neighborhoods.

Application process. Initial contact by letter, including: a concise statement of the program or project; amount of funding requested; brief description of the nature and activities of the applicant; applicant's legal name; current list of the applicant's officers and Directors or Trustees.

When to apply. Anytime; request "Grants List and Financial Information" and "Program Guidelines and General Information".

Emphases. *Recipients:* Nonprofit organizations. *Activities:* Advocacy, citizen participation, collaborative efforts, litigation, planning, research (scientific). *Types of support:* General purposes, multi-year grants, operating costs. *Geography:* Eastern coastal states (Natural Resources Program); New York City (Urban Environment Program).

Limitations. *Recipients:* Educational institutions, individuals. *Types of support:* Capital campaigns, endowments, professorships, scholarships. *Geography:* International grants.

Community Foundation of Greater Flint
Northbank Center, Suite 410
432 North Saginaw Street
Flint, Michigan 48502-2013
Tel: 313-767-8270 Fax: 313-767-0496

Focus. The Foundation serves current or emerging needs in the Genesee County, Michigan area. It awards grants in the areas of the arts and humanities, community services, education, environment and conservation, ethics, health, and human and social services. Priority is given to projects that address issues of persistent and pervasive poverty, that benefit children under the age of ten; and to those that improve systems and services, improve information and understanding, focus attention on emerging issues, and promote community leadership.

Application process. Initial contact by telephone call. Potential applicants are encouraged to contact the Foundation about their proposal.

When to apply. Deadlines are February 1, June 1, August 1 and December 1; request "Information for Grant Applicants" and a proposal cover sheet.

Emphases. *Activities:* Collaborative efforts, innovative programs. *Types of support:* Seed money, matching grants. *Geography:* Greater Flint and Genesee County, Michigan.

Limitations. *Recipients:* Individuals. *Types of support:* Capital campaigns, debt retirement, endowments, equipment, operating costs.

The Field Foundation of Illinois, Inc.
135 South LaSalle Street
Chicago, Illinois 60603
Tel: 312-263-3211 Fax: 312-263-3273

Focus. The Foundation awards grants for Community Welfare, Urban and Community Affairs, Health Education, Conservation and Culture in the Chicago metropolitan area.

Application process. Initial contact with full proposal.

When to apply. Anytime; request annual report which includes "Grant Application Procedures".

Emphases. *Activities:* Innovative programs, volunteerism. *Geography:* Chicago area.

Limitations. *Recipients:* Conduit agencies, individuals, private elementary or secondary schools,

United Way of Chicago or member agencies of the metro area. *Activities:* Conferences, fundraising events, political activities, publications. *Types of support:* Advertising, endowments, video equipment.

Give to the Earth Foundation
4000 Pheasant Ridge Drive
Minneapolis, Minnesota 55449
Tel: 612-783-4220 Fax: 612-783-4110

Focus. Give to the Earth Foundation is focused on environmental programs, especially "on funding grassroots, activist organizations making a direct, identifiable and positive impact on the environment."

Application process. Initial contact by letter or telephone call.

When to apply. Anytime; request foundation summary, application guidelines, grant recipient list and newsletter.

Emphases. *Recipients:* Grassroots organizations with minimal administrative overhead. *Activities:* Activism; projects with identifiable results.

Limitations. *Recipients:* Organizations "that have developed excessive bureaucracy and administrative overhead." *Activities:* Audiovisual materials; projects involving the use of pesticides and/or herbicides. *Types of support:* Operating costs.

The J.M. Kaplan Fund, Inc.
30 Rockefeller Plaza, Suite 4250
New York, New York 10112
Tel: 212-767-0630 Fax: 212-767-0639

Focus. The Fund has five principal program areas: The New York Environment, Historic Preservation, Land Use, Civil Liberties/Human Needs, and the Arts in New York City. The Fund makes environmental grants through The New York Environment, Historic Preservation and Land Use Programs. Rural New York is a subcategory of all three programs.

Application process. Initial contact by telephone call or a clear, concise letter describing applicant organization and the program for which it seeks support.

When to apply. Requests accepted only between March 1 and October 15; request annual report

which includes "Information for Applicants" and the "Application Checklist".

Emphases. *Recipients:* Nonprofit organizations. *Activities:* Education, planning, policy analysis/development, technical assistance. *Types of support:* General purposes, program-related investments. *Geography:* New York State.

Limitations. *Recipients:* Individuals. *Activities:* Audiovisual materials, conferences, publications, research. *Types of support:* Facilities, fellowships, operating costs, scholarships, travel expenses.

The Needmor Fund
1730 15th Street
Boulder, Colorado 80302
Tel: 313-449-5801 Fax: 313-444-8055

Focus. "Preference is given to organizations whose membership represents traditionally disenfranchised populations." Funds are allocated from the Broad Common Pool, which accepts proposals throughout the United States; and from the Toledo Common Pool, a fund dedicated to Toledo-based organizations. The Fund does not consider itself an environmental funder as such. Rather than fund specific environmental issues or topics, its core interests are community organizing, primarily low income and minority communities and grassroots organizations with limited access to foundation funds.

Application process. Initial contact by telephone call or written request for the Fund's "Pre-Application Form".

When to apply. There are two grantmaking cycles each year. Contact the Needmor Fund for further information; request "The Needmor Fund Guidelines", "Needmor Fund Directory of Grantees", the pre-application form and proposal instructions.

Emphases. *Recipients:* Nonprofit organizations. *Activities:* Activism, citizen participation, political activism or activities. *Types of support:* Continuing support, general purposes, leveraging funds, membership campaigns, operating costs, seed money, technical assistance.

Limitations. None stated.

New York Foundation
Empire State Building
350 Fifth Avenue, Room 2901
New York, New York 10118
Tel: 212-594-8009

Focus. The Foundation focuses on New York City, with current emphases on: the empowerment of local community groups; participation of target populations in public debate on issues of pressing social concern; and projects that coordinate and improve communication among programs working on similar issues. Target populations are the disadvantaged, handicapped, minorities, youth and the elderly. The Foundation is concerned with environmental issues that affect the people of New York, such as parks and urban open space, toxic air pollution, radioactive waste storage, and community beautification.

Application process. Initial contact with letter outlining project, budget needs and amount requested.

When to apply. Deadlines are November 1, March 1 and July 1; request annual report which includes "Application Procedure".

Emphases. *Recipients:* Botanical gardens, educational institutions, nonprofit organizations, public agencies. *Activities:* Activism, advocacy, citizen participation, collaborative efforts, conflict resolution, education, policy analysis/development, technical assistance, training and volunteerism. *Types of support:* General purposes, pilot projects, seed money. *Geography:* New York City.

Limitations. None stated.

The New York Times Company Foundation, Inc.
299 West 43rd Street
New York, New York 10036-3959
Tel: 212-556-1091 Fax: 212-556-4450

Focus. The Foundation's program areas are: Cultural Affairs, Education, Community Services, Journalism and Environmental Concerns. "With public awareness of threats to the environment mounting...[the Foundation] made a number of grants, locally and nationally to organizations seeking to preserve and enhance our natural heritage and improve the urban condition."

Application process. Initial contact with a brief letter describing the purpose for which funds are requested and outlining amount of other potential sources of funding. A copy of the IRS letter certifying 501(c)(3) status is required.

When to apply. Anytime; request the annual report which includes "Grant Policies" and "Application Procedures".

Emphases. *Recipients:* Nonprofit organizations..

Limitations. None stated.

The William Penn Foundation
1630 Locust Street
Philadelphia, Pennsylvania 19103-6305
Tel: 215-732-5114 Fax: 215-732-8780

Focus. The mission of the Foundation is to improve the quality of life in the Delaware Valley. Program areas are: Human Development, Culture, Community Fabric, Environment, National and International. It is interested in improving the pattern of urban growth and development by preserving open space in the cities and by enhancing public parks. Other environmental priorities include the urban environment in the six-county region Philadelphia metropolitan region and open land preservation in southeastern Pennsylvania and southern New Jersey.

Application process. Initial contact is with a full proposal.

When to apply. Anytime; request the annual report and "Foundation Priorities and Grant Application Procedures".

Emphases. *Recipients:* Botanical gardens, educational institutions, museums, nonprofit organizations, public agencies, zoos and aquariums. *Types of support:* Capital campaigns or expenses, equipment, facilities, multi-year grants, pilot projects, seed money. *Geography:* Greater Philadelphia only, including southern Pennsylvania, northeastern Maryland, northern Delaware and southern and western New Jersey (south of the Delaware Water Gap). .

Limitations. *Recipients:* Individuals, research institutions. *Activities:* Conferences, expeditions, tours, lobbying, political activism or activities, research, seminars, symposia/colloquia. *Types of support:* Advertising campaigns, annual campaigns, debt retirement, endowments, fellowships, general purposes, internships, lectureships, loans, professorships, program-related investments, scholarships.

The Philadelphia Foundation
1234 Market Street, Suite 1900
Philadelphia, Pennsylvania 19107-3794
Tel: 215-563-6417 Fax: 215-563-6882

Focus. The Foundation's program areas are: Children and Families, Community, Culture, Education, Housing and Economic Development, Religion, and Social Services. After awarding grants recommended by donors, the Foundation gives first priority to organizations that benefit low-income communities and that involve constituents in making organizational decisions, setting policies, and evaluating programs. It awards most of its environmental grants through the Community program.

Application process. Initial contact with a telephone call or letter requesting "Applicant Guidelines". Proposals should be sent by mail not facsimile machine.

When to apply. Call the Foundation for exact dates; request annual report, which includes "Applying for a Grant" and "Applicant Guidelines".

Emphases. *Recipients:* Nonprofit organizations with operating budgets under $1.5 million. *Activities:* Education, innovative programs. *Types of support:* Continuing support, general purposes. *Geography:* Bucks, Chester, Delaware, Montgomery, and Philadelphia counties in Pennsylvania.

Limitations. *Recipients:* Individuals, public agencies. *Activities:* Advocacy, conferences, expeditions and tours, publications, research. *Types of support:* Capital campaigns, debt retirement, endowments. *Geography:* National and international organizations.

Steelcase Foundation
P.O. Box 1967
Grand Rapids, Michigan 49501-1967
Tel: 616-246-4695 Fax: 616-246-4041

Focus. Foundation grants are made "to organizations, projects and programs in the areas of human service, health, education, community/economic development, the arts, and the environment." Particular emphasis is given to the disadvantaged, disabled, the young, and the elderly. 1991 grants included support for the urban environment and public education.

Application process. Initial contact with a letter requesting application, including: brief description of organization; description of project, amount requested and expected results; and proof of organization's IRS tax-exempt status.

When to apply. Quarterly deadlines prior to each Trustees' meeting. Exact dates will be sent with application materials; request annual report and "Guidelines".

Emphases. *Activities:* Education. *Types of support:* Capital campaigns, facilities (construction), general purposes, pilot projects, scholarships. *Geography:* Areas of company operations: Asheville, North Carolina; Athens, Alabama; Grand Rapids, Michigan; Orange County, California; Toronto, Ontario, Canada.

Limitations. *Recipients:* Individuals. *Activities:* Conferences, seminars, symposia. *Types of support:* Endowments.

Wieboldt Foundation
53 West Jackson Boulevard, Suite 838
Chicago, Illinois 60604
Tel: 312-786-9377 Fax: 312-786-9232

Focus. "Recognition of community organizing or community action as the foundation's prime concern is promoted by our conviction that a sense of powerlessness and the apathy and alienation bred of this sense are at the root of many of the ills of our time." The Foundation has three noteworthy characteristics: a grantmaking program aimed at developing the capacity of local citizens in Chicago's poorest neighborhoods, a board of directors directly involved in the work of the foundation, and a propensity to fund new areas of interest. Organizing efforts in the poorest urban neighborhoods will receive special consideration.

Application process. Initial contact should include a detailed application of not more than ten pages. They do not provide formal application forms.

When to apply. Deadlines are the last working day of the month. Applications will be considered two months later; request annual report.

Emphases. *Recipients:* Civic and public affairs organizations, community organizations addressing urban concerns. *Activities:* Community service organizing, economic development, environmental affairs, housing, law and justice, public policy, urban and community affairs, women's affairs.

Limitations. *Recipients:* Individuals. *Activities:* Research, conferences, capital development, direct service programs.

Woods Charitable Fund
3 First National Plaza, Suite 2010
Chicago, Illinois 60602
Tel: 312-782-2698

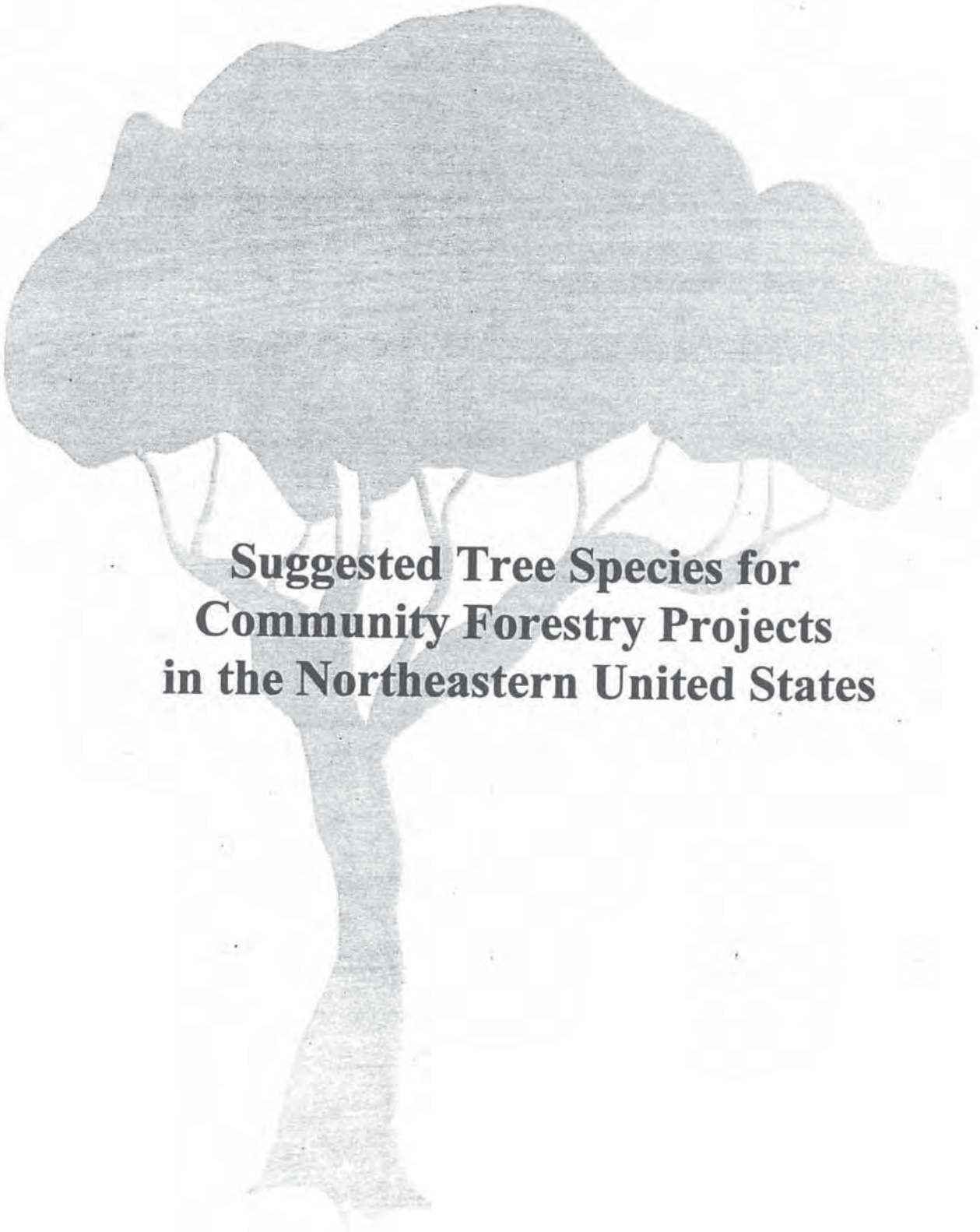
Focus. The Fund provides support to nonprofit organizations working to improve living conditions and opportunities for disadvantaged urban residents. Community organizing is a priority area in Chicago, where the Fund hopes to support groups working toward improving opportunities for low-income people, developing strategies for resolving urban problems, and building community and financial support.

Application process. Initial contact by telephone to determine whether the project falls within funding guidelines. Applicants should then send a two-page summary request and budget. There is no standard application form.

When to apply. Deadlines are April 15, July 15 and October 15; request copy of annual report, funding guidelines, procedures and timetables. The Fund offers proposal writing assistance.

Emphases. *Recipients:* Nonprofit organizations, ethnic/minority organizations. *Activities:* Urban and community affairs, women's affairs, community centers, community service organizations, youth organizations.

Limitations. *Recipients:* Clinics, residential care, counseling programs, recreational programs (Chicago area). *Activities:* Capital projects or campaigns, housing or economic development initiatives (Chicago area).



Suggested Tree Species for Community Forestry Projects in the Northeastern United States

SUGGESTED TREE SPECIES FOR COMMUNITY FORESTRY PROJECTS IN THE NORTHEASTERN UNITED STATES: DIRECTORY OF SPECIES

Common Alder ***Alnus glutinosa***

CHARACTERISTICS:	Height 40-60 feet; crown width 20-40 feet; pyramidal shape; often multistemmed- having ornamental appeal, bears nutlet that matures in October-November; flowers early to mid-March; growth rate fast when young, 24-30 inches per year over 20 years.
PLANTING:	Transplants easily; wet or moist soils are preferred but tolerates dry, acidic or slightly alkaline soils; fresh seed will germinate promptly, full sun or partial shade.
MAINTENANCE:	Prune in winter or early spring if needed.
ADVANTAGES:	Does well in infertile, wet areas, ability to fix nitrogen.
LIMITATIONS:	Powdery mildew, cankers, leaf rust, wooly alder aphid, alder flea beetle, alder lace bug, leaf minor, and tent caterpillar-- none are serious.
SOCIAL FORESTRY APPLICATIONS:	Community gardens and alley cropping for ability to fix nitrogen.
HARDINESS:	Zone 3
NOTES:	None

Apple *Malus sp.*

CHARACTERISTICS:	Height can range from a 4-foot bush to a 30-foot spreading tree; flowers in spring, edible fruit (pome).
PLANTING:	Must plant at least two different varieties that will bloom at the same time to ensure pollination and hence fruit production (contact a nursery for information on which varieties should be used to pollinate each other for good fruit).
MAINTENANCE:	Pruning methods for apples depend on how one plans to grow the tree.
ADVANTAGES:	Depend upon variety chosen.
LIMITATIONS:	Subject to insects and may require a spraying schedule or another regular pest control method; fruit trees require a lot of maintenance during the first years.
SOCIAL FORESTRY APPLICATIONS:	Community orchards (fresh baked goods, and jams); wildlife attractant.
NOTES:	None

Emerald Green Arborvitae ***Thuja occidentalis cv. Emerald***

CHARACTERISTICS:	Height 10-15 feet; crown width 3-4 feet; dense borad pyramidal conifer with short ascending branches to the ground; usually one trunk, but multiple trunks do occur; non-edible cone.
PLANTING:	Transplants readily from containers or balled and burlapped if root pruned prior to planting; should be grown in areas with good atmospheric and soil moisture; requires fertile well-drained soil, does very well in a marshy loam soil; full sun, but light shade is tolerated.
MAINTENANCE:	Prune to one central leader; prune prior to growth in the spring, not necessary to prune heavily or regularly; protect from winter damage by gently removing snow from the branches or by tying up the branches to prevent damage from the weight of snow; keep mulch permanently around the base.
ADVANTAGES:	Tolerates pruning; very tolerant of limestone soils; tolerates considerable heat and drought and extreme cold (to -40 degrees Fahrenheit); does not discolor (turn brownish) like many other varieties.
LIMITATIONS:	Slow growing; susceptible to strong winds, snow or ice damage.

SOCIAL FORESTRY

APPLICATIONS: Nurseries- makes a good landscape tree; hedges and windbreaks.

NOTES: None

'Marshall's Seedless' Green Ash *Fraxinus pennsylvanica v. lanceolata*

CHARACTERISTICS:	Height 45-55 feet; crown width 35-45 feet; trunk diameter 12-24 inches; fast growing, 2-3 feet per year; trunk sometimes crooked; compact, irregular crown; pyramidal shape; leaves in opposite arrangement; flowers in May; non-edible fruit (samara) in September.
PLANTING:	Highly tolerant; prefers moist site; requires full sun; tolerates sites that are poorly drained or flooded in the spring but not under continuous water (along stream banks and swamp edges); once established, tolerates salt, drought, compaction and acid to alkaline soils, but pH greater than 8.1 may be problematic; often grown in disturbed sites with periodic water such as roadside ditches, highway medians and old fields.
MAINTENANCE:	Prune in the fall.
ADVANTAGES:	Seedless; transplants easily; tolerates drought, salt, compacted soils and urban conditions; very tolerant of climate extremes; moderately long-lived; good for revegetating mine spoils.
LIMITATIONS:	Shade-intolerant; prone to pests; not always completely seedless; prone to storm damage thus requires frequent pruning.

SOCIAL FORESTRY
APPLICATIONS: Shade; nurseries-- ornamental qualities

NOTES: None

Red Barberry ***Berberis thunbergi var. atropurpurea***

CHARACTERISTICS:	Height 1 1/2-2 feet; crown width 2 1/2-3 feet; dense shrub; small, bright yellow flowers in April to mid-May; bright red edible fruit (berry) in September-October which persist all winter long.
PLANTING:	Easily transplanted in a container; extremely adaptable to many soils and conditions, but will not withstand extremely moist soils; does best in full sun (must have sun to develop good foliage color); needs moderate water.
MAINTENANCE:	Pruning should be done in the early spring to insure that fruit is produced; shrub becomes scraggly if left unpruned; to form a hedge, only light pruning is necessary; when the shrub becomes too high, renewal pruning to the ground may be done; easly transplanted, even as a bare-rooted plant.
ADVANTAGES:	Adaptable to many soils; withstands dry conditions; tolerates urban conditions better than many other shrubs; brilliant fall color; moderately shade tolerant.
LIMITATIONS:	Thorns; if not maintained, will become unattractive.

SOCIAL FORESTRY APPLICATIONS:	Live fence/barrier planting; good hedge shrub wildlife attractant because of fruit; nurseries, fall color and beautiful foliage and fruits make it a good ornamental; community orchards; used in cold drinks, recipes calling for cooked fruits; jellies.
NOTES:	None.

Paperbark Birch ***Betula papyrifera***

CHARACTERISTICS:	Height 39-70 feet; crown width 17-35 feet; diameter 12-20 inches; fast growth rate 1 1/2 to 2 feet per year; curved trunk, may be multiple trunks (clump birch) with creamy-white peeling bark; loosely pyramidal shape in youth and oval shape in maturity; shallow roots; flowers in April-May, non-edible fruit (nutlet) in August-September.
PLANTING:	Transplants easily; adapts to a variety of soils; tolerates well-drained to somewhat poorly drained soils such as the edge of lakes, streams, swamps, seepages; does best on well-drained, acid, moist, sandy or silty loam soils; cool, moist sites with well-drained soils decrease susceptibility to pests; full sun.
MAINTENANCE:	Needs ample water at all times and a regular feeding (fertilizer) program; unless pruned, the branches will reach the ground.
ADVANTAGES:	Fast-growing; fall color.
LIMITATIONS:	Highly susceptible to insect damage (bronze birch borer); very shade-tolerant; short-lived; not adaptable as street tree, so are restricted to lawns in cities; particular about soil conditions; not a particularly tough tree; polluted areas should be avoided

SOCIAL FORESTRY APPLICATIONS:	Timber; paper; fuel wood (bark can be used to start fires) nurseries; excellent ornamental because of fall color and attractive bark.
NOTES:	None.

Northblue Blueberry *Vaccinium sp.*

CHARACTERISTICS: Height 2 feet; a half-high-bush type; white flowers in May; edible fruit (blueberry) in July-August.

PLANTING: Transplant balled and burlapped, or from a container into moist, well-drained, organic, acid soil with a pH of 4.5-5.5; plant about 4 feet apart; must plant two other varieties for cross-pollination (like Northsky); full sun or partial shade; requires a fair amount of winter weather; needs soil rich in organic matter (e.g. peat) which is very acidic and extremely well-rained; needs constant moisture, but cannot tolerate standing water; if standing water may be a problem, plant in raised areas.

MAINTENANCE: Requires light pruning annually (after fruiting) to remove dead and old wood; if berries are very small one year, thin the following winter; do not fertilize in the first year. In following years, can be fed with cottonseed meal, ammonium sulfate, or any product suitable for azaleas, rhododendrons or camellias; do not cultivate the soil- may damage shallow roots; important to mulch heavily (use straw, peat moss, or combination) to keep the soil moist and loose; renew the mulch regularly and keep it 6 inches deep; may net the plants to keep birds from eating the berries.

ADVANTAGES:	Fiery fall color; large berries have outstanding flavor; require very little care if planted in suitable conditions; can be used in containers and as a bonsai subject.
LIMITATIONS:	Particular about habitat requirements; birds will eat the berries; chlorosis can be a significant problem, in which case the pH should be examined.
SOCIAL FORESTRY APPLICATIONS:	Wildlife attractant; community orchards; jellies, baked goods; nurseries- ornamental because of flowers and good fall color.
NOTES:	None.

Tophat Blueberry ***Vaccinium corymbosum X angustifolium***

CHARACTERISTICS: Height 2 feet; a half-high-bush type; white flowers in May; edible fruit (blueberry) in July-August.

PLANTING: Transplant balled and burlapped, or from a container into moist, well-drained, organic, acid soil with a Ph of 4.5-5.5; plant about 4 feet apart; must plant two other varieties for cross pollination (like Northsky); full sun or partial shade; requires a fair amount of winter weather; needs soil rich in organic matter (e.g. peat) which is very acidic and extremely well-rained; need constant moisture, but cannot tolerate standing water; if standing water may be a problem, plant in raised areas.

MAINTENANCE: Requires light pruning annually (after fruiting) to remove dead and old wood; if berries are very small one year, thin the following winter; do not fertilize in the first year, in the following years, it can be fed with cottonseed meal, ammonium sulfate, or any product suitable for azaleas, rhododendrons, or camellias; do not cultivate the soil- may damage shallow roots; important to mulch heavily (use straw, peat moss, or combination) to keep the soil moist and loose; renew the mulch regularly and keep it 6 inches deep; may net the plants to keep birds from eating the berries.

ADVANTAGES:	Fiery fall color; large berries have outstanding flavor; require very little care if planted in suitable conditions; can be used in containers and as a bonsai subject.
LIMITATIONS:	Particular about habitat requirements; birds will eat the berries; chlorosis can be a significant problem, in which case the pH should be examined.
SOCIAL FORESTRY APPLICATIONS:	Wildlife attractant; community orchards; jellies, baked goods; nurseries- ornamental because of flowers and good fall color.
NOTES:	None.

Burning Bush, Wahoo ***Euonymus atropurpureus***

CHARACTERISTICS:	Height 12-24 feet; crown width 6-8 feet; large shrub or small tree with a wide, flat-topped, irregular crown; deciduous; dark purple flowers in June; fruit is a non-edible capsule and shows an attractive orange seed in September
PLANTING:	Transplant balled and burlapped; tolerates most soils provided that they are well-drained; full sun or partial shade; moderate watering; common in river banks, floodplains and other moist sites.
MAINTENANCE:	Prune in the fall after the leaves drop; remove no more than one-third of the volume of wood.
ADVANTAGES:	Adapts to many climates because it is very tough and tolerant; brilliant fall color.
LIMITATIONS:	None
SOCIAL FORESTRY APPLICATIONS:	Fruit attracts wildlife; nurseries- makes a good ornamental because of fall color and landscape value.
NOTES:	None.

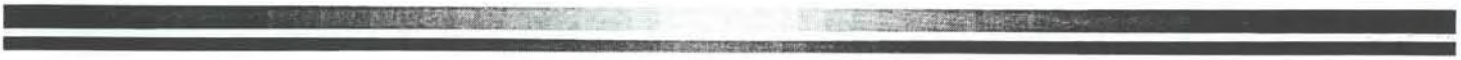
Cherry *Prunus sp.*

CHARACTERISTICS:	Three categories, European, American and Asian; height 30-40 feet; crown width about 30-40 feet; conical shape; white flowers in mid- to late-April; edible berry (drupe).
PLANTING:	All sweet varieties require other cherry trees to be present in order for pollination (and hence fruit production). Sour varieties do not have this need; but cannot tolerate anaerobic soil conditions, so do not plant them in a wet or heavy clay soil.
MAINTENANCE:	If not being used as a wildlife attractant, cover with net to keep birds from eating crop; fruit is borne on spurs which can begin to produce on 2 year-old branches; needs no thinning; little pruning is needed after the first two growing seasons; sweet cherries may need to be headed back in the first years of growth to encourage branching.
ADVANTAGES:	Sour (pie) varieties are relatively easy to grow because they are self-fertile (do not require another tree for pollination).
LIMITATIONS:	Susceptible to many pests, especially birds; damaged by early intense cold and by heavy snow. Sour (pie) varieties make good hedges and screens.

SOCIAL FORESTRY APPLICATIONS:	Fruit attracts wildlife; nurseries- makes a good ornamental because of fall color and landscape value.
NOTES:	None.

Chinese Chestnut ***Castanea mollissima***

CHARACTERISTICS:	Height 40-60 feet; crown width 40-60 feet; low-branched with a rounded crown; pale yellow flowers in May-June; edible fruit (nut).
PLANTING:	Transplants best when young; prefers acidic soil (pH of 5.5 to 6.5); well-drained loamy soils; full sun; responds well to fertilization.
MAINTENANCE:	Requires minimal attention.
ADVANTAGES:	Does well in hot dry climates; very tough, durable tree under differing environmental conditions.
LIMITATIONS:	Slow to medium growing (1 to 1 1/2 feet per year); nuts are covered with prickly burrs which litter the ground and may be a nuisance, nut production not without problems and may require a lot of work.
SOCIAL FORESTRY APPLICATIONS:	Nut production and sales; fresh baked goods; wildlife attractant.
NOTES:	None.



Cotoneaster ***Cotoneaster dammeri cv.***

CHARACTERISTICS:	Height 1 foot; 3-6 feet wide; very low to the ground; evergreen to semi-evergreen shrub;
PLANTING:	Transplants well from containers; prefers a well-drained soil; also does well on peaty soils and rocky ground.
MAINTENANCE:	Prune to keep from spreading.
ADVANTAGES:	Adaptable to many soils and conditions; branches root readily when they come into contact with the ground; fast growing; will cover a large area in a short time period.
LIMITATIONS:	Does not hold up over time and becomes ratty within 3-5 years; can spread over large areas very quickly.
SOCIAL FORESTRY APPLICATIONS:	Nurseries- makes a good ornamental because of the colorful fruit and the attractive foliage which is a dark green color in summer and fall, turning reddish-purple in the winter; a good evergreen ground cover; wildlife attractant.
NOTES:	None.

Crab Apple *Malus coronaria*

CHARACTERISTICS:	Height 15-25 feet; diameter 8-12 inches; trunk short and crooked; spherical shape with broad and irregular crown; unique branching; often a bushy shrub which forms thickets in groups; flowers in May; edible fruit (apple, less than 2 inches in diameter) in October which remains on tree into winter and does not rot until following spring.
PLANTING:	Adaptable to many soils; any soil should be well-drained, moist and pH of 5.0 to 6.5; does well on a heavy loam soils; full sun; common on disturbed sites (old fields, open areas, pastures, along streams).
MAINTENANCE:	Requires little pruning, but if done should be completed before early June; prune to open the center, remove awkward branches, remove sucker growth, and to shape.
ADVANTAGES:	Requires little pruning; fragrant; tolerates urban conditions; makes an attractive winter silhouette.
LIMITATIONS:	Shade-intolerant; slow-growing; stems are short-lived and frequently fall to the ground.

SOCIAL FORESTRY APPLICATIONS:	Nurseries- makes a good ornamental; community orchards; fruit can be used in jellies and baked goods; wildlife attractant.
NOTES:	None.

Alpine Currant — *Ribes alpinum*

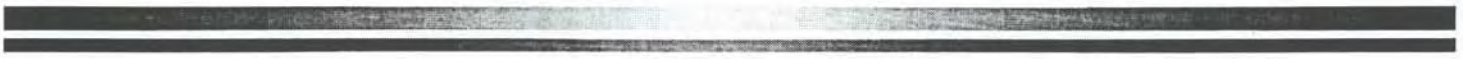
CHARACTERISTICS:	Height 3-6 feet; spread two times the height; medium growth rate; greenish yellow flower in early April; fruit is an edible, juicy scarlet berry on female plants; fruits in June-July.
PLANTING:	Easily transplanted, best handled as a container plant.
MAINTENANCE:	Prune when desired.
ADVANTAGES:	Tolerant of any type of good soil; full sun or shade.
LIMITATIONS:	Male clones propagate more readily; diseases- Anthracnose, cane blight, leaf spots, rust, currant aphid, imported currant worm, scales and currant bud mite.
SOCIAL FORESTRY APPLICATIONS:	Fruit attract wildlife; fruit may be harvested and sold or used in baked goods or jams; good hedge plant.
HARDINESS:	Zone 2
NOTES:	None.

Baily Dogwood ***Cornus baileyi***

CHARACTERISTICS:	Height 7-9 feet; crown width 10 or more feet; loose, broad-spreading, round, multi-stemmed shrub; dull white flowers in late May-early June; non-edible white fruit (drupe) in August-September.
PLANTING:	Fibrous root system allows it to be easily moved bare root or balled and burlapped; adaptable to a very wide range of soils and climates; prefers moist soils.
MAINTENANCE:	Prune anytime to shape; thin out thicker caness (older branches/stems).
ADVANTAGES:	Fast growing; used to stabilize soils; grows rapidly and extensively, covering large barren areas quickly.
LIMITATIONS:	Spreads extensively by root suckers which can be managed by pruning.
SOCIAL FORESTRY APPLICATIONS:	Fruit attracts wildlife; nurseries- makes a good ornamental because of red stems and its appearance when framed by snow.
NOTES:	None.

Pioneer Hybrid Elm ***Ulmus 'Pioneer'***

CHARACTERISTICS:	Height 50-60 feet; crown width 50-60 feet; dense oval shaped crown; flowers; non-edible fruit (samara).
PLANTING:	Transplants easily; tolerates compacted, wet. pr droughty acid to alkaline soils and salt.
MAINTENANCE:	Prune in the fall for shape.
ADVANTAGES:	Fast growing, tolerates urban conditions, pollution, salt and other environmental extremes; very resistant to Dutch elm disease; very durable.
LIMITATIONS:	None
SOCIAL FORESTRY APPLICATIONS:	Timber, shade
NOTES:	None.



Turkish filbert *Corylus colurna*

CHARACTERISTICS:	Height 40-50 feet, may reach 70-80 feet; spread 1/3 to 2/3 height of tree; short trunk, branches touch ground at bottom, elegant tree form; growth rate medium, 35 feet in 20 years; fruit is an edible nut 1/2 to 5/8 inches in diameter grouped three or more together.
PLANTING:	Somewhat difficult to propagate; likes hot summers and cold winters; prefers well drained loamy soils; full sun.
MAINTENANCE:	None.
ADVANTAGES:	Tolerant of adverse conditions; pH adaptable; no pest problems.
LIMITATIONS:	None serious.
SOCIAL FORESTRY APPLICATIONS:	Nuts attract wildlife; nut production for use and sale.
HARDINESS:	Zone 4.
NOTES:	None.

Balsam Fir *Abies balsamia*

CHARACTERISTICS:	Height 50-75 feet; 20-35 foot spread; contains 2-4 inch cones from mid-July to mid October; fine textured foliage, light green in spring and dark green in summer, fall and winter; growth rate slow, 4-6 inches per year.
PLANTING:	Transplants easily balled and burlapped as a small tree in early spring; prefers coarse to moderately fine soil texture; requires wet to moist soils that range from strongly acidic to lightly acidic (pH 4.0 to 6.5).
MAINTENANCE:	None.
ADVANTAGES:	Tolerates poor drainage; resistant to soil compaction; tolerant of urban conditions.
LIMITATIONS:	Sensitive to heat and drought; intolerant of salt; subject to windfall in shallow soils.
SOCIAL FORESTRY APPLICATIONS:	Christmas trees; attracts wildlife--songbirds, small mammals and hoofed browsers, nice as an ornamental.
HARDINESS:	Zone 2.
NOTES:	None.

Douglas-fir ***Pseudotsuga menziesil***

CHARACTERISTICS:	Height 39-80 feet; crown width 12-20 feet; diameter 12-24 inches; straight trunk; pyramidal shape with dense crown; crown of open grown trees reaches ground; needles arranged spirally, yellow-green to dark blue-green; young cones borne on older trees (approx.. 25 years) in May-June that persist into winter.
PLANTING:	Transplants easily balled and burlapped; for use in a hedgerow, plant young trees 2 feet apart and keep them topped and trimmed. Mild and humid climate with dry summers; fails on poorly drained soils and poor dry soils; most upland soils excluding those with high lime content in the topsoil; prefers well-drained, moist soils with a pH of 6.0-6.5; cannot tolerate undrained and swampy soils; tolerates wind; does well in sun or considerable shade; needs roomy conditions; the site will affect tree appearance (wet and/or shaded sites produce a thin and gawky tree; dry sites result in a tree that is very dense and short).
MAINTENANCE:	None.
ADVANTAGES:	Moderately shade tolerant; fast-growing for a conifer (an average of less than one foot per year); long-lived ornamental.

LIMITATIONS:	Susceptible to a range of pests, but in the eastern United States there is little problem with destructive pests; due to shallow root system prone to windthrow in wet conditions such as after heavy rains, or when grown in areas with high water table; not suitable for windbreaks, injured by high winds.
SOCIAL FORESTRY APPLICATIONS:	Christmas trees (short-needled) needles remain long after cutting, timber; because it can withstand shearing/pruning it makes a good hedge tree; nurseries- makes a good ornamental
NOTES:	None.

Meadowlark Forsythia ***Forsythia ovata x F. europaea***

CHARACTERISTICS:	Height 10-12 inches; an upright spreading shrub; light yellow flowers in early to mid-April; non-edible fruit (capsule).
PLANTING:	Transplants easily bare root or balled and burlapped because of fibrous root system; prefers a loose soil; full sun to maximize flowers.
MAINTENANCE:	Prune after flowering by cutting the plant to the ground or by removing the oldest stems.
ADVANTAGES:	Adapts to varying soil pH; withstands city conditions; very few pest problems; the buds are very cold hardy (extreme cold will not destroy flower buds).
LIMITATIONS:	None
SOCIAL FORESTRY APPLICATIONS:	Nurseries- good ornamental value because it flowers very early in the spring and can be pruned into imaginative shapes.
NOTES:	None.

Common Hackberry ***Celtis occidentalis***

CHARACTERISTICS:	Height 40-60 feet, may reach 100 feet; spread equal to height; medium to fast growth rate, 20-30 feet over 10-15 years; bark is rough, often in ridges; fruit ripen in September and October and are edible.
PLANTING:	Easily transplanted bare root as a small tree or balled and burlapped in larger sizes; prefers rich, moist soils.
MAINTENANCE:	None.
ADVANTAGES:	Tolerates dry, heavy, rocky, or sandy soils; tolerates acid and alkaline soils; tolerates wind and full sun; withstands urban conditions.
LIMITATIONS:	Diseases-- Leaf spots, witches broom, powdery mildew, Gonopderma rot, hackberry nipple gall, mourning-cloak butterfly, and several scales.
SOCIAL FORESTRY APPLICATIONS:	Attracts wildlife-- songbirds and small mammals; fruit has a similar taste to dates and may be harvested for use in baked goods.
HARDINESS:	Zone 2.
NOTES:	None.

Carolina Hemlock ***Tsuga caroliana***

CHARACTERISTICS:	Height 45-60 feet; spread 20-25 feet; airy tree with tapering trunk often having pendulous branches; growth rate slow to medium; contains cones of 4/5 to 1 2/5 inches long.
PLANTING:	Transplants well balled and burlapped if root pruned; requires moist, well-drained soils; partially shaded, sheltered site.
MAINTENANCE:	None.
ADVANTAGES:	Tolerates city conditions better than other hemlock species.
LIMITATIONS:	Requires moist, well-drained soils, sheltered site, and shade; will not tolerate drought.
SOCIAL FORESTRY APPLICATIONS:	Good ornamental; may be used in composting.
HARDINESS:	Zone 4.
NOTES:	None.

Shagbark Hickory *Carya ovata*

CHARACTERISTICS:	Height 60-80 feet, may reach 100-120 feet; spread is about half the height; nut is edible, ripens early September to mid-October, growth rate is slow, 6 inches per year; bark peels up in shaggy strips.
PLANTING:	Difficult to transplant due to deep taproot, move as a small tree balled and burlapped in early spring; prefers rich and well-drained loams.
MAINTENANCE:	Clean up of nuts if desired.
ADVANTAGES:	Adapts to wide variety of soils; resistant to drought and heat; somewhat resistant to soil compaction.
LIMITATIONS:	Sensitive to salt and 2,4-D; hickory bark beetle.
SOCIAL FORESTRY APPLICATIONS:	Nuts attract wildlife-- songbirds, small mammals; nut production for sale; wood production for wood chips for barbecue; wood production for timber sale.
HARDINESS:	Zone 4.
NOTES:	None.

Meserve Hybrid Holly *Ilex rugosa x I. aquifolium*

CHARACTERISTICS:	Male shrub: height 8-12 feet; dense evergreen shrub with dark green leathery foliage; broad pyramidal shape. Female: height 15 feet by 10 feet wide; broad and shrubby evergreen; white flowers in mid-May; plenty of dark red, shiny non-edible (poisonous) fruit (drupe) that ripens in late August.
PLANTING:	Well-drained acidic soil; tolerates many soils but prefers a loamy soil; full sun to partial shade; plant in a protected area to decrease the susceptibility to winter injury; if fruit is desired, must plant both a male and female shrub- only the females fruit and require the male for fertilization.
MAINTENANCE:	Prune both to any shape during the growing season; pruning in the fall or winter will cause winter injury.
ADVANTAGES:	Among the most hardy of hollies; the female is also one of the best fruit producers.
LIMITATIONS:	Suffers from winter desiccation (this occurs when the ground is frozen, the wind blowing the sun bright and some water loss from the leaves occurs; over time, some or all exposed leaves will die); protecting the plant will help.

SOCIAL FORESTRY APPLICATIONS:	Attracts wildlife because of the fruit; nurseries- makes a good ornamental because of bright, evergreen foliage bright red fruit.
NOTES:	Berry is highly toxic.

Skyline Honeylocust *Gleditsia triacanthos*

CHARACTERISTICS:	Height 30-45 feet; crown width 26-35 feet; pyramidal form with ascending branches; compact crown; flowers May-June, fruitless variety.
PLANTING:	Sprouts easily; transplants readily; tolerates a wide range of site conditions, but does best on rich, moist soils or ones of limestone origin, or alluvial soils near streams and lakes; grows poorly on gravely or heavy clay soils; pH 6.0; 8.0; full sun; does not do well in the area between a curb and a sidewalk, will cause pavement to lift and break.
MAINTENANCE:	Prune in the fall; stake until good basic branch pattern is established.
ADVANTAGES:	Able to tolerate urban conditions; fast-growing (2 feet per year); moderately long-lived; hardy to heat, drought, cold, ice storms and wind; tolerates salt, high lime content (high pH) and compaction; thornless and podless variety; does not suffer major pest damage; shade tree; fallen leaves are not as bothersome as other deciduous trees; windbreaks and with pruning it makes a good hedge; winter silhouette; flood tolerant (up to 50 days of standing water).

LIMITATIONS:	Shade-intolerant; susceptible to storm damage.
SOCIAL FORESTRY APPLICATIONS:	Nurseries- because of good fall color and lacy appearance of the foliage and its tropical appearance make it a good ornamental and shade tree (provides filtered shade).
NOTES:	May produce non-edible pod.

Sunburst Honey Locust *Gleditsia triacanthos var. 'Inermis'*

CHARACTERISTICS:	Height 30-75 feet; crown width 40-70 feet; diameter 24-35 inches; short trunk divided into several large branches; broad, open flat-topped crown; flowers May-June, fruitless variety.
PLANTING:	Tolerates a wide range of site conditions, but does best on rich, moist soils or soils of limestone origin, alluvial soils near streams and lakes; grows poorly on gravely or heavy clay soils; pH 6.0-8.0; full sun. Does not do well in the area between a curb and a sidewalk, will cause pavement to lift and break.
MAINTENANCE:	Sprouts readily; transplants readily; prune in the fall; stake until good basic branch pattern is established; prune in fall.
ADVANTAGES:	Able to tolerate urban conditions; fast-growing; moderately long-lived; hardy, tolerates salt, high lime content and compaction, thornless and podless variety; flood tolerant; Fall color change from stem out-creates "sunburst" appearance.
LIMITATIONS:	Shade-intolerant; susceptible to storm damage.

SOCIAL FORESTRY APPLICATIONS:	Nurseries- because the lacy appearance of the foliage and its tropical appearance make it a good ornamental and shade tree (provides filtered shade).
NOTES:	May produce non-edible pods.

Katsura *Cercidiphyllum japonicum*

CHARACTERISTICS:	Height 40-60 feet; crown width 20-30 feet; often with multiple trunks; spherical shape; trees with single trunks have a slender shape; fast growing once established (an average of 2 feet per year); flowers in late March-early April; non-edible fruit (capsule) which remain on tree in the winter.
PLANTING:	Plant in the spring as a containerized or burlapped tree; requires a fertile, moist well-drained soil; tolerates a range of soil pH, but acid soils provide better fall color; prefers full sun or light shade; suffers from dought and compacted soils.
MAINTENANCE:	Must be protected from hot sun and dry winds; requires plenty of moisture during the growing season, water during droughts until well established; if there is an infection with a canker, the tree should be pruned below the infected area to keep the disease under control.
ADVANTAGES:	Relatively pest free; loose foliage allows for good air circulation and filtered shade; winter silhouette.
LIMITATIONS:	Difficult to transplant; intolerant of hot;

	sun, dry winds, drought and city conditions the base of the tree breaks up as the tree grows older. However, this is not the case with a single trunk.
SOCIAL FORESTRY APPLICATIONS:	Shade tree; green manure; nurseries- for its spring and fall color and overall attractiveness in landscapes.
NOTES:	None.

Black Locust ***Robinia pseudoacacia***

CHARACTERISTICS:	Height averages 30-50 feet; crown width 20-35 feet; upright tree with straight trunk and narrow oblong crown; becomes ragged with age; develops shoots from roots; forms thickets when allowed to seed freely; growth rate is fast, 2 feet or more per year over 10 years; flowers are fragrant and borne in late May to early June; fruit is a pod maturing in October; generally has spines on twigs.
PLANTING:	Transplants easily; prefers moist, rich, loamy soils, or those of limestone origin.
MAINTENANCE:	Prune in late summer if desired.
ADVANTAGES:	Extremely adaptable to various soils and climates; will grow in most any soil except those that are permanently wet; tolerant of dry conditions and saline environments; will grow on sandy sterile soils; ability to fix nitrogen.
LIMITATIONS:	Diseases-- canker, dampening-off, leaf spots, powdery mildews, woody decay, witches' broom, locust borer, carpenterworm, locust leaf minor, locust twig borer, and scales.
SOCIAL FORESTRY APPLICATIONS:	Shelter plantations and afforestation; bees

	produce honey from fragrant flowers; community gardens and alley cropping for nitrogen fixing ability.
HARDINESS:	Zone 3.
NOTES:	None.

Star Magnolia *Magnolia stellata*

CHARACTERISTICS:	Height 15-20 feet; crown width 10-15 feet; dense oval shaped crown; flowers in late winter- early spring; non-edible fruit (aggregate of follicles).
PLANTING:	Must be protected as much as possible, avoid southern exposure; prefers a peaty organic-based soil that is moist with an acidic pH of 5.0-6.5; transplant balled and burlapped or from a container not too deep into the soil; full sun, but can withstand light shade.
MAINTENANCE:	Prune after flowering preferably in early summer before all the flower buds are set for the next year.
ADVANTAGES:	Fragrant flowers; flowers when the tree is less than one foot tall; flowers before leafs out; basically pest free.
LIMITATIONS:	Flowers can be damaged by frost, therefore must avoid southern exposure (this would encourage buds to develop and open too early); slow growing (1/2 to 1 foot per year).

SOCIAL FORESTRY APPLICATIONS:	Nurseries- good ornamental value because of fragrant flowers, flowers appear before the leaves.
NOTES:	None.

Crimson King Maple *Acer platanoides*

CHARACTERISTICS:	Height 39-59 feet; crown width 25-35 feet, trunk diameter 11-24 inches; spherical shape with a round spreading dense crown and stout branches; leaves arranged in opposite pattern; shallow roots; flowers in May-June, non-edible fruit (samara) in September-October.
PLANTING:	Easily transplanted; prefers a fertile, well-drained soil, but can adapt to almost any soil and climate situation (will tolerate clay, sand, acid to alkaline soils, hot and dry atmospheres, pollution); when poor drainage is suspected, plant this tree higher; performs poorly in an alkaline soil; thrives in hedge rows and roadside thickets.
MAINTENANCE:	Branches require frequent pruning to allow enough light and water to reach the tree; topping or excessive pruning should be avoided.
ADVANTAGES:	Shade tree; adapts to urban conditions because it tolerates pollutants and urban sites; shade tolerant; long-lived; relatively pest free; maintains bright red color throughout growing season.

LIMITATIONS:	Because of dense foliage and shallow roots, lawns and other plants cannot be maintained beneath them; shallow roots break pavement; in mid-summer, sucking insects excrete a sticky substance that mars objects under the tree; otherwise relatively pest free; injured by extremely low temperatures.
SOCIAL FORESTRY APPLICATIONS:	Timber; nurseries- because it provides good fall color; can be used as a screen; wildlife attractant.
NOTES:	None.

Red Maple *Acer Rubrum*

CHARACTERISTICS:	Height 40-75 feet; crown width 20-40 feet; diameter 20-32 inches; pyramidal shape in youth, spherical shape at maturity; fast growing, 1/2 to 2 1/2 feet per year; shallow and spreading roots; flowers in March-May, non-edible fruit (samara) May-June.
PLANTING:	Transplants easily as a small, bare-root tree or balled and burlapped as a larger tree; move in spring. Adapts to a variety of soils and climates, but prefers slightly acid, moist sites and low wet areas. Becomes chlorotic in alkaline soils (fertilizing with manganese may help).
MAINTENANCE:	Sprouts vigorously after cutting.
ADVANTAGES:	Fall color; shade-tolerant; fast growing; moderately long-lived; tolerates urban conditions, but not heavily polluted areas.
LIMITATIONS:	Chlorotic (leaves turn yellow and sickly) in soils with a high pH; thin bark easily damaged; prone to storm damage.
SOCIAL FORESTRY APPLICATIONS:	Timber (used for firewood, boxes, crates, railroad ties, plywood and furniture); nurseries-makes a good ornamental because of fall color, spring flowers and shade.
NOTES:	None.

Red Sunset Maple *Acer Rubrum*

CHARACTERISTICS:	Height 40-50 feet; crown width 35-40 feet; pyramidal to rounded shape; flowers in March-May, non-edible fruit (samara) May-June.
PLANTING:	Transplants easily as a small, bare-root tree or balled and burlapped as a larger tree; move in spring. Adapts to a variety of soils and climates, but prefers slightly acid, moist sites and low wet areas. Becomes chlorotic in alkaline soils (fertilizing with manganese may help).
MAINTENANCE:	Sprouts vigorously after cutting.
ADVANTAGES:	Fast growing; excellent ornamental value; very cold hardy; moderately long-lived; tolerates urban conditions, but not heavily polluted areas.
LIMITATIONS:	Chlorotic (leaves turn yellow and sickly) in soils with a high pH.
SOCIAL FORESTRY APPLICATIONS:	Nurseries- makes a good ornamental because of excellent fall color, Timber (used for firewood, boxes, crates, railroad ties, plywood and furniture).
NOTES:	None.

Nectarine *Prunus sp.*

CHARACTERISTICS:	Height 15-25 feet; crown width 15-25 feet; broad, rounded shape; pink flowers in April before the leaves; edible fruit (drupe) in June-August.
PLANTING:	Prefers a well-drained, acidic, moist soil; full sun; if the variety is well-chosen, it is possible to plant two or three trees per one large hole, allowing the roots to almost touch.
MAINTENANCE:	Should be kept shrub-like to maintain health and prevent pest infestations; prune the flowering branches immediately after flowering to encourage abundant flowering the next year; during years of heavy crop, the fruit must be thinned when they are the size of a thumbnail; for early season varieties, leave 6-8 inches of space between each fruit and for late season varieties leave 4-5 inches between each fruit; if a frost knocks off much of the crop, leave all the remaining fruit on the tree even if it is clustered.
ADVANTAGES:	Most varieties are self fertile; if properly maintained, may be attractive ornamental when flowering.

LIMITATIONS:	Very susceptible to many pests, thus requiring persistent and thorough pest control; unable to tolerate extreme winter cold or late frost; required pruning results in unattractive tree for some time afterwards.
SOCIAL FORESTRY APPLICATIONS:	Community orchards; fresh, baked goods, canned goods; nurseries- ornamental value because it flowers before the leaves come out; wildlife attractant.
NOTES:	None.

Russian olive *Elaeagnus angustifolia*

CHARACTERISTICS:	Height 12-20 feet; crown width about 12-20 feet; large shrub or small tree with a round shape; open and light texture; silver-green to gray-green color; growth rate is medium to fast; contains thorns; fruit is drupe-like, 2/5 inches long and is edible.
PLANTING:	Transplants readily; can be grown in most any soils but prefers light sandy loams; prefers sunny open exposure.
MAINTENANCE:	May be pruned to maintain tight form.
ADVANTAGES:	Salt tolerance; tolerant of sea coast, highway environments, drought conditions, and alkali soils; good for gray color; ability to fix nitrogen.
LIMITATIONS:	Thorns; diseases-- leaf spots, cankers, rusts Verticillium wilt, crown gall, oleaster-thistle aphid, and scales.
SOCIAL FORESTRY APPLICATIONS:	Hedges; community gardens, alley cropping, and composting for nitrogen fixation; fruit may be used to flavor oriental sherbet.
HARDINESS:	Zone 2.
NOTES:	None.

Common Pawpaw *Asimina triloba*

CHARACTERISTICS:	Height 15-40 feet depending on conditions; spread equal to height; multistemmed shrub or small tree; growth rate is medium as a small tree; flowers are purple in early to mid-May; fruit mature in August and September and are edible.
PLANTING:	Somewhat difficult to transplant, should be moved as a small (3-6 foot) balled and burlapped tree; prefers moist, fertile, deep slightly acidic soils.
MAINTENANCE:	None.
ADVANTAGES:	Sensitive to salt, dought, heat, and soil compaction.
LIMITATIONS:	Attracts wildlife, especially raccoon, fruit are edible, similar to banana in taste, may be harvested for sale or used in baked goods.
SOCIAL FORESTRY APPLICATIONS:	Zone 5.
NOTES:	None.

Peach *Prunus persica*

CHARACTERISTICS:	Height 15-25 feet; crown width 15-25 feet; broad, rounded shape; pink flowers in April just before the leaves; edible fruit (drupe) in June-August.
PLANTING:	Prefers a well-drained, acidic, moist soil; full sun; if the variety is well-chosen, it is possible to plant two or three trees per one large hole, allowing the roots to almost touch.
MAINTENANCE:	Should be kept shrub-like to maintain health and prevent pest infestations; prune the flowering branches immediately after flowering to encourage abundant flowering the next year; during years of heavy crop, the fruit must be thinned when they are the size of a thumbnail; for early season varieties, leave 6-8 inches of space between each fruit and for late season varieties leave 4-5 inches between each fruit; if a frost knocks off much of the crop, leave all of the remaining fruit on the tree even if it is clustered.
ADVANTAGES:	Most varieties are self-fertile; if properly maintained, may be attractive ornamental when flowering.

LIMITATIONS:	Very susceptible to many pests, thus requiring persistent and thorough pest control; unable to tolerate extreme winter cold or late frost; required pruning results in an unattractive tree for some time afterwards.
SOCIAL FORESTRY APPLICATIONS:	Community orchards; fresh baked goods, canned goods; nurseries- ornamental value because it flowers before the leaves come out; wildlife attractant.
NOTES:	None.

Pear *Pyrus sp*

CHARACTERISTICS:	Height 25 feet or higher; crown width 25 feet; a dwarf needs about 15 square feet of space; flowers in spring; fruit (pear).
PLANTING:	Like apples, pears need another variety present to ensure pollination (refer to local nursery for good combinations); easily transplants balled and burlapped if done in late winter or early spring; adapts to many soils and sites; full sun.
MAINTENANCE:	Prune in winter or early spring; thinning is usually not required unless a very heavy crop is set, in which case the fruit that is damaged or small should be removed; thin a few weeks before harvest.
ADVANTAGES:	Tolerates dryness and pollution; attractive in the winter; does not require a lot of space to train; requires little pruning after bearing fruit; begins to bear fruit early; fruit stores well and for a longer time without any special requirements.
LIMITATIONS:	Problem with pests (especially fireblight), therefore may be necessary to choose varieties that are less susceptible to this and to be diligent about pruning off diseased wood. Remove infected tissue well below the infection and burn it.

SOCIAL FORESTRY APPLICATIONS:	Fruit production (fresh baked goods, jams); wildlife attractant.
NOTES:	None.

Pygmy Peashrub *Caragana pygmaea*

CHARACTERISTICS:	Height 4 feet; wispy shrub with spines on the branches; yellow flowers appear in May-June; non-edible fruit (pod) matures in July-August.
PLANTING:	Very tolerant of dry, alkaline soils; can adapt to sites that are exposed to heat, cold, wind, or bright sun; able to tolerate poor soils, drought, alkalinity, salt and strong winds.
MAINTENANCE:	Prune in the spring after flowering.
ADVANTAGES:	Grows easily because it is extremely adaptable; fixes nitrogen (improves soil); tolerates environmental extremes; very cold hardy; drought resistant; a good choice for containers, dry banks, and fills along highways; very durable.
LIMITATIONS:	Spines on branches.
SOCIAL FORESTRY APPLICATIONS:	Pruned hedge; windbreak; wildlife cover; community gardens; nurseries- has some ornamental qualities.
NOTES:	None.

Russian Peashrub *Caragana frutex*

CHARACTERISTICS:	Height 6-9 feet; crown width 6-8 feet; deciduous; shrub or small tree; erect plant with an oval shape; bright yellow flowers in May-June; non-edible fruit (pod) matures in July-August and make popping sound when they open.
PLANTING:	Adapts to sites that are exposed to heat, cold, wind, or bright sun; able to tolerate poor soils, drought, alkalinity, salt and strong winds.
MAINTENANCE:	Shrub flowers in the early spring; must be pruned after flowering.
ADVANTAGES:	Very easy to grow because it is extremely adaptable; fixes nitrogen (improves soil); a spineless variety; tolerates environmental extremes; very cold hardy; drought resistant; a good choice for containers, dry banks, and fills along highways; useful for stabilizing the soil; very durable.
LIMITATIONS:	Root suckers may cause unwanted spreading.
SOCIAL FORESTRY APPLICATIONS:	Pruned hedge; windbreak; wildlife cover; community gardens; nurseries- has some ornamental value.
NOTES:	None.

Siberian Peashrub *Caragana arborescens*

CHARACTERISTICS:	Height 15-20 feet; spread 12-18 feet; erect, oval shrub, often taller than it is broad; sparse branches; may be grown as a tree; growth rate is medium to fast; bright yellow flowers early to mid-May; fruit is a pod 1 2/5 to 2 inches long.
PLANTING:	Very easy to grow, may use seed or cuttings.
MAINTENANCE:	Prune when desired.
ADVANTAGES:	Extremely cold tolerant; tolerates poor soils, drought and sweeping winds; extremely adaptable.
LIMITATIONS:	None serious.
SOCIAL FORESTRY APPLICATIONS:	Hedges, screens, windbreaks-- where growing conditions are difficult; may be used in composting; has ability to fix nitrogen for community gardens and alley cropping.
HARDINESS:	Zone 2
NOTES:	None

Weeping Siberian Peashrub *Caragana arborescens*

CHARACTERISTICS:	Height 15-20 feet; crown width 12-18 feet; erect, oval shrub; some varieties can be grown as a tree; bright yellow flowers in early to mid-May; non-edible fruit (pod) matures in July-August and makes a popping sound when it opens.
PLANTING:	Can adapt to sites that are exposed to heat, cold, wind, or bright sun; able to tolerate poor soils, drought, alkalinity, salt, and strong winds.
MAINTENANCE:	Prune to shape after flowering in spring.
ADVANTAGES:	Very easy to grow; extremely adaptable; fixes nitrogen (improves soil); spineless variety; tolerates environmental extremes; very cold hardy and drought resistant; a good choice for containers, dry banks, and fills along highways; useful for stabilizing the soil.
LIMITATIONS:	Root suckers may cause unwanted spreading.
SOCIAL FORESTRY APPLICATIONS:	Pruned hedge, windbreak; wildlife cover; community gardens; nurseries- has some ornamental value due to early spring flowers.
NOTES:	None.

Common Persimmon *Diospyros virginiana*

CHARACTERISTICS:	Height 35-60 feet, may reach 90 feet; spread 20-35 feet; very symmetrical shape with oval rounded crown; growth rate slow to medium approximately 15 feet over 20 years; white flowers in May; fruit is edible berry 1 to 1 1/2 inches across, ripens after frost in late September-October.
PLANTING:	Transplant balled and burlapped as small tree in early spring; prefers moist, well-drained, sandy soils; full sun.
MAINTENANCE:	Prune in winter; clean up of fruit.
ADVANTAGES:	Does well on low fertility, dry soils and on eroding slopes; pH adaptable; does well in cities.
LIMITATIONS:	Fruit messy if not harvested.
SOCIAL FORESTRY APPLICATIONS:	Fruit attract wildlife; fruit are edible and can be sold or used in baked goods and jam; wood is heavy, strong, and close-grained and can be harvested for golf club heads, billiard cues, flooring and veneer.
HARDINESS:	Zone 4.
NOTES:	None.

Himalayan pine ***Pinus wallichiana***

CHARACTERISTICS:	Height 50-80 feet; spread varies, may be 1/2 to 2/3 the height; broadly pyramidal in shape; branches reach ground at maturity; growth rate is slow to medium; contains cones 6-10 inches after second year; gray-green color.
PLANTING:	Somewhat difficult to transplant; should be planted to permanent site as young as 2-3 feet; sandy, well-drained, acidic, loamy soils are best; full sun.
MAINTENANCE:	None.
ADVANTAGES:	Tolerates pollutants better than most conifers; beautiful tree for a large area.
LIMITATIONS:	Space required; difficult to transplant; not recommended for shallow, chalky soils; sheltered site is preferable; may not survive harsh winter in Midwest.
SOCIAL FORESTRY APPLICATIONS:	Beautiful ornamental, may be used in composting.
HARDINESS:	Zone 5.
NOTES:	None.

White Pine *Pinus strobus*

CHARACTERISTICS:	Height 66-98 feet; crown width 20-40 feet; diameter 24-39 inches; fast growing for a conifer, averages 1/2 foot per year; pyramidal shape in open grown trees with wide-spreading crown; sprawling root system; young cones mature in autumn of second year.
PLANTING:	Easily transplanted; sprouts vigorously after cutting; variety of sites; hardy in cold areas; prefers fertile, moist well-drained soils, but can survive on extremely moist or dry rocky sites; prefers light, but able to tolerate some shade; humid atmosphere best; high pH soils can lead to chlorosis.
MAINTENANCE:	Requires regular water supply.
ADVANTAGES:	Moderately shade-tolerant; fast growing for a conifer, but slow in the seedling stage; very windfirm; long-lived; ornamental.
LIMITATIONS:	Suffers wind damage where some branches are lost; extremely intolerant of air pollution and salts; susceptible to pests.
SOCIAL FORESTRY APPLICATIONS:	Christmas tree; timber; nurseries because of ornamental value; good for sheared hedges.
NOTES:	None.

Plum *Prunus sp.*

CHARACTERISTICS:	Two basic varieties, Japanese and European; small trees or shrubs; height 15-25 feet; requires about 15-20 square feet; may form thickets; some of the flowering types bear edible fruit; non-fruiting types used as an ornamental; pure white flowers open before the leaves in mid-March; fruit (drupe) in June-July.
PLANTING:	Choose fruiting varieties for fruit production; some trees require more than one variety for pollination (like apples and pears), refer to a local nursery for suggestions on which varieties to use for good fruit production.
MAINTENANCE:	Plums are borne on spurs on branches that are from 2-4 years old; the large fruit varieties (Japanese varieties) must be thinned 5-8 weeks after bloom; thin fruit to 4-6 inches apart; European varieties should have clusters thinned to 2-3 per spur.
ADVANTAGES:	Requires no special treatments if not being used for fruit production.
LIMITATIONS:	Do not expect a heavy crop until year 3 or 4; fruit drop near sidewalks and driveways can be annoying; has some serious pests.

SOCIAL FORESTRY APPLICATIONS:	Nurseries- ornamental value because of the flowers; community orchards; fresh baked goods, jams; wildlife attractant.
NOTES:	None.

Ibolium Privet *Lingustrum ovalifolium x L. obtusifolium*

CHARACTERISTICS:	Height 8-12 feet; large, vigorous, dense shrub; semi-evergreen to deciduous, depending on the climate; dull-white heavily scented flowers in June-July; non-edible (toxic) shiny black fruit (berry-like drupe).
PLANTING:	Transplants easily bare root; adapts to many soil types, but unable to tolerate extremely wet soils; adapts to a range of soil pH; full sun to partial shade.
MAINTENANCE:	Prune to shape after flowering.
ADVANTAGES:	Fast growing; extremely tough and durable and thrives even when neglected; able to tolerate urban pollution; does well in dry soils.
LIMITATIONS:	None.
SOCIAL FORESTRY APPLICATIONS:	Very good screen or hedge; wildlife attractant.
NOTES:	All plant parts (berry, leaf, stem) are toxic.

Red Raspberry *Rubus sp.*

CHARACTERISTICS:	Crops are produced on a stiff cane (stem) vs. a trailing one as is found in the black raspberries; produce fruit on canes sprouted the previous year; the plant spreads underground by roots (runners); produces one crop per year (a single-crop variety); edible fruit (berry).
PLANTING:	Plant virus-free stock and keep red raspberries about 700 feet from black raspberries; red raspberries send up root suckers; the root suckers can be dug up and replanted just before growth begins; take a piece of the root and cut back the top.
MAINTENANCE:	Lay canes from the current season along the row and pin portions that arch upward taking care not to snap the canes; cover the canes with straw or sawdust several inches deep, cover with poultry netting to hold the mulch in place. However, if damage from mice in the winter may be a problem, then bury the canes under 2 inches of soils. In the spring, uncover the canes before they begin to leaf out (just as the buds swell); cut out bearing canes as soon as the harvest is over; train new canes to a post or to 1-2 horizontal wires.

ADVANTAGES:	Somewhat resistant to viral diseases; are extremely hardy.
LIMITATIONS:	Requires a lot of care and labor (which result in high market prices); must be protected from birds if you want the crop.
SOCIAL FORESTRY APPLICATIONS:	Fruit production (fresh jams, baked goods); wildlife attractant.
NOTES:	None.

Father Hugo Rose *Rosa hugonis*

CHARACTERISTICS:	Height 6-8 feet; shrub, often broader than it is high; flowers are single, canary yellow, 2 to 2 1/2 inches in diameter; flowers May to June; contains thorns.
PLANTING:	Transplant from container or bare root; full sun to part shade; moderate water; prefers well-drained site.
MAINTENANCE:	Prune old growth and thin new growth after flowering occurs.
ADVANTAGES:	Pest resistant (compared to other rose species); abundance of flowers; ability to fix nitrogen.
LIMITATIONS:	Looks ragged when not in flower; thorns; various diseases and insects; most common are black-spot, powdery mildew, various cankers, rusts, virus diseases, aphids, beetles, borers, leafhoppers, scales, rose-slug, thrips, and mites.
SOCIAL FORESTRY APPLICATIONS:	Attracts wildlife; flowering plant for nursery; community garden use for the ability to fix nitrogen and flowers.
HARDINESS:	Zone 5.
NOTES:	None.

Hardy rubber tree *Eucommia ulmoides*

CHARACTERISTICS:	Height 40-60 feet; spread is equal to or greater than height; shape is rounded to broad spreading; growth rate is medium, 30 feet over 20 years.
PLANTING:	Transplants easily; full sun.
MAINTENANCE:	None.
ADVANTAGES:	Rich dark green leaves in summer; resists drought; pH adaptable; excellent shade tree; free of pests.
LIMITATIONS:	Rubber extraction is difficult.
SOCIAL FORESTRY APPLICATIONS:	Shade tree in play areas; large leaves are good for compost; rubber production- extraction is difficult..
HARDINESS:	Zone 4.
NOTES:	None.

Common sassafras *Sassafras albidum*

CHARACTERISTICS:	Height 30-60 feet; spread 25-40 feet; irregular tree or shrub when young; often sprouts from roots and forms thickets; growth rate medium, 10-12 feet in 5-8 years; flowers yellow in April; fruit is a drupe 1/2 inch long ripening in September.
PLANTING:	Move balled and burlapped in early spring to moist, loamy, acid, well drained soil; full sun or light shade.
MAINTENANCE:	Prune in winter; remove root suckers if a thicket is undesirable.
ADVANTAGES:	Outstanding fall color; tolerates acidic, rocky soils.
LIMITATIONS:	Formation of thickets if root suckers are not removed; Japanese beetle, cankers, leaf spots, mildew, wilt root rot, promethea moth, sassafras weevil, and scales.
SOCIAL FORESTRY APPLICATIONS:	Superior fall color; fruit attracts birds; bark of roots may be used for sassafras tea, "oil of sassafras" and candy.
HARDINESS:	Zone 4.
NOTES:	None.

Allegheny Serviceberry *Amelanchier laevis*

CHARACTERISTICS:	Height 15-40 feet; crown width varies; often with multi-stemmed tree or large shrub; rounded crown of many small branches; white flowers in mid to late April; orange-shaped edible fruit (berry-like pome) in June.
PLANTING:	Transplant balled and burlapped; prefers moist, well-drained acidic soil; tolerates full sun or partial shade.
MAINTENANCE:	Rarely requires pruning.
ADVANTAGES:	Does well in many soil types.
LIMITATIONS:	Not particularly tolerant of pollution; susceptible to several pests.
SOCIAL FORESTRY APPLICATIONS:	Nurseries- good ornamental because of color throughout several seasons and attractive berries; community orchards- fresh baked and canned goods; wildlife attractant.
NOTES:	None.

Downy Serviceberry *Amelanchier arborea*

CHARACTERISTICS:	Height 15-25 feet; variable crown width; multi-stemmed large shrub or small tree; has rounded crown; growth rate medium about 9-10 inches in 5-8 years; white flowers in mid to late April; berry-like fruit 1/4 to 1/3 inch in diameter that ripens in June.
PLANTING:	Transplant balled or burlapped into moist well drained acid soil; tolerates full sun or partial shade.
MAINTENANCE:	Rarely requires pruning.
ADVANTAGES:	Tolerates various soil types; ability to fix nitrogen.
LIMITATIONS:	Pollution intolerant; diseases-- Rust, witches' broom, leaf blight, fire blight, powdery mildews, fruit rot, leaf minor borers, pear leaf blister mite, pear slug sawfly and willow scurfy scale.
SOCIAL FORESTRY APPLICATIONS:	Attracts birds; good fall coloration; ability to fix nitrogen for community gardens or alley cropping.
HARDINESS:	Zone 4.
NOTES:	None.

Bridal Wreath Spirea *Spiraea prunifolia plena*

CHARACTERISTICS:	Height 4-9 feet; crown width 6-8 feet; deciduous; downward arching branches; small, white rose-like flowers in April-May; non-edible fruit is a dried seed pod.
PLANTING:	Grows in many soils and situations, a well-drained site is best; sun or light shade; flowers best in full sun; average water.
MAINTENANCE:	Frequent renewal pruning will improve this shrub; prune after the shrub has bloomed in the spring; remove old wood that has produced flowers; shrubby varieties require less severe pruning.
ADVANTAGES:	Fast growing; flowers profusely; leaves turn brilliant red in autumn; showy flowers; fibrous roots allow them to transplant readily.
LIMITATIONS:	Amount and intensity of fall color can depend upon environmental conditions; an open, coarse, and straggly shrub.
SOCIAL FORESTRY APPLICATIONS:	Nurseries- persistent summer flowers and fall color make it a good ornamental; living fence; can use pruned branches (which are flowering) in arrangements.
NOTES:	None.

Dwarf Spirea, Daphne Spirea ***Spiraea japonica 'Alpina'***

CHARACTERISTICS:	Height 8-30 inches; width 5-7 feet; low growing mass with dense foliage; light pink flowers in June-July.
PLANTING:	Grows in many soils, but well-drained sites are best; sun or light shade; full sun encourages flowering; average water.
MAINTENANCE:	Frequent renewal pruning will improve this shrub; prune after the shrub has bloomed in the spring; remove old wood that has produced flowers; shrubby varieties require less severe pruning.
ADVANTAGES:	Can be used as ground cover or to cascade over walls; offers color later in to the summer when other plants are not longer flowering.
LIMITATIONS:	Can appear shabby because it retains the old seed heads; can also appear shabby in late summer; often develops iron chlorosis below a soil pH of about 4.5.
SOCIAL FORESTRY APPLICATIONS:	Nurseries-- summer flowers make it a good ornamental
NOTES:	None.

Colorado Blue Spruce *Picea pungens*

CHARACTERISTICS:	Height 70-90 feet; crown width 20-30 feet; diameter 10-24 inches; slow growing, 1 foot per year; straight trunk, pyramidal shape, dense crown with layered branches; crown of open grown trees reaches ground; shallow, spreading roots; young cones in May-June.
PLANTING:	Prefers a rich, moist soil; full sunlight; upland soil; pH 6.0-6.5; should be planted balled and burlapped.
MAINTENANCE:	Requires light pruning to shape tree.
ADVANTAGES:	Transplants easily; shade tolerant; long-lived; very prominent in a landscape; tolerates heat and drought.
LIMITATIONS:	Slow-growing; shallow roots on heavy or wet soil; exposed trees prone to windthrow; lower branches become susceptible to pests as they age; for ornamental use, it is suitable for about 20 years, after which it may be replaced; does not grow well in polluted areas.
SOCIAL FORESTRY APPLICATIONS:	Timber; Christmas tree; nurseries- because of its bright blue-gray needles, it is a good ornamental; good screen or buffer tree.
NOTES:	None.

White Spruce *Picea glauca*

CHARACTERISTICS:	Height 40-80 feet; crown width 10-20 feet; diameter 24-39 inches; straight trunk; pyramidal shape becoming slender and dense with age; moderately deep roots on well-drained soils; young cones in May-early June.
PLANTING:	Does best on moist loam or alluvial soils, but can tolerate a variety of sites; typical on edges of streams and lakes; full sun, but tolerates some shade.
MAINTENANCE:	Transplants easily.
ADVANTAGES:	Shade tolerant; long-lived; tolerates drought, heat, cold and crowding; can be planted close to walls.
LIMITATIONS:	Slow growing; shallow roots on poorly drained soils; susceptible to an insect that affects mature and overmature trees.
SOCIAL FORESTRY APPLICATIONS:	Timber (used for pulpwood, construction lumber, furniture, and musical instruments); Christmas tree; hedge or windbreaks.
NOTES:	None.

Shrubby St. Johnswort *Hypericum prolificum*

CHARACTERISTICS:	Height 1-4 feet; spread 1-4 feet; small dense bush with stout stiff stems; round in shape; varies in size; slow growth rate; dark bluish green leaves; flowers bright yellow in June, July and August; fruit is three valved dry capsule.
PLANTING:	Best transplanted from a container; full sun or partial shade.
MAINTENANCE:	Prune in early spring.
ADVANTAGES:	Does extremely well in dry, rocky soils, pH adaptable; does well in calcareous soils; yellow flower.
LIMITATIONS:	None serious.
SOCIAL FORESTRY APPLICATIONS:	Nice for shrub boarders in community parks; may be used in composting; fruit may be used in dried flower arrangements.
HARDINESS:	Zone 4.
NOTES:	None.

Strawberry *Fragaria sp*

CHARACTERISTICS:	Everbearing type bears two crops per year, one in summer and one in fall; white flowers in spring; edible fruit (berry).
PLANTING:	Plant in early spring; mulch with straw (3-4 inches deep over the plants) in the fall after the soil has frozen to a depth of 1 inch; remove the mulch in the spring when the center of the plants show a yellow-green color (leave an inch of straw and place it in between rows); moist, well-drained rich (organic) soil; soil should be amended with organic mulch before planting; raised beds composted with organic matter is also recommended for urban soils; if uncertain about water drainage, raised beds are recommended; the new leaf bud in the center of each plant should sit level with the soil surface; never plant deep.
MAINTENANCE:	Pick flowers from the first growing season (year), helping the plant to form a strong root system, making it healthier; if wildlife are to be kept away from the fruit, cover the plants with a lightweight netting; pick fruit as soon as they ripen.
ADVANTAGES:	Bears fruit twice a year.

LIMITATIONS:	Does not tolerate compacted soils.
SOCIAL FORESTRY APPLICATIONS:	Wildlife attractant because of the fruit; community orchards; jellies, baked goods.
NOTES:	None.

Fragrant sumac *Rhus aromatica*

CHARACTERISTICS:	Height usually 2-6 feet, possibly larger; crown width 6-10 feet; irregular spreading shrub; root suckers create dense intertwined stems, branches and leaves; growth rate slow to medium; fruit (on females only) is a red hairy drupe present in August-September; yellowish flowers mid to late March.
PLANTING:	Easily transplanted, has fibrous root system; adaptable; tolerates 1/2 to 3/4 shade or full sun.
MAINTENANCE:	Pruning may be required depending on desired coverage.
ADVANTAGES:	Fall color--orange to red to reddish purple especially on light soils; useful for stabilizing soils on sloping areas; ability to fix nitrogen.
LIMITATIONS:	May become dense cover if not maintained; wilts, leaf spots, rusts, aphids, mites and scales-- none are serious.
SOCIAL FORESTRY APPLICATIONS:	Community gardens and alley cropping-- if cover is not too dense.
HARDINESS:	Zone 3.
NOTES:	None.

Common Thyme *Thymus vulgaris*

CHARACTERISTICS:	Height 1-3 inches; weak subshrub or almost herbaceous perennial; slow growth rate, flowers in June-September.
PLANTING:	Easily moved as clumps or from containers in spring; prefers dry calcareous, well drained soil in a sunny location; roots well from cuttings.
MAINTENANCE:	None.
ADVANTAGES:	Good cover for slightly sloping areas, works well as a filler plant in rocks, dry walks, ledges and crevices in sidewalks and terraces; leaves are excellent for seasoning; will tolerate some mowing and tramping.
LIMITATIONS:	None.
SOCIAL FORESTRY APPLICATIONS:	Excellent for rock gardens, ground cover, or an edging plant; leaves may be dried and sold for seasoning; bees use flowers for honey production.
HARDINESS:	Zone 4.
NOTES:	None.

Tuliptree *Liriodendron tulipifera*

CHARACTERISTICS:	Height 70-90 feet; crown width 35-50 feet; trunk diameter 20-32 inches; fast growing, 2 to 3 1/2 feet per year; striate trunk; pyramidal shape; compact and open crown; deep and wide-spreading roots; flowers in May-June at about 10 years old, non-edible fruit (cone-like aggregate of samaras) in September-October.
PLANTING:	Transplant in the spring as a burlapped tree; needs plenty of growing room; deep, fertile well-drained neutral or slightly acidic soils; sheltered conditions; edges of swamps; full sun; does better where constant wind from one direction will not strike it.
MAINTENANCE:	Prune in winter; sprouts vigorously after cutting; needs plenty of water in the summer.
ADVANTAGES:	Very fast growing in sheltered areas; moderately long-lived relatively pest free; winter silhouette.
LIMITATIONS:	Shade-intolerant; sensitive to frost damage; often breaks up in storms; a large tree that should only be used in large areas; should not be used near a street; sucking insects secrete a sticky fluid which splatters on cars; spreading root systems make planting underneath difficult; soft bark makes it susceptible to damage by lawn mowers.

SOCIAL FORESTRY APPLICATIONS:	Timber used for furniture; honey production; nurseries- brilliant green foliage, large showy flowers which persist into the summer, fall color and the fact that it is a large shade tree all make it a good ornamental.
NOTES:	None.

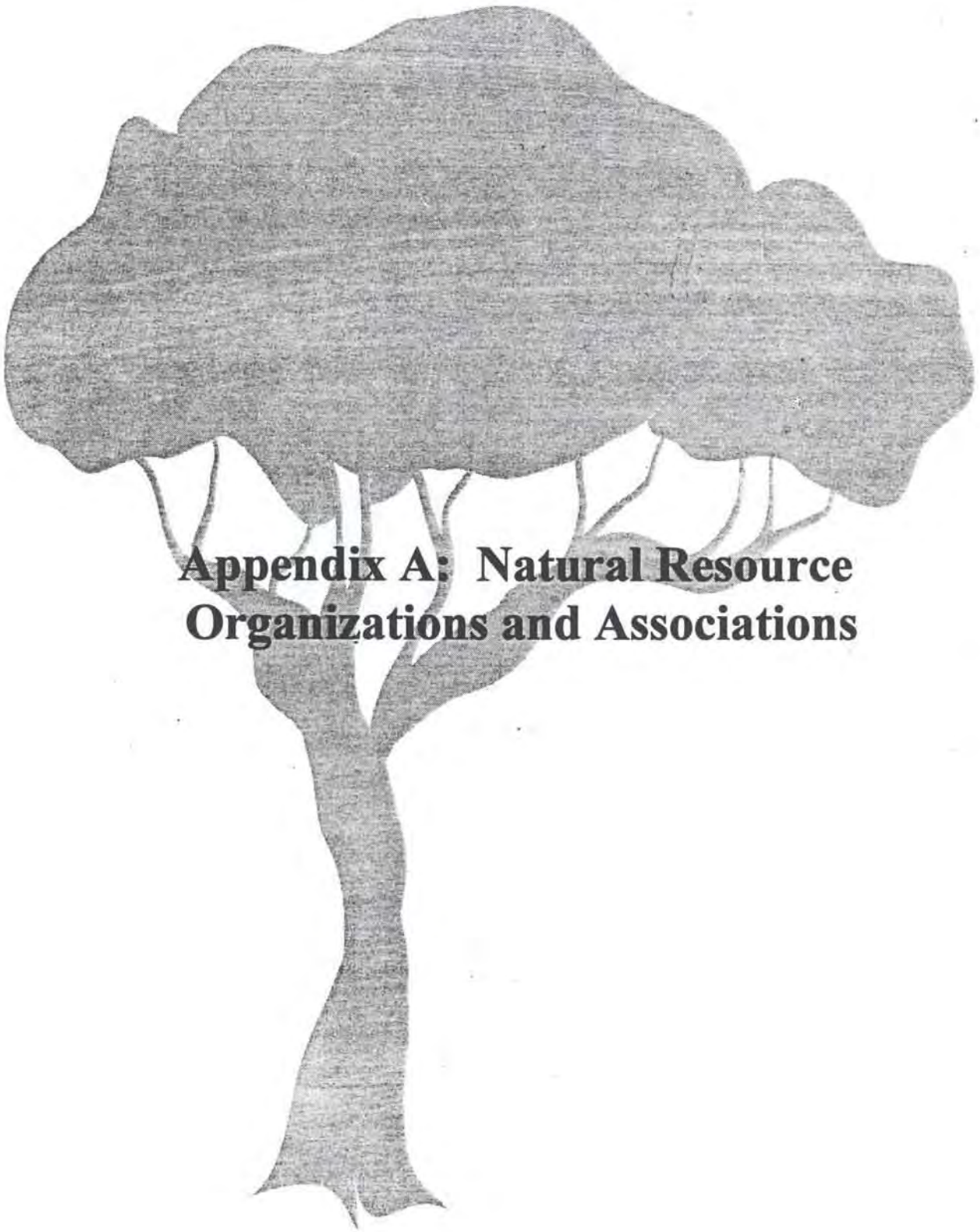
Black Walnut *Juglans nigra*

CHARACTERISTICS:	Height 50-75 feet, may reach 125-150 feet; spread is similar to height; growth rate is fast, 2-3 feet per year on a good site when young; fruit is an edible nut, matures in late August to late September.
PLANTING:	Difficult to transplant due to taproot, move balled and burlapped in early spring; prefers deep, rich, moist soils.
MAINTENANCE:	Nut clean up.
ADVANTAGES:	Tolerates urban conditions, resistant to drought and heat; tolerates dry soils; somewhat resistant to soil compaction.
LIMITATIONS:	Intolerant of shade and salt; roots are toxic to many plants.
SOCIAL FORESTRY APPLICATIONS:	Nuts attract wildlife; nut production of ruse and sale; wood is valuable and may be harvested for sale.
HARDINESS:	Zone 4.
NOTES:	None.

Rosea Weigela *Weigelia florida*

CHARACTERISTICS:	Height 6-10 feet; crown width 9-12 feet; dense, round shrub that spreads and eventually arches to the ground; pink to rose-red flowers in May-June; non-edible fruit (capsule).
PLANTING:	Transplant bare root or from a container; prefers a well-drained site, but is adaptable; full sun to partial shade; moderate watering in the summer.
MAINTENANCE:	The main objective in pruning this shrub is to remove the old growth and thin the new growth. After flowering, branches that have bloomed should be cut back to unflowered side branches; leave only one or two of these for each stem; cut some of the oldest stems to the ground; select the vigorous suckers, and cut the others. An alternative maintenance method is to cut the whole plant half way to the ground just after the blooms fade, to be done every other year; this will result in dense growth the following year with abundant flowers.
ADVANTAGES:	Quite resistant to pests; tolerant of pollution; very showy because of abundance of flowers in the spring; adaptable to many sites.

LIMITATIONS:	Unless maintained by pruning (after flowering), this plant will become scraggly in appearance because there is a considerable amount of stem dieback that occurs.
SOCIAL FORESTRY APPLICATIONS:	Wildlife attractant, especially hummingbirds; nurseries- because of spring flowers.
NOTES:	None.



Appendix A: Natural Resource Organizations and Associations

American Association of Nurserymen (AAN)
12501 I Street, NW
Suite 500
Washington, D.C. 20005
(202) 789-2900

American Forests
1516 P Street NW
Washington, D.C. 20005
(202) 667-3300

American Society of Consulting Arborists (ASCA)
700 Canterbury
Clearwater, FL 34624
(813) 446-3356

National Arbor Day Foundation
Arbor Lodge 100
Nebraska City, NE 68410
(402) 474-5655

National Arborist Association (NAA)
174 Route 101
Bedford Station
Box 238
Bedford, NH 03102
(603) 472-2255

Trust for Public Land
116 New Montgomery, 4th Floor
San Francisco, CA 94105
(415) 495-4014

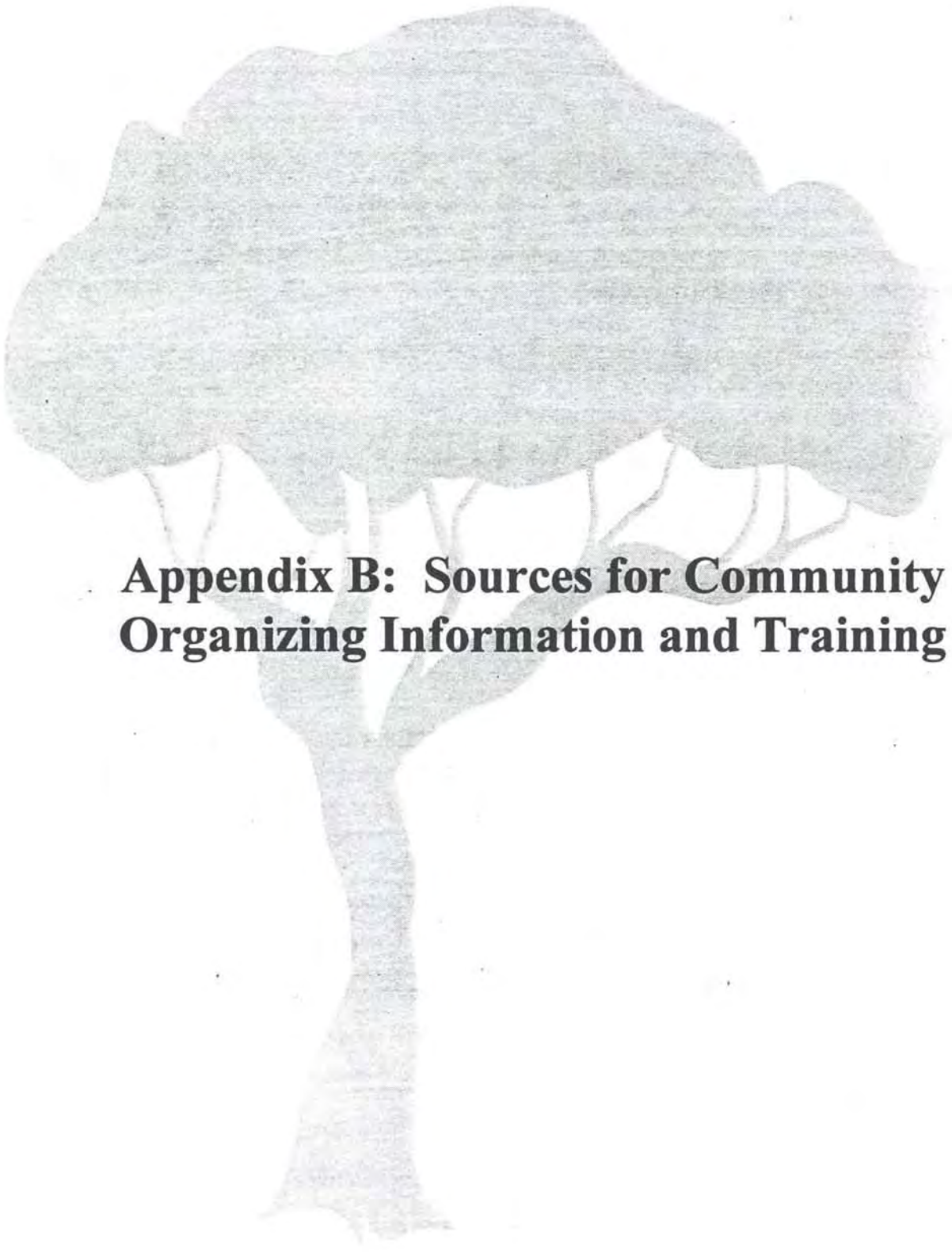
The Urban Land Institute
1090 Vermont Ave, NW
Suite 300
Washington, D.C. 20005
(202) 289-8500

The Environmental Exchange
1930 18th Street NW #24
Washington, DC 20009
(202) 387-2182

Supports local environmental actions by promoting practical, hands-on solutions. Massive clearinghouse of information on environmental problem solvers and model programs.

Renew America
1400 Sixteenth Street NW #710
Washington, DC 20036
(202) 232-2252

A non-profit education and networking forum dedicated to the efficient use of all natural resources. Publishes the State of the States report, ranking state programs on environmental issues.



Appendix B: Sources for Community Organizing Information and Training

Center for Neighborhood Technology
2125 West North Avenue
Chicago, IL 60647

Provides training on a consultancy basis with emphasis on housing trust funds, economic development and the Community Reinvestment Act.

Center for Community Change
100 Wisconsin Ave. NW
Washington, DC 20007

Works with community organizations on advocacy, research and technical assistance focusing on sustainable neighborhood development.

The Community Information Exchange (202) 628-2981
1029 Vermont Avenue, Suite 710
Washington, DC 20005

A non-profit information service dedicated to providing organizations in urban and rural areas with the information they need to successfully revitalize their communities. Founded in 1983 to strengthen grassroots organizations, especially in poor neighborhoods and rural communities.

Education Center of Community Organizing
129 E. 79th Street
New York, NY 10021

Program offers skills workshops for local organizers with special emphasis on computer and fundraising skills as well as training for coalition development and women organizers.

Grassroots Leadership
P.O. Box 36006
Charlotte, NC 28236

Offers sessions on basic organizing, building coalitions, fundraising, starting new groups, electoral skills, black youth leadership and retreats for black and women organizers.

Neighborhood Service Organization
11000 W. McNichols
Detroit, MI 48221

Assists in the development and training of block clubs and associations; advises on fundraising, program development and special projects.

Neighborhood Works (312) 278-4800
2125 W. North Avenue
Chicago, IL 60647

A bi-monthly magazine dealing with housing, environment, energy and economic development affecting city neighborhoods. "Each issue is packed with resources and contact names".

New Detroit, Inc.
One Kennedy Square, #1000
Detroit, MI 48226

Provides a community funding and technical assistance program and handbook; focus on community economic development and small business development.

Organizing & Leadership Training Center
25 West Street, 3rd Floor
Boston, MA 02111

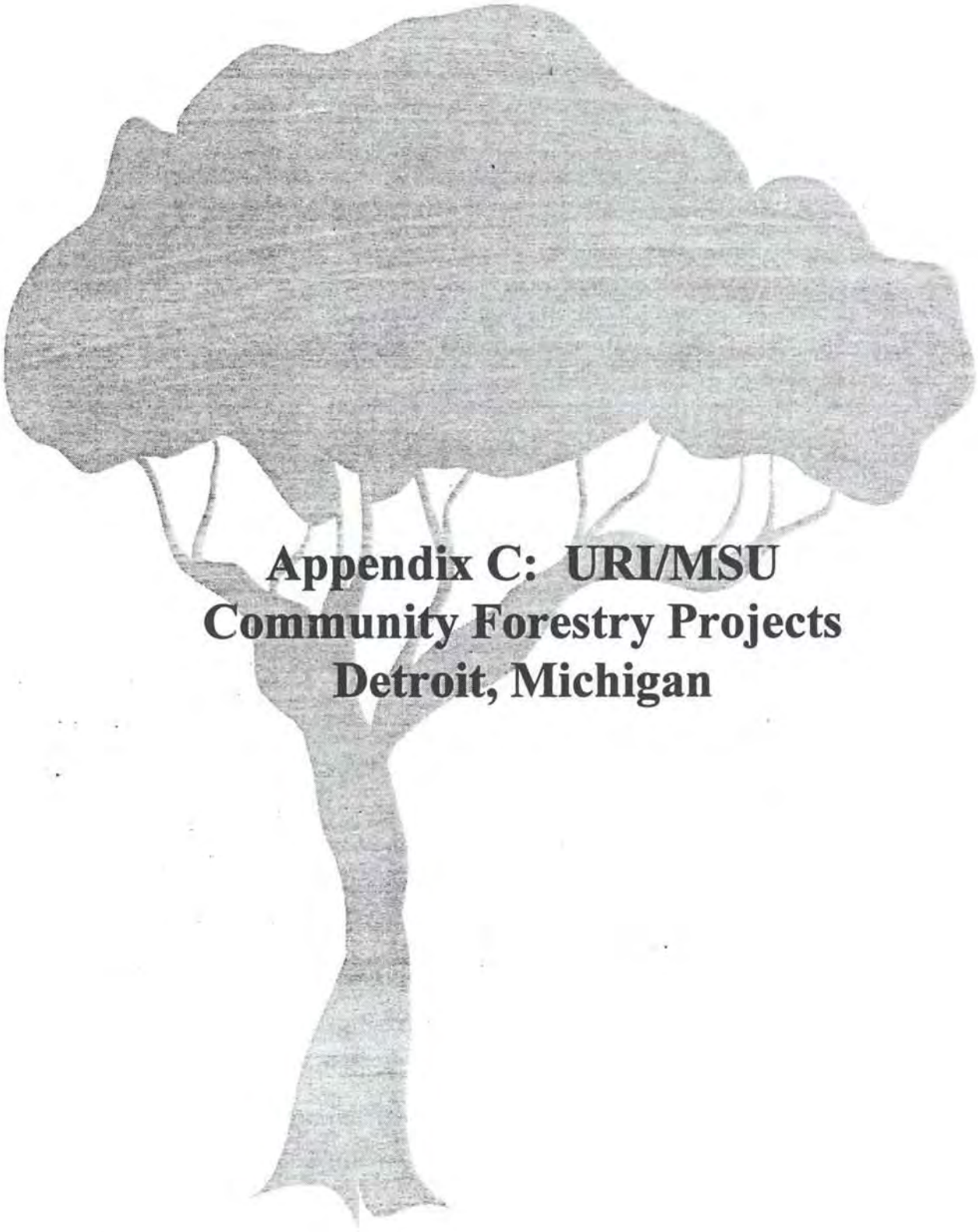
Provides two 2-day training sessions annually on skills for new organizers.

Detroit Chamber of Commerce:
Project Pride, Inc.
600 W. Lafayette Blvd.
Detroit, MI 48226

Offers leadership training, neighborhood beautification and community development expertise. Occasionally provides free trees and flowers to participating communities.

Regional Council of Neighborhood Organizations (RCNO)
5600 City Avenue
Philadelphia, PA 19131

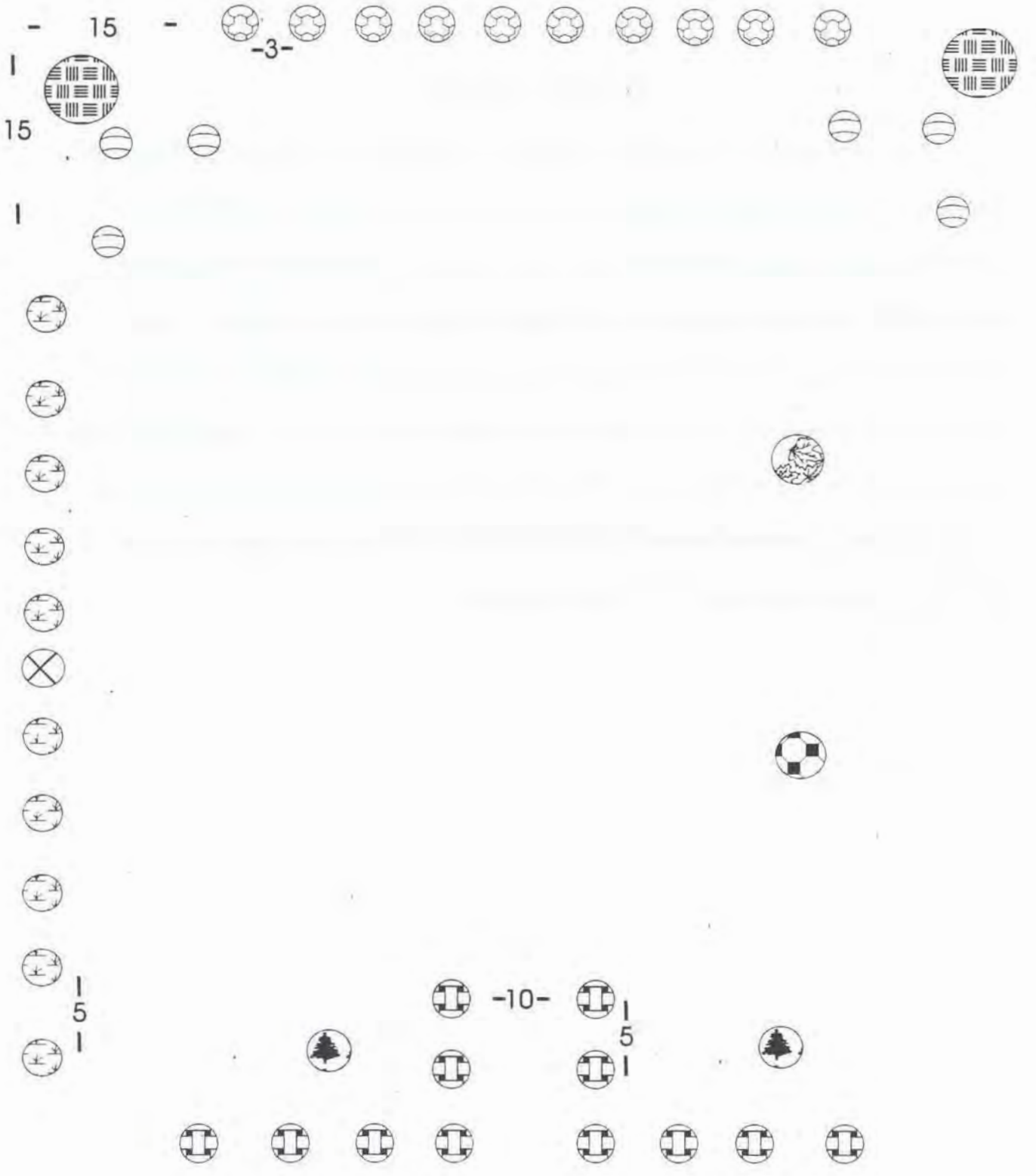
Offers two week-long sessions annually, publishes a quarterly magazine-*Organizing* and provides consulting and on-site training



Appendix C: URI/MSU Community Forestry Projects Detroit, Michigan

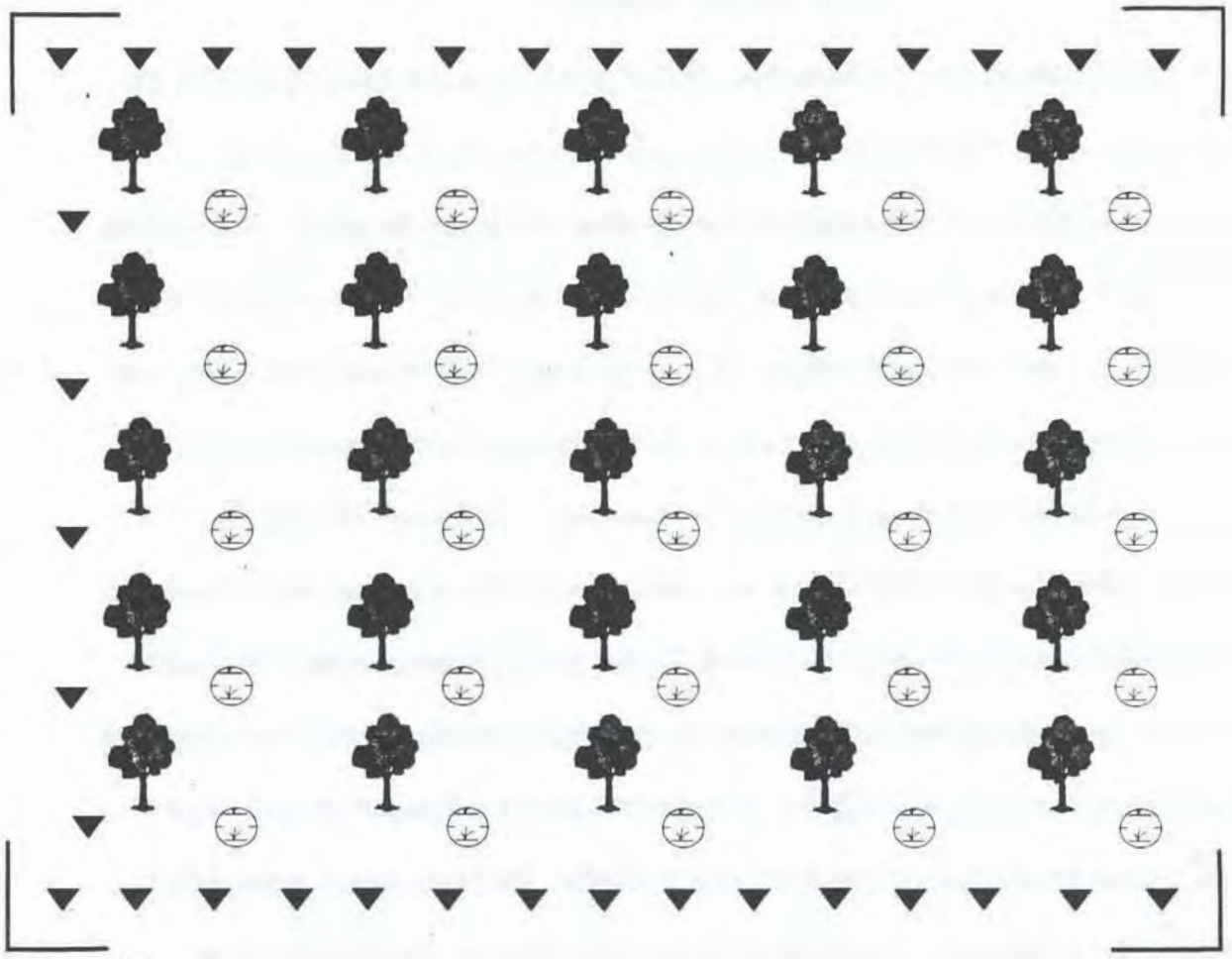
PRAIRIE STREET

The first project planted as part of URI/MSU was planted by the Prairie Street Block Club. This project includes nitrogen fixing shrubs which are working to enrich the soil for future community garden projects, shade trees under which the Block Club has been meeting during warm weather, fruit trees to educate the neighborhood children about how fruit grows, and a natural fence blocking illegal dumping from the alley. There are also floral shrubs at the front of the lot which will attract birds and butterflies in the spring and summer and two white pines which will serve as community Christmas trees. The focus for this project was to build community by giving neighbors a communal meeting place and to provide a safe and clean space for children to play that would also attract adults to provide supervision.


- 15 -
-3-
15
-10-
5
5
- fruit tree
- compost
- existing silver maple
- white spruce
- Bar berry
- peashrubs
- maple
- ash
-flowering shrub

APPOLINE STREET

The Appoline Block Club members have worked together in a community garden for the past several years. Block Club President, Alice Dye, often works with the children of the neighborhood, teaching them about plants and ecology while working in the garden. The children then have a vegetable stand where they sell their produce to their parents for a nominal fee and utilize the profits for other community projects or common benefits such as a summer picnic. Ms. Dye was increasingly concerned with exposing the children to inputs such as chemical fertilizers and pesticides as well as the expense associated with those inputs. Working with URI, the Appoline club surrounded the community garden with nitrogen fixing shrubs and will be working with the Wayne County Cooperative Extension's 4-H urban gardening program for further skills and information on organic gardening to decrease the chemicals necessary to maintain their garden. Following this project, the Appoline Block Club went on to plant a community orchard. This project will provide educational, economic and social benefits. The block club members plan to teach neighborhood children how to bake pies and make jams from the fruit produced in the orchard. They will sell these products, as well as fruit from the orchard to raise funds for other community projects. They hope this activity will increase inter-generational contact- giving both seniors and children additional activities and understanding of one another.



red barberry (living fence)

fruit tree (cherry, pear apple, peach nectarine, plum)

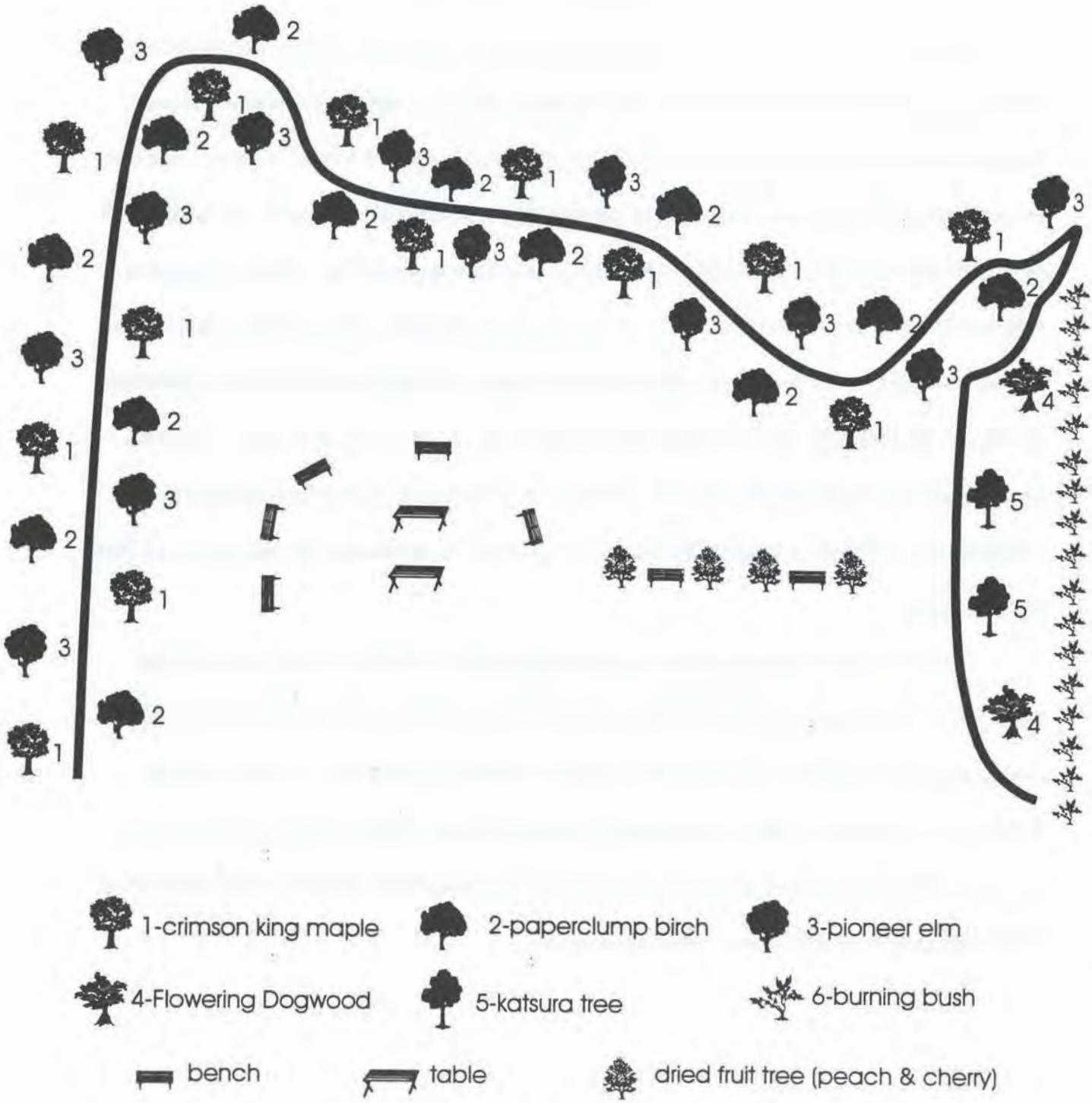
fruit shrubs (strawberry, blueberry)

1" approx. 10'

BURNETT STREET

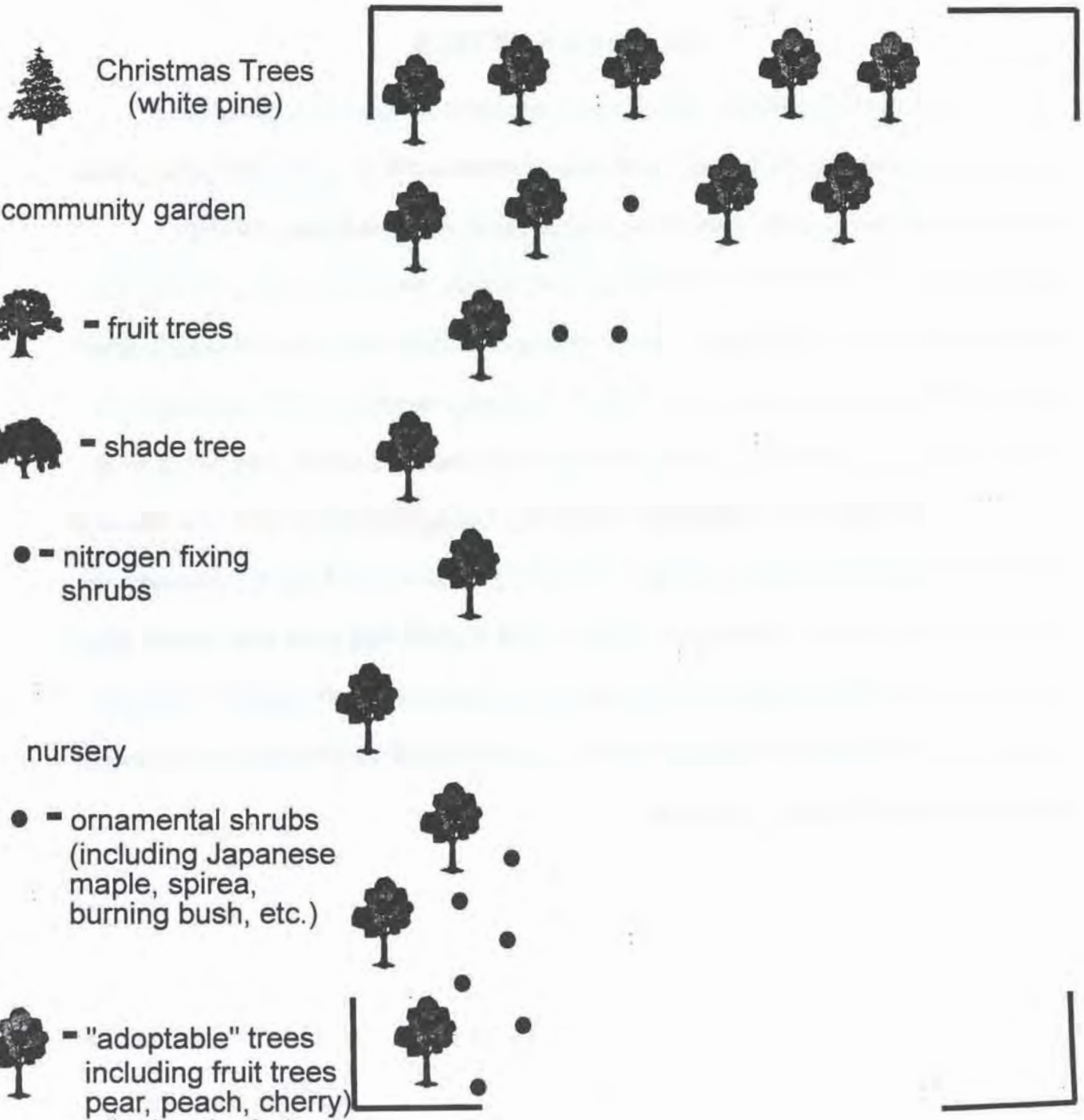
The Burnett Street Block Club was initially referred to the Urban Resources Initiative through their neighbors on Prairie street. The Burnett street group was most concerned about a large vacant area that covered nearly the entire northeast third of their block. The vacant area was the result of a large fire at a wooden palette storage facility on the southeast end of the block, leapt the street and completely destroyed seven homes. Since the fire, the lot had become overgrown with weeds and grasses and was often the site of drug sales and other illegal activity according to the block residents. The group was interested in providing a safe place for children to play which would also be inviting to adult residents and provide a site for community meetings. They were also interested in developing the site as a "nature path" for potential environmental education programs and to provide a comfortable setting for seniors in the community to walk and enjoy their surroundings.

The final project incorporated a woodchip path lined by 90 trees of species used by the Michigan timber and paper industries. The group may later choose to harvest some of the trees for sale as firewood or timber to provide funds for other community activities. In order to prevent children from getting too close to the railroad tracks at the eastern edge of the site, a rock garden was planned which was bordered by burning bush and included Ginkgo and Katsura trees- each of which has religious significance in several cultures.

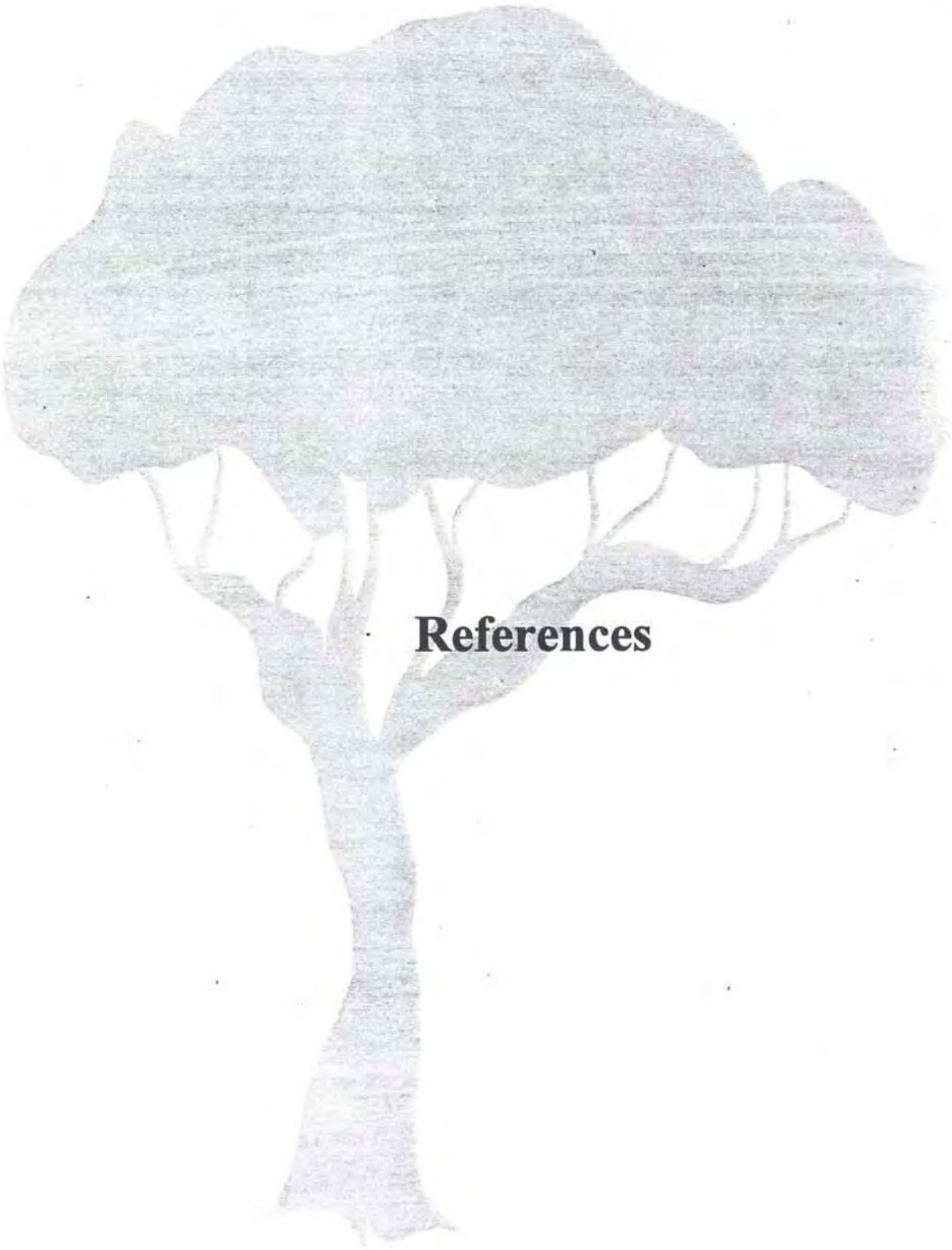

1-crimson king maple
2-paperclump birch
3-pioneer elm
4-Flowering Dogwood
5-katsura tree
6-burning bush
bench
table
dried fruit tree (peach & cherry)

ST. MARY'S STREET

The St. Mary's Street block club originally developed a highly innovative project integrating a community nursery and Christmas tree plantation with an agroforestry garden aimed at enticing adults to the site to supervise the children playing in the remaining open area. Unfortunately, due to difficulties in establishing the Christmas tree lot, that portion of the project was cancelled as was the agroforestry garden. After re-evaluation of the participation and interest levels of the block club as well as of the needs the community wishes to meet through their URI project, the group has decided to continue developing the community nursery. The trees from the nursery will be "adopted" by residents throughout the community for slightly more than the cost of replacement, thereby ensuring the financial sustainability of the project and additional funding for other community projects. The group will plant a hedge along the back of the lot to impede illegal dumping from the alley and turn the remaining area into a community gathering site. The group hopes to build a barbecue pit and acquire benches to appeal to adult residents and leave more open area for the children to use as a playground.


Christmas Trees
(white pine)
community garden
- fruit trees
- shade tree
- nitrogen fixing
shrubs
nursery
- ornamental shrubs
(including Japanese
maple, spirea,
burning bush, etc.)
- "adoptable" trees
including fruit trees
pear, peach, cherry)
popular shade trees
(i.e. elm, maple, ash)
and ornamentals
(i.e. dogwood, flowering
crab apple)

1" = APPROX 20'



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